

**THE UNIVERSITY OF NEW ENGLAND
MEETING OF THE COUNCIL
TO BE HELD ON 16TH MAR 2018
IN
AT 08:30**

AGENDA

Item	Presenter
1. MEETING OPENING AND WELCOME COMMENTS	
1.1. * Acknowledgement of Country	Harris, James
1.2. * Apologies	Harris, James
1.3. * Council Member Conflict of Interest Disclosures	Harris, James
1.4. Disclosed Register of Interest	Harris, James
1.5. * Order of Business (including adoption of non-starred items)	Harris, James
1.6. * Introduction - Professor Todd Walker	Walker, Todd/ James Harris
2. MINUTES OF PREVIOUS MEETING	
2.1. Confirmation of Minutes	Harris, James
2.2. * Matters Arising	Harris, James
3. PRESENTATION	
3.1. * University Activities in Focus #18191	Duncan, Annabelle
4. LEADERSHIP	
4.1. * Chancellor's Report to Council #18164	Harris, James
4.2. * Vice-Chancellor's Report to Council #18208	Duncan, Annabelle
4.3. * Chair of Academic Board Report #18122	Nick Reid
5. STRATEGIC MATTERS	
5.1. * Approval of Annual Report (Year Ended 31 December 2017) #18116	Duncan, Annabelle
5.2. * Approval of Annual Financial Statements Year Ending 31 Dec 17 #18115	Finch, Robert

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	Item	Presenter
6.	GENERAL ITEMS	
6.1.	Chair of Governance Working Party Report #18135	McClelland, Jan
7.	GENERAL BUSINESS	
8.	MEETING FINALISATION	
8.1.	Work Plan 2018 #18113	Peet, Brendan
8.2.	Next Meeting	Harris, James
8.3.	* Meeting Close	Harris, James

Table of Contents - Attachments Council Meeting - Open - 16 March 2018

	Document	Page
1	2014 Council Conflict of Interest Declaration (NSW)	2
2	UNE Council and Senior Executive Register of Interest -	3
3	#18191 University Activities in Focus OPEN by VC.DOCX	5
4	#18164 Chancellor's Report to Council OPEN	12
5	#18208 Vice Chancellor's Report to Council OPEN	14
6	#18122 Chair Academic Board Report COMPLETE	34
7	#18116 Approval of Annual Report (Year Ended 31 December	78
8	5.2 #18115 Approval of Annual Financial Statements YE17	109
9	#18135 Chair Report Governance Working Party COMPLETE	275
10	Item 8.1 Work Plan 2018 COUNCIL OPEN #18113	280

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.





**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.

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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:	

Purpose

To highlight a number of innovative activities, underway at UNE, which are helping the University to deliver on its strategic priorities, and to support the creation of a bold and innovative culture.

Origin of report: Scheduled item as required/varied topics.

Related to terms of reference: Oversee and monitor the University's performance.

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

Council is asked to NOTE the University Activities in Focus report for the March meeting, report #18191.

Executive Summary

This report provides the University Council with an update on activities that support the University's strategic plan, including highlights from each Faculty.

Key Information

There is much chatter in the sector at present about the disruption to the world of work and the resultant disruption to education delivery. While many commentators are questioning how universities will cope with the disruption and many Vice Chancellors are saying that technology can aid teaching, but can never replace face to face classes, students are making their preferences clear. The online market is the only tertiary education market that continues to grow. UNE, rather than agonising over this, has been offering distance education since its founding and our success in doing so is reflected in the 5 star ratings we continue to be awarded by the Good Universities Guide for the quality of the student experience. Furthermore, while MYEFO is causing some universities to look at how they will cope with large numbers of campuses and the inefficiencies this causes, UNE has only one main campus. We are therefore well set up to cope with the disruptions which are causing angst to some others in the sector.

Delivers excellent research with high impact

1. UNE academic Dr Jamie Barwick received the Australian Wool Innovation Award in the SAWW–ABARES Science Awards for Young People in Agriculture, Fisheries and Forestry. These awards recognise research which will contribute to the ongoing success and sustainability of the Australian agricultural industries. Jamie is the 4th person from UNE to receive one these prestigious ABARES awards. It reflects highly on UNE's unique mix of enabling sciences and domain knowledge, and our ability to effectively put this mix to work in dealing with practical challenges faced by our producers.

2. Darren Marshall is undertaking a PhD (in collaboration with Invasive Animals CRC) on feral pig management. This PhD Innovation project is focused on research, development and utilisation of an innovative approach for the management of the hugely destructive feral pig (*Sus scrofa*). Within a blending of scientific research on biophysical feral pig ecology and social science research with landholders, Mr Marshall's Innovation will integrate community engagement with pig ecology research to create more effective management and extension programs for landholders to effectively control this species.
3. UNE researchers are integral to a \$11.7 million joint Australian-Indonesian program, IndoBeef, that aims to improve the capability of Indonesia's smallholder-based beef industry. Launched in Lombok, the program is supporting two projects that will investigate ways of improving the livelihoods of Indonesia's smallholder beef cattle producers, and of enhancing the nation's livestock carrying capacity.

The PalmCow project, led by UNE Adjunct Professor Dr John Ackerman, aims to enhance cattle production and carrying capacity by using some of Indonesia's vast palm oil plantations and improving the efficiency of beef value chains in crop-livestock systems. The second project, CropCow, led by UNE Professor Heather Burrow, will focus on developing livestock husbandry and business skills of smallholder cattle producers.

IndoBeef is funded by the Department of Foreign Affairs and Trade (DFAT). The research will be jointly led by UNE and the Indonesian Agency for Agricultural Research and Development (IAARD) through the Indonesian Center for Animal Research and Development (ICARD).

Delivers an outstanding student experience

Council members will be aware that we earned the Good Universities Guide top, five-star rating for the 'student experience' again last year. We also received the top ranking on the International Student Barometer and we have been ranked for the past two years as the university which best supports freedom of speech.

We held our annual Wellness Week for Freshers, which occurs the week before Orientation Week, aimed at explaining the University's expectations for behaviour, informing them of the support facilities available to them and teaching them some coping techniques. Initial survey results show the week is a positive first step in easing college students' transition to university life. Over 400 first year college residents attended the five day program, which included presenters from the BlackDog Institute, AlcoCups, Armidale Police and Universities Australia.

Five curriculum development projects are underway as part of the Academic Innovation Strategic Initiative approved as part of the Business Plan and Budget 2018-2020. The first of these is the development of a flexible, student-centered suite of business courses for the financial planning industry. These will be delivered in partnership with the Monarch Institute, an RTO with a strong brand in the financial planning sector and links to industry. The first meeting to discuss these courses was held on 12 October 2017; the courses were approved

on 12 December and commenced delivery on 5 March 2018. Not only do they represent innovative pedagogy and business development, they also are a milestone for UNE in agile course development and delivery.

Other academic innovation projects in the pipeline include the development of a unique online JD that incorporates integrated practical legal training, the development of the New England Health Virtual Learning Environment, the development of courses in languages and creative writing/digital storytelling, and the CkX project (100,000 students in 10 years) to rapidly develop innovative courses, including short and non-award courses, in conjunction with business and industry. Four prototypes are being developed, two for launch in July 2018.

Dixon Library is commencing a physical refurbishment. Not only will the redeveloped library house and showcase a number of important UNE collections, including the antiquities collection, it will also transform the physical library space into a unified student services hub. A range of services will be on offer for students, including careers advice, academic skills, library services, enrollment advice, financial services, and more. It is envisaged that some 70% of the paper-based book collection will be moved into storage as part of this refurbishment.

UNE Medical Centre has been reaccredited through the Australian Medical Association for another 3yrs as a General Practice.

Diversify and grow income

We have received our first enrolment in the new Bespoke degree the Graduate Certificate in Professional Practice. This degree allows students to put together units which suit their needs, as well as to compile a portfolio reflecting their prior professional and educational experience, for which they receive credit. The students are provided with a personalised 'academic concierge' service, where academic success advisers work with the students on their subject choices and portfolios. The degree has been 'soft launched' as a trial in Trimester 1, with no marketing; recruitment activities will focus on Trimester 2.

Meetings have been held with Baiada Poultry regarding delivering Certificate II and VI courses using UNE's vast expertise in online teaching as well as using our Study Centres Network. It is possible for this model to be used to deliver courses to other agriculture sectors.

Digital dominance

Having conducted a successful trial of online, invigilated exams at the end of 2017, we now plan to conduct a total of 2,700 such exams in 2018. These will improve flexibility for students, enable use of more current assessments tools and methods and enhance the integrity of student assessment. The risks involved with online exams are substantially lower than for hard copy exams held at external exam venues. The benefits include increased flexibility for students and staff, the possibility of using rich media in exams, answers being accessible immediately for marking, increased options for identity management, increased quality and consistency in exam supervision, reduced cost and auto marking for certain question types.

UNE has entered into an agreement with academic support provider Studiosity for the provision of online learning support for all UNE students. Student satisfaction measures in post session surveys show students who use the service find it incredibly useful.

Operational resilience

There is a wholesale renewal of our admissions processes, commencing with the first contact with a prospective student and finishing with the student at census date. UNE policies, systems, admissions rules and business processes are all involved in that renewal, which is being driven out of the Student Success Directorate.

Bold and innovative culture

Members of our academic staff are experimenting with different ways of teaching to assist our students get the best possible learning experience that fits with the other pressures in their lives.

One example of this is an event hosted by UNE Education Scholars which showcased three examples of micro-teaching. The goal of each presentation was to teach something valuable in three minutes. The demonstrations were followed by a discussion that focused on what is valuable to teach, what can be taught quickly and effectively and with what methods.

A great deal of effort is being expended in working closely with our communities, using our teaching and research skills to benefit the populations of those communities. Notable examples include:

- Coledale Clinic – the UNE School of Health is partnering with the Walhallow Aboriginal Corporation to deliver quality health care services to the Coledale Community, with over 70% of visitors being Aboriginal. It has practice nurses, GP, Aboriginal Health works and provides antenatal clinic, immunization clinic, mental health services and a needle and syringe program.
- The Law School is working closely with the Tamworth Local Court to run Court Kiosks for Tamworth law students enrolled at UNE.
- A three year sponsorship agreement has been signed with Northern Inland Academy of Sport to help them with their program by increased placement of UNE Exercise Science students at NIAS and giving the children greater access to Sport UNE facilities in Armidale.

Faculty Highlights

Faculty of Humanities, Arts, Social Sciences & Education

Nauru

UNE is helping to bring stability and growth to Nauru by equipping its first generation of internationally-qualified teachers with a teaching degree customised to the needs of the Pacific nation.

Led by Associate Professor Pep Serow and Professor Neil Taylor, the UNE Nauru Teacher Education Project team created two new internationally recognised qualifications – the two-year [Associate Degree in Teaching \(Pacific focus\)](#) and two-year [Bachelor of Education \(Pacific focus\)](#), to provide pre and in-service training for teachers from early childhood to secondary. With the support of the Nauruan Department of Education and funding from the Australian Department of Foreign Affairs and Trade, the team also developed and introduced a national mathematics curriculum.

All but four weeks of the teacher training, for professional experience in Armidale schools, is delivered on Nauru. Two full-time UNE lecturers are based on the island for 10 months of the year, and students have the support of two UNE-based support lecturers and an academic mentor.

Their commitment and dedication has earned the UNE team members in 2017 a UNE Teaching Excellence Citation for Outstanding Contribution to Student Learning; Associate Professor Pep Serow, Professor Neil Taylor, Dr Terry Sullivan, Dianne Smardon, Jodana Tarrant, Dr Greg Burnett, Ellen Nyberg, Emily Angell and Madeline Fussell.

Appointment to Advisory Board of the ARC Centre for Excellence for the Dynamics of Language

[Professor Anne-Marie Morgan](#), Associate Dean for Teaching and Learning in the Faculty of Humanities, Arts, Social Sciences and Education, has been appointed to the eminent Advisory Board of the ARC Centre for Excellence for the Dynamics of Language. The Centre, funded over a seven-year period, with nodes of research at four Australian universities, including an extensive post-doc and HDR research program, investigates language as a diverse, dynamic and evolving organism that interacts with perceptual processes in ingenious ways. The researchers aim to understand why the world's languages are designed so differently, and how our minds acquire and exploit them to achieve different outcomes, to help generate important scientific insights and exciting new technologies.

Fulbright Senior Scholarship Awarded to Professor Anne Pender

Professor Anne Pender has been awarded a prestigious Fulbright Senior Scholarship to spend four months in residence at Harvard University exploring the lives and output of three much-loved Australian authors who have made their home in the United States – Peter Carey,

Geraldine Brooks and Jill Ker Conway. It follows a similar in-depth analysis of Australian writers residing in Great Britain that Anne conducted several years ago.

A biographer and author of numerous books on Australian performers and writers, Anne is not only interested in why Australian writers left their homeland, but also where it has taken them and why they have remained in the US. After interviewing and researching the three writers, Anne hopes to produce a series of articles for the *Harvard Review*. She is also confident the scholarship will provide the foundation for a book documenting the history of numerous other Australian expatriate writers and actors who have made a life in the US during the past century.

Australian Awards Fellowship

Prof Anne-Marie Morgan and Professor John Pegg were successful in their application for a DFAT Fellowship, which was awarded in August 2017. This is possibly the first time this Fellowship has been received by UNE. The grant involves ten Presidents that represent the National Network of Normal (Education) Schools (Universities), a highly influential group in terms of the Philippine Government spread across the Philippines, and three other senior university staff attending a two-week workshop on "*Applied development and research partnership in tertiary leadership and management*", run by UNE National Research Centre SiMERR. This resulted in a visit to UNE from 10 Presidents representing the National Network of Normal Schools (Universities). Three UNE staff attended a two week workshop late in January and early February 2018.

Faculty of Science, Agriculture, Business & Law

New course for international students at UNE Sydney

Development of a Faculty-based degree in the Bachelor of Business (Analytics and Informatics) that will equip graduates with knowledge and skills of technologies and practices for collecting and using data to investigate and drive business performance planning. This is a new double major that is only available to UNE Sydney international student enrolments, and has been developed across two schools (Business and Science and Technology) in the Faculty.

Streamlined processes from the Faculty resulted in the course being initiated, developed and approved by UAPC in seven weeks. This means that SABL has met the milestone date for completion of course approval and allows the UNE Sydney initiative to progress on time to ELICOS provider review, CRICOS registration and marketing ready for a Trimester 2 2018 start.

Furthermore, this degree demonstrates agile curriculum development and growing profit for the Faculty.

New Law Degree – Bachelor of Legal Studies

The Bachelor of Legal Studies targets a market for students that do not require an accredited LLB but who are seeking careers include paralegal work with law practices, commercial and property corporations, Government departments, media and publishing industries, lobby groups, and trade union management. The Bachelor of Legal Studies also provides a pathway for students seeking an LLB but who do not have the required knowledge at admission.

These two markets are not currently captured at UNE, and are not offered by an online provider. The course structure has been developed with the School of Law, and new course forms are currently being prepared for admission and delivery in Trimester 2 2018. Furthermore, this new law degree demonstrates agile curriculum development, growing profit and a responsive and engaged Law School.

Students Partnerships

SABL staff and students are implementing a pilot Student partnership program in eight first year units across the four schools in the Faculty to increase engagement and communication between students, unit coordinators and the Faculty.

The initiative creates a portal for peer-to-peer support for students within units moderated by a student leader who has previously completed the unit. This model aims to provide timely and constructive feedback to unit coordinators through a weekly digest of issues and commendations compiled by the faculties learning designers.

This initiative aims to improve student success, reduce attrition, improve student engagement in teaching and learning, and develop leadership skills in students. Furthermore, the Faculty is seeking to enhance student experience, engagement and outcomes.

Faculty of Medicine & Health

The School of Rural Medicine's 2018 enrolment numbers have reached rural quota. This year's intake includes two indigenous students in a cohort of 64 students. Anecdotal suggestion is that students are returning to rural areas (to be confirmed).

UNE Psychology played a key role in helping to provide training to the initial set of counsellors for the new Lifeline in-person counselling service in Armidale. At no charge, UNE Psychology provided an excellent training location in the Psychology North Wing and local training coordination by Associate Professor of Psychology John Malouff. This service provides free psychological counselling to adults, with John Malouff providing supervision to the counsellors.

See <http://www.armidaleexpress.com.au/story/5254554/lifeline-needs-more-counsellors-to-help-people-cope-with-bullying-grief-and-depression/?cs=471>.

Schools continue to achieve routine activities during the restructure, attracting and processing good numbers of students. The Faculty is beginning to work through a process of review of current practice for improvement. Gains are to be identified and implemented throughout 2018.

Purpose

To provide Council with the Chancellor's Report for the March 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 open report to Council, #18164.

Executive Summary

The start to the New Year was not what we had hoped for in terms of the announcement of Government capping of Commonwealth Supported Places. As well as impacting on University funding, the changed funding arrangements have the potential to place limits on the opportunities for students to participate in higher education, particularly in the regions. Nevertheless, the good work that the University started in 2017 will continue this year and will gain momentum. This includes the University's focus on academic innovation and key research areas, changes to academic governance and the bedding in of the new academic structure.

At the end of the year, I had the opportunity to catch up with the majority of Council members for one-on-one discussions and to consider how we can help develop and improve. I, as well as other Council Members and Senior Executive, have also had conversations with Mr Peter Forster whose company has been engaged to undertake an external review of Council. The external review is considered to be good governance practice and I am looking forward to providing an overview of the outcomes in due course.

In February of this year, I outlined to the Council some potential modifications to the current University's Voluntary Code of Governance Conduct. All Australian universities are being asked to indicate their preference regarding either a minor or modest change to this Code, with the majority view to be adopted in due course. Once the new Code is finalised, a copy will be circulated and made available on the UNE website.

In early February, I was part of the review panel for the inaugural Australian Institute of Company Directors (AICD) course "*Foundations of University Governance*" which has been developed specifically for the university sector. The course was attended by a mix of Council members and management from a range of Universities. Each university, including UNE had only a few attendees. The general feedback I have had was that the course was well received and allowed a sharing of governance experiences in governance.

On the 5 February, I had the pleasure of speaking at UNE's School of Education to a number of President's members of the "National Network of Normal Schools" from the Philippines. The delegation from this network were at UNE due to the longstanding engagement and research project in the Philippines by the SiMERR National Research Centre, based at UNE, in partnership with the Philippine Normal University (PNU), which is the National Center for Teacher Education in the Philippines.

On the 26 February, I had the pleasure of attending the University's 2018 Commencement Ceremony. It is always a special event and it is encouraging to see the enduring enthusiasm for the future of our commencing students, many of whom are starting their personal aspirational journey supported by our dedicated University academy.

On 28 February, I attended the Universities Australia *Higher Education* conference in Canberra. Not surprisingly, a highly featured topic of conversation was the changes to government funding and the many negative implications of these for future potential students (particularly in regional areas), for the sector, and for specific areas of learning (such as science, technology, engineering and mathematics (STEM) courses) which may be impacted due to the higher cost to delivery these programs of study. I would like to offer my congratulations to Dr Mary McMillan of UNE for reaching the "Delegates Choice" shortlist with her terrific concept and presentation on research into a better method of diagnosing mental illness using blood samples. (See Dr McMillan's presentation [here](#)).

On 5 March, I met with the Hon Rob Stokes, NSW Minister for Education, to discuss the process for Ministerial appointments to Council as we have one Ministerial appointment to be confirmed in 2018.

On 6 March, I attended the Robb College Commencement Dinner. A very enjoyable night with palpable enthusiasm in evidence from both new and continuing college residents.

At the March Council meeting, the Council will consider the financial statements for the calendar year ending 31 December 2017 as well as the University's annual report. There are many positives outlined in these documents which should be available in their final form to the University Community in April, following the finalisation of the annual audit.

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, #18208.

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;
- Australia Day Honours
- Update on UNE's response to the Universities Australia report on Sexual Assault at Australian Universities *Change the Course*;
- Load report

Key Information**VC outreach activities**

1 December 2017	Attend end of year celebrations with all staff where the Brand ad was launched and well received.
4 December 2017	Met with Russell Stewart and Robert Leayr of AgriBusiness Careers and Professions (AGCAP) to discuss student pathways.
7 December 2017	Attended Armidale Tourist Information Centre Volunteers afternoon tea to thank staff for their involvement. Attended Culture Festival in Armidale Mall where UNE was announced as the winner of the 2017 NSW International Community Engagement Award, accepted award on behalf of UNE.
8 December 2017	Signed MOU with Parramatta City Council. Attended launch of Indigenous Scholarships for the Graduate Certificate National Disability Insurance Scheme (NDIS) Business Development at the Parramatta Campus – this event was co-hosted by Growing Potential.

11 December 2017	Met with Principal of Presbyterian Ladies College Armidale, Ms Nicola Taylor and Ms Shona Eichorn, Director of Development, to discuss possible joint collaborations regarding Chinese students. Met with Pathfinders representatives to discuss collaboration regarding children with autism and possible upskilling of Pathfinders staff.
12 December 2017	Hosted A/Prof Tran Van Dien, Rector and A/Prof Nguyen The Hung, Vice Rector, from Thai Nguyen University of Agricultural and Forestry.
14 December 2017	Met with DVCR and John Howard of Howard & Partners regarding review of Rural Innovation System.
23 January 2018	Attended meeting on campus with Office of the Premier & Cabinet, Deputy Secretary General, Mr Gary Barnes with Darren Keegan, Peter Sniekers, Shaun O'Sullivan to discuss MYEFO and various UNE initiatives including Discovery, Horticultural Centre, Tamworth engagement plan and Virtual Hospital Network.
25 January 2018	Met with Armidale Regional Council Mayor and CEO to discuss town/gown interactions.
30 January 2018	Met with Julie Scott, Manager Economic Development at Liverpool City Council, for an update on matters relating to tertiary education in Liverpool.
31 January 2018	Attended Regional Australia Institute Research Advisory Committee workshop and Board dinner.
1 February 2018	Met with Minister Robert Stokes to discuss the impact of MYEFO on UNE. Attended NSW Vice-Chancellor's Committee meeting with Minister Stokes to provide input on how universities expertise can be better aligned with government policy-making.
3 February 2018	Addressed workshop on " <i>Applied development and research partnership in tertiary leadership and management</i> " with National Network of Normal Schools (from Philippines) who were touring universities across NSW.
5 February 2018	Met with Scot McDonald, Parliamentary Secretary, to discuss Robb College and impact of MYEFO.
6 February 2018	Participated in teleconference with DVCR and Scott Hansen, Deputy Director of Department of Primary Industries, to discuss high level communications between UNE and DPI and progressing the AGBU JV and Strategy.
13 February 2018	Attended NSW Innovation and Productivity Council Environmental Goods and Services Subcommittee workshop.
19 February 2018	Attended farewell event for Professor Mary O'Kane, formerly the NSW Chief Scientist and Engineer.
23 February 2018	Officially opened the Mountain Biking Australia XC Eliminator and assisted with award presentations.

26 February 2018	Attend Regional Universities Network meeting.
27 February 2018	Attended Universities Australia Plenary, Education Australia AGM. Attended Fullbright Gala Presentation Dinner where UNE's Professor Anne Pender received a Fullbright Senior Scholar award.
28 February to 2 March 2018	Attended Universities Australia conference. Participated in a roundtable with Vice-Chancellors from the United Kingdom to discuss ways to strengthen the UK-Australia relationship in higher education, research and innovation. Attended invitation only scenario planning workshop at ANU on issues related to working with China.
6 March 2018	Attended NSW Innovation Productivity Council Innovation Precincts Subcommittee meeting. Attended Robb College Introductory dinner and addressed students on the importance of <i>Respect.Now.Always</i> .

Australia Day Honours

Emeritus Professor Ingrid Moses, former UNE Vice-Chancellor, was appointed as an Officer in the General Division of the Order of Australia at the Australia Day awards for distinguished service to higher education through senior academic management positions in Australian universities, and to a range of community and church organisations.

Update on UNE's response to the Universities Australia report on Sexual Assault at Australian Universities *Change the Course*

The University of New England is serious about building a culture in which all of our community are treated fairly, with respect and free from threatening or inappropriate behaviour, including sexual assault and sexual harassment. We want to ensure that everyone can work, study and live in a safe and caring environment here at UNE.

We are committed to reducing the incidence of this behaviour and to providing comprehensive support to those affected by it, in addition to continuing to meet the Wellbeing and Safety requirements of the Higher Education Standards Framework.

The following Recommendations are summary descriptions of the full recommendations contained in the report. UNE's responses likewise represent a high-level summary of the more comprehensive suite of actions being implemented by the University in response to the report's findings and recommendations.

<p>Recommendation 1</p> <p>Establishment of the required governance structures and ensuring the leadership of Vice-Chancellors in the timely and comprehensive implementation of the Report's recommendations</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The Vice-Chancellor has established an Advisory Committee to drive the implementation of the University's response to the <i>Change the Course</i> report recommendations, as well as appointing a dedicated project manager to oversee and evaluate progress. • The first official meeting was held in November 2017, and meetings occur monthly. Members of the Advisory Committee represent a diverse cross-section of staff, students and community members including the president of UNE Student Association, International students, Academic Staff, Professional Staff, UNE Senior Counsellor and Psychologist and the Acting Health Service Manager Child Young People Family Team Armidale Community Health Service. • Student and staff forums will continue in 2018 to obtain feedback on actions undertaken and to obtain information and ideas on future actions.
<p>Recommendation 2</p> <p>Develop a plan for addressing the drivers of sexual assault and sexual harassment accompanied by an education program and communications</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The University is implementing face to face facilitated and online training courses on Consent for students. • Training is also being provided for all staff and students Responding to Disclosures of Sexual Violence • UNE is also currently organising face to face training for specifically identified staff members and students as first response officers.

	<ul style="list-style-type: none">• Arranging a number of forums, guest speakers and promotional events to convey the key messages and raise awareness of the Respect. Now. Always. Campaign. In addition, the University's Respect. Now. Always. web page has been updated with critical information, news items, and links to resources and key contacts.• Sex Discrimination Commissioner Ms Kate Jenkins has been tentatively booked to attend a luncheon at the University on the 10 April 2018 for staff and students to speak about the Change the Course Report and cultural change.• The University has also engaged the local Liquor Accord to help address the role of alcohol in sexual assault and sexual harassment on campus and within the township.• Face to Face training is being provided to new college residential students during wellness week inclusive of consent, bystander intervention and without consent it's is rape. Also included is information about support and how to find it. This will be further embedded with more face to face training commencing in March.• Dr Renee Hamilton from Universities Australia attended wellness week and gave a talk about Respect.Now.Always to the new students and residential fellows. Dr Hamilton then participated in a panel for Q&A concerning the videos and training provided consent, bystander intervention and without consent it's is rape.
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	<ul style="list-style-type: none"> • The University through UNE Life now owns and runs the University Safety and Security and has imposed best practise for security and service delivery. • College event management has been reviewed and brought into line with best practise, to meet the legislative requirements of the Liquor Act and Responsible service of alcohol. • The Residential College Code of Conduct has been reviewed to include strong stance on Sexual Assault/Harassment and Hazing. • A revised bus service will commence in T1 2018 to enable students to travel into town and return safely. This service will complete 30min circuits and can be tracked and contacted by students directly. This service will also be utilised to collect student from the airport and train station for intensive school attendance.
<p>Recommendation 3</p> <p>Take action to ensure information about reporting avenues and support services is widely disseminated and easily accessible. Evaluate actions to ensure activities have increased awareness.</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The University is in the process of commissioning the production/tailoring of a Respect. Now. Always. mobile app which will contain key information and contacts regarding sexual harassment and sexual assault, including the university's counselling service and the anonymous reporting form. • This app will complement the existing UNE Safety app, which is targeted at providing key contact information to ensure safety on campus. Promotional stickers,

	<p>posters, banners and other promotional material with clearly visible contact information will be disseminated, with a special focus on targeting new enrolments during wellness week and orientation week activities.</p> <ul style="list-style-type: none">• The theme for the UNE Orientation is Respect. 10 Banners displaying the support contact numbers for the University and the national support numbers will be displayed around the University and in each access Centre and the Sydney Campus. These banners will then be displayed in every college and in the main student area of the University throughout the year.• There will be a Respect Now Always display and information centre during the Life Saver day within Orientation.• There is also an art installation being run called the Fabric of Respect whereby all staff and students can attend and make the pledge of respect and zero tolerance. The VC will be attending to make her pledge and all staff are encourage to do the same in a show of support and solidarity on the UNE Zero Tolerance stance.• Support information together with the UNE message of Zero Tolerance has been placed on every water container to be handed to every participant in Orientation week.• The UNE Respect Now Always web pages have been update to include current information regarding RNA• Support numbers and information has been disseminated throughout the Colleges in poster form.
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	<ul style="list-style-type: none"> • Training given to new residential students during wellness week includes support information both within the University and externally. • Wellness week is a week of information and training provided to new residential college students to prepare them for University life. This week also contains information about alcohol consumption, mental health, education regarding to hazing and RNA inclusive of support areas within and externally to UNE.
<p>Recommendation 4</p> <p>Universities must take steps to ensure that students who experience sexual assault or sexual harassment have access to specialist support, from a service provider with required expertise and training in this area. Within a year of the release of this report, the University should commission an independent, expert-led review of existing university policies and response pathways in relation to sexual assault and sexual harassment.</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The University is currently assessing a number of proposals for an external and independent review of the existing university policies and response pathways in relation to sexual assault and sexual harassment. • The purpose of expediency, an internal audit has commenced as an initial step, with a view of supplementing this with the more comprehensive qualitative evaluation of the counselling services.
<p>Recommendation 5</p> <p>Universities should conduct an assessment to identify staff and student representatives most likely to receive disclosures of sexual assault and sexual harassment and ensure these staff members and student representatives receive training</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The University is in the process of establishing a cohort of student and staff who will be nominated and trained in first response disclosures. • Training is to be provide by an external organisation with the appropriate expertise face to face. • Proposals are being obtained regarding the completion of this work from appropriate organisations with the required expertise.

<p>Recommendation 6</p> <p>Universities should ensure that information about individual disclosures and reports of sexual assault and sexual harassment is collected and stored confidentially and used for continuous improvement of processes</p> <p>At least every six months, Vice-Chancellors should be provided with de-identified reports of this data, including trends or identifiable concerns which arise, along with recommendations for any necessary improvements to processes</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • An anonymous reporting form has been established and linked on the university's Respect. Now. Always. web page, to receive de-identified and confidential reports of instances of sexual assault and sexual harassment. • This form can also be accessed via the University's safety app. • This form is operational and the data will be exported at regular intervals and presented to the Vice-Chancellor. This will be provided in addition to the data gathered from formal reports, and analyses of trends and suggestions for improvement as well as resource allocation. • Anonymous question can now be asked and will be answered via the RNA web page
<p>Recommendation 7</p> <p>Within six months of the release of the national report, but as soon as possible, universities should conduct an audit of university counselling services, with a particular focus on the ability to support students who have been affected by sexual assault or sexual harassment</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The University has engaged the Internal Audit and Risk Unit to undertake this work. An expert will be employed to complete the audit with oversight by Audit and Risk. • Areas already identified as possible deficiencies is the physical location of the counselling unit and reception support.
<p>Recommendation 8</p> <p>Universities should engage an independent body to conduct the National university student survey of sexual assault and sexual harassment at three yearly intervals to</p>	<p>University of New England Response</p> <p>Universities Australia has committed to repeating the survey and the University of New England will again support this effort.</p>

track progress in reducing the prevalence of these incidents at a sector-wide level	
<p>Recommendation 9</p> <p>Residential colleges and university residences should commission an independent, expert-led review of the factors which contribute to sexual assault and sexual harassment in their settings</p>	<p>University of New England Response</p> <ul style="list-style-type: none"> • The Australian Human Rights Commission has been engaged to conduct the independent audit of the UNE residential system. • The Sex Discrimination Commissioner, Ms Kate Jenkins and the Major projects officer, Ms Natasha de Silva will be attending UNE on the 7 March 2018 to commence this process.

In response to the release of The Red Zone Report and the 60 Minutes program, we have issued a media release to reassure the community of the actions we are taking to ensure our students are safe, as below.

UNE Wellness Week eases the transition to uni life at UNE Armidale

Initial survey results show the University of New England's (UNE) 2018 Wellness Week (WW) program is a positive first step in helping ease college students' transition to university life. Over 400 first year college residents attended the five-day program, which included presenters from the BlackDog Institute, AlcoCups, Armidale Police, and Universities Australia (UA).

WW is an initiative of UNE's Residential College system, which comprises six colleges and a village. The program is designed to assist new students with the adjustment to higher education study and living away from home.

The Director, UNE Residential System, Mr Ashwin Bhutani, said "Wellness Week also sets the scene for UNE's expectations regarding student behaviour. Through both in-house presentations and guest speakers, we have been working hard to encourage all students to see the important role they can play, in partnership with our Heads of College and 136 student leaders, in contributing to positive and supportive college environments."

Mr Bhutani said, "The UNE Residential System promotes 3 key pillars that we believe are crucial to ensuring our colleges are a great place to live and study. These pillars are safe and respectful relationships, mental health and wellbeing, and teaching a harm-reduction approach to alcohol consumption, in order to maximise safe behaviours in the colleges".

WW sessions covered mental health; specialized training about what constitutes sexual assault and sexual crimes; awareness raising regarding hazing and UNE's zero tolerance of unacceptable behaviours; UNE reporting pathways and alternative community resources, such as the local police; and learning about the Residential Code of Conduct.

Mr Bhutani said all students must agree to the Code before entering a UNE college. "It stipulates that encouraging, initiating, participating in and/or supporting hazing is prohibited".

A panel comprising student leaders, College Heads and UNE Student Counselling provided an open forum for new residents to raise questions and concerns about hazing behaviours.

Mr Bhutani commended student leaders from all colleges, who ensured first year residents attended presentations across WW.

He said, "We have outstanding young female and male leaders in our residential system. Their role in mentoring new students as they adjust to tertiary life is highly valued by UNE. The residential leaders represent a very important link in the network of support UNE provides to college residents".

The survey results will be analysed over the coming weeks and will be openly communicated to student residents. UNE's first WW was conducted in 2017 and student feedback was used to inform this year's program.

Student Enrolments and Load

This report provides an assessment of progress with student load in 2018 with a primary focus on Trimester 1. The reference date for the report is 5 March 2018, the first day of teaching in Trimester 1.

Table 1 provides a summary of student load progress in Trimester 1 2018 for various student cohorts. Within the table, the current level of student load is compared with the estimated level of load that is required to achieve the T1 budget figure at census. Percentage progress toward achievement of the budget T1 census figure is also reported.

Table 1: UNE Student Load – Trimester 1 2018, as at 5 March 2018

	Current 5 Mar 18	Estimated Target # 5 March 18	Above or Below Target	% Above or Below Target	Budget T1 Census	Current as % Budget
Total	5,785.3	6,155.3	-370.0	-6.0%	5,651.4	102%
Commence	1,820.7	2,103.1	-282.4	-13.4%	1,857.5	98%
Continue	3,964.6	4,049.8	-85.2	-2.1%	3,793.9	104%
External	3,996.4	4,266.6	-270.3	-6.3%	3,737.3	107%
Internal	1,789.0	1,891.4	-102.4	-5.4%	1,914.1	93%
HDR	240.8	245.6	-4.8	-2.0%	241.0	100%
PG Cwk	1,365.5	1,390.1	-24.6	-1.8%	1,229.0	111%
UG Award	4,041.5	4,327.9	-286.4	-6.6%	4,000.7	101%
Enabling / Non Award	137.5	192.7	-55.2	-28.6%	180.6	76%
CSP	5,080.5	5,415.0	-334.5	-6.2%	4,910.6	103%
International FP	398.2	382.8	+15.4	+4.0%	415.6	96%
Domestic FP	161.4	193.0	-31.7	-16.4%	169.1	95%
RTS	145.2	161.9	-16.7	-10.3%	156.1	93%

Note: # The estimated level of student load that is required at the reference date to achieve the target load at census.

As at 5 March 2018, total student load of **5,785.3 EFTSL** was recorded in Trimester 1 against a T1 census budget target of **5,651.4 EFTSL**. Given the historical pattern of student enrolment behaviour between now and the T1 census date, total student load in T1 is assessed as being **370 EFTSL [-6.0%]** below the estimated level of load that is required if the University is to achieve the T1 budget figure at census.

Most noticeably, commencing student load of **1,820.7 EFTSL** is currently tracking markedly below the estimated level that is required to achieve the budget figure at census [**-282 EFTSL or -13.4%**]. Continuing student load sits at **3,964.6 EFTSL** or **85 EFTSL [-2.1%]** below the estimated level required to achieve the budget target. It is therefore likely that the University will not achieve its budgeted T1 census load target.

The apparent shortfall in student load is shared between external (**-6.3%**) and internal (**-5.4%**) student cohorts and most highly concentrated in the CSP [**-334.5 EFTSL or -6.2%**] funding source and undergraduate award courses [**-286.4 EFTSL or -6.6%**]. On a positive note, student load associated with international fee-paying students is currently **+15.4 EFTSL or +4.0%** above the estimated level of load that is required to achieve the budget figure at census.

Appendix 1 provides individual time-series worm graphs for a number of the above student cohorts. **Appendix 2** assesses student load with respect to commence/continue status and trimester of enrolment while **Appendix 3** assesses student load with respect to funding source and attendance mode. The key metric in these appendices assesses the percentage progress towards achievement of the budget targets in 2018 compared to actual EOY 2017. **Appendix 4** shows how total student load in 2018 is currently tracking across the full calendar year.

Report from Marketing & Public Affairs

This analysis presents a summary of **Direct Applications** to UNE for the 2018 Trimester 1 admission period up to **4th March 2018**. With lectures commencing on Monday 5th March, applications for the trimester close on midnight of Tuesday 6th. Processing of the remainder of the applications should occur over the days following.

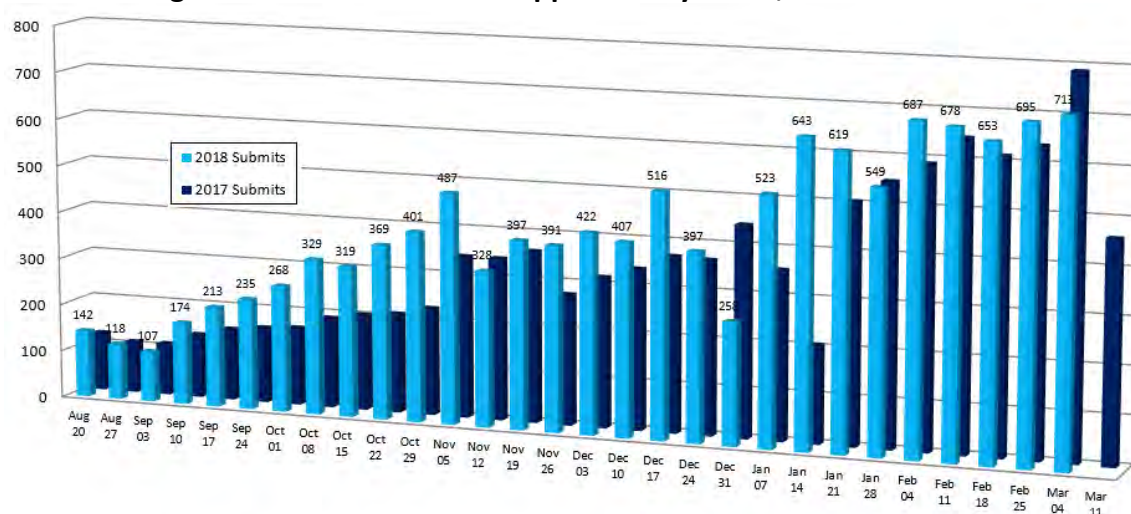
Currently there are a total of **10,824** Applicants submitting applications through both the UAC Connect-based admissions system as well as the previous Online Application system (for Bachelor Honours Level and Non-Award applications only). This is **13.2% higher** than the number of applicants received immediately prior to commencement of lectures in February 2017. [*Editor's note: There is some conjecture as to whether the nature of an applicant has changed as a result of UAC processing.*]

Table 2: Cumulative Direct Applicants, Trimester 1 2018

Week Ending	2017		2018		
	Direct Applicants	New Applicants Received	Direct Applicants	New Applicants Received	Gain over prior year
Feb 18	8,211	576	9,641	556	+17.4%
Feb 25	8,812	601	10,214	573	+15.9%
Mar 4	9,563	751	10,824	610	+13.2%

Data Source: MPA T1 2018 Campaign tracking (week ended Mar 04), aligned by Lecture Commencement date

It is important to remember that 2018 Trimester 1 **lecture commencement date** is approximately **2 weeks later** than the equivalent date in 2017. This report is aligned by Lecture Commencement date (rather than Calendar Date as in MPA reports earlier in the Trimester), as it is considered a better reflection of applicant activity during this final stage of the application period.

Figure 1: Cumulative Direct Applicants by Week, Trimester 1 2018

(data aligned by lecture commencement date)

Figure 1 shows applicants received per week for the entire admission period to date. While overall applicant demand has been strong, final week demand did not reach the peak normally seen in the final full week of the application period.

There are several factors that may have contributed to the growth experienced across the period. These include the increased market presence generated by the **UNE Brand campaign** as well as the availability of the **UAC qualifications database** making it easier for applicants to submit their application. It is also important to note there has been a pattern of increasing demand from applicants, with the previous year's application periods experiencing 9.3%, 7.0% and 18.5% growth for trimesters 1,2 and 3 respectively.

Table 3 shows **applicants by Course Level**. The recent softening in demand (relative to the previous year) seen at the Total level in Table 2 are reflected in both Undergraduate and Postgraduate levels. Non-Award applicant numbers remain significantly lower than last year.

Table 3: Cumulative Direct Applicants by Course level, Trimester 1 2018

Course Level	2017 Direct Applicants	2018 Direct Applicants	2018 Gain over prior year	2018 Gain over prior year (%)	Increase in Gain over prior week
Undergraduate	5,856	6,878	1,022	+17.5%	-60
Postgraduate	3,095	3,571	476	+15.4%	-45
Non Award	784	589	-195	-24.9%	-34
Total	9,563	10,824	1,261	+13.2%	-141

Data Source: MPA T1 2018 Campaign tracking (week ended Mar 04)

Table 4 shows **applicants** by former **School**. The table highlights growth occurring across all schools. Of note, is that recorded by the Schools of Health, BCSS, Arts, ERS and Science & Technology.

Table 4: Cumulative Direct Applicants by School, Trimester 1 2018

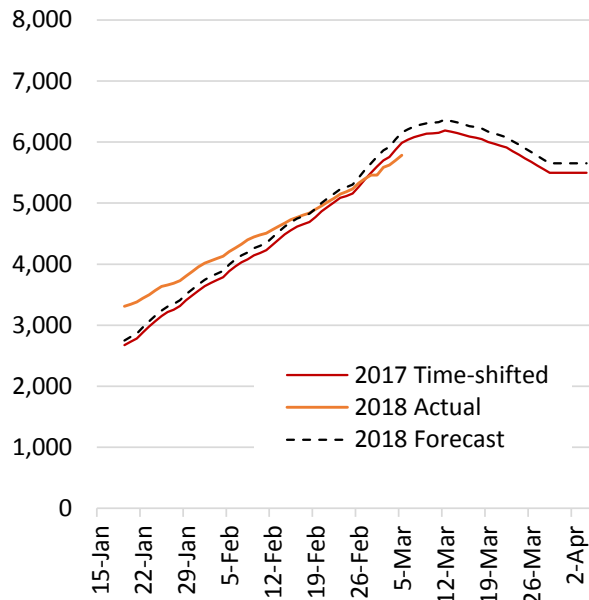
School	2017 Direct Applicants	2018 Direct Applicants	2018 Gain over prior year	2018 Gain over prior year (%)
Arts	449	583	134	+29.8%
BCSS	1,522	1,880	358	+23.5%
Education	1,943	2,103	160	+8.2%
ERS	432	550	118	+27.3%
Health	1,133	1,494	361	+31.9%
Humanities	1,040	1,196	156	+15.0%
Law	728	832	104	+14.3%
Science & Technology	1,010	1,212	202	+20.0%
UNE Business School	842	881	39	+4.6%
Other	2	4	2	+100%
Non-Award	7,84	589	-195	-24.9%
Total	9,563	10,824	1,261	+13.2%

Data Source: MPA T1 2018 Campaign tracking (week ended Mar 04)

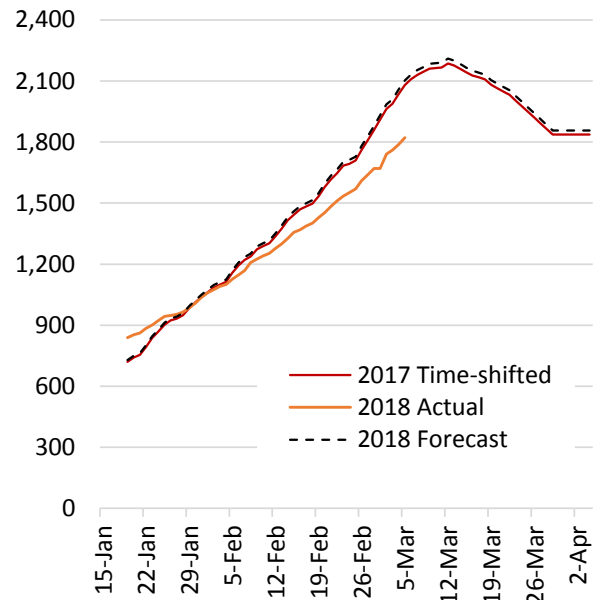
These data are sourced from the UAC Connect system and the SRM OLA portal to limit the impact of assessment and enrolment process complexities. The analysis therefore gives a sharper picture of current demand for UNE courses. It should be noted that the data are for Direct Applicants only and do not include Early Entry, TAC School Leaver, International or HDR applications.

Appendix 1: Student Load 2018 – Trimester 1, as at 5 March 2018

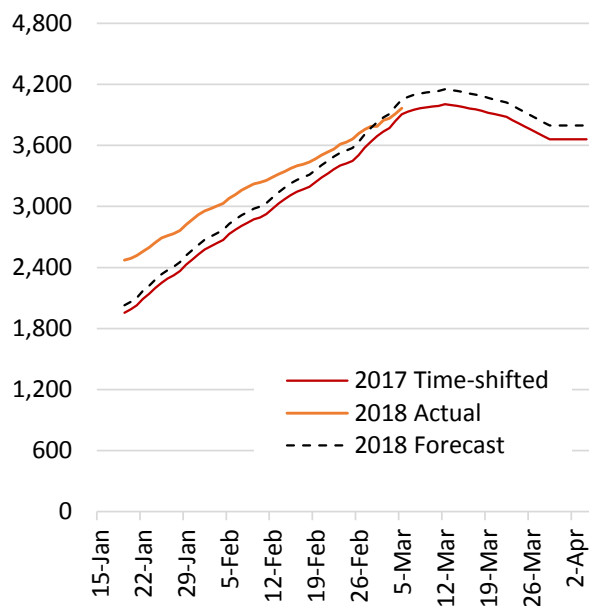
1.1: TOTAL



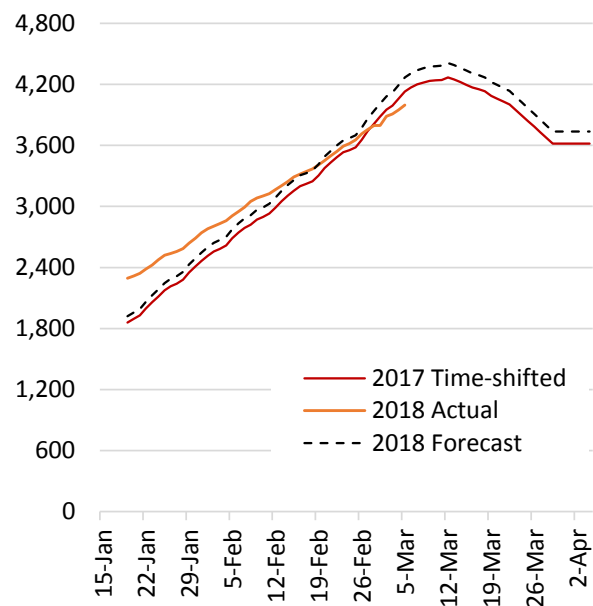
1.2: COMMENCE



1.3: CONTINUE

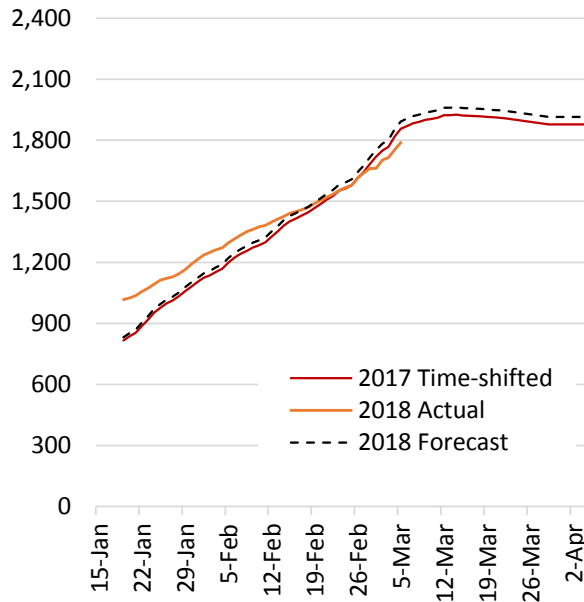


1.4: EXTERNAL

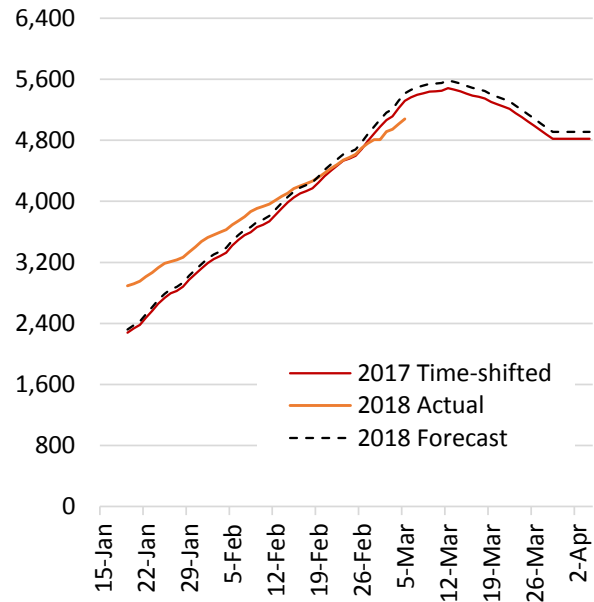


Appendix 1 (cont’d): Student Load 2018 – Trimester 1, as at 5 March 2018

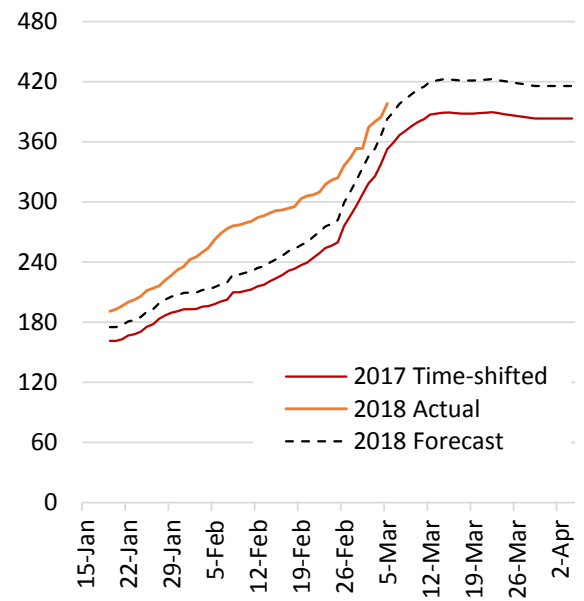
1.5: INTERNAL



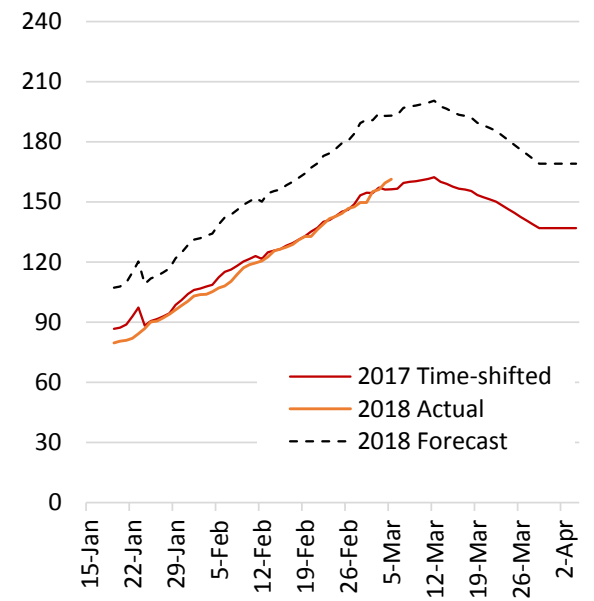
1.6: CSP FUNDED



1.7: INTERNATIONAL FEE-PAYING



1.8: DOMESTIC FEE-PAYING



Appendix 2: UNE Student Load Progress in 2018 compared to 2017 (as at 5 March)

By commence/continue status and trimester

UNE Actual Student Load 2018

as at 5 March 2018

	T1	T2	T3	Total
Commence	1,820.7	1,110.5	227.8	3,159.0
Continue	3,964.6	2,005.2	541.6	6,511.4
Total	5,785.3	3,115.7	769.4	9,670.4

UNE Actual Student Load 2017

as at 20 February 2017

	T1	T2	T3	Total
Commence	2,080.1	1,254.1	238.8	3,573.0
Continue	3,905.9	1,902.4	458.8	6,267.1
Total	5,986.0	3,156.6	697.5	9,840.1

UNE Planned Student Load 2018

Full Year BAU Budget 2018

	T1	T2	T3	Total
Commence	1,857.5	1,997.1	936.0	4,790.5
Continue	3,793.9	3,057.0	935.2	7,786.1
Total	5,651.4	5,054.1	1,871.2	12,576.7

UNE Actual Student Load 2017

Full Year as at 31 December 2017

	T1	T2	T3	Total
Commence	1,802.0	1,933.5	1,000.9	4,736.4
Continue	3,611.9	2,898.1	982.9	7,492.8
Total	5,413.8	4,831.6	1,983.8	12,229.2

UNE Actual Student Load 2018

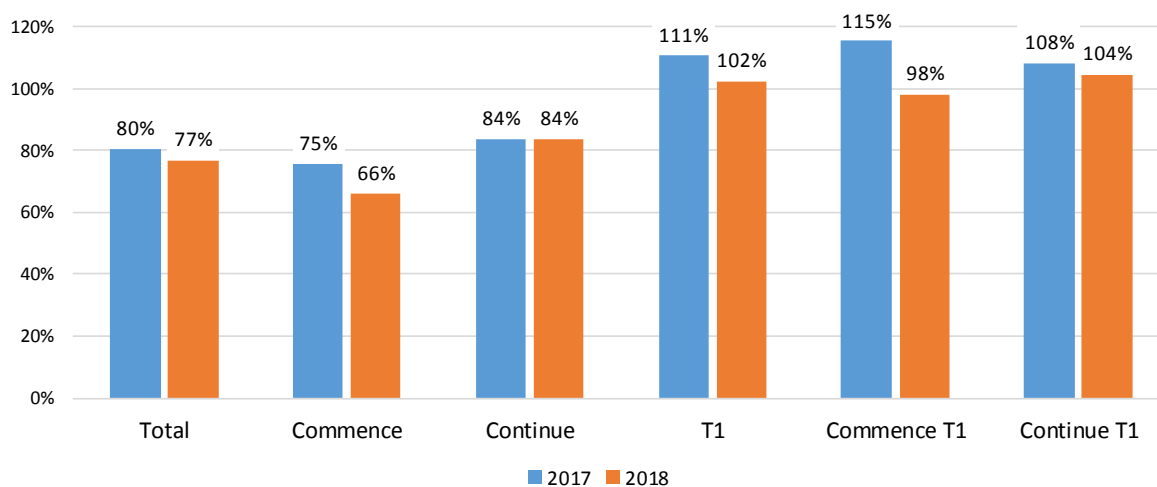
Percentage of Full Year BAU Budget 2018

	T1	T2	T3	Total
Commence	98%	56%	24%	66%
Continue	104%	66%	58%	84%
Total	102%	62%	41%	77%

UNE Actual Student Load 2017

Percentage of Full Year Actual Load 2017

	T1	T2	T3	Total
Commence	115%	65%	24%	75%
Continue	108%	66%	47%	84%
Total	111%	65%	35%	80%

Comparative Progress (2018 vs 2017) toward EOY Student Load**Key Trimester 1 Milestones**

The following dates are key milestones in Trimester 1:

Milestone	2018	2017
T1 lectures commence	5 March	20 February
T1 last day to add units (peak T1 load)	12 March	27 February
T1 census date	26 March	13 March

It is worth noting that Trimester 1 has been shifted backwards by approximately two weeks in 2018 compared to 2017. This means that the peak level of Trimester 1 load will occur in the days immediately following 12 March compared to 27 February last year.

Appendix 3: UNE Student Load Progress in 2018 compared to 2017 (as at 5 March)

By funding source and attendance mode

UNE Actual Student Load 2018

as at 5 March 2018

	External	Internal	Total
CSP	6,456.6	2,075.6	8,532.2
Domestic FP	272.0	3.1	275.1
International	38.3	478.1	516.4
RTS	154.6	144.8	299.5
Other/Unknown	45.8	1.4	47.1
Total	6,967.3	2,703.1	9,670.4

UNE Actual Student Load 2017

as at 20 February 2017

	External	Internal	Total
CSP	6,503.4	2,210.9	8,714.3
Domestic FP	252.1	1.5	253.6
International	35.0	425.6	460.6
RTS	166.1	159.6	325.7
Other/Unknown	85.1	0.8	85.9
Total	7,041.8	2,798.3	9,840.1

UNE Planned Student Load 2018

Full Year BAU Budget 2018

	External	Internal	Total
CSP	7,932.1	2,978.8	10,910.9
Domestic FP	435.7	3.6	439.4
International	59.0	850.3	909.3
RTS	161.2	155.9	317.1
Other/Unknown			
Total	8,588.1	3,988.6	12,576.7

UNE Actual Student Load 2017

Full Year as at 31 December 2017

	External	Internal	Total
CSP	7,697.4	2,985.1	10,682.5
Domestic FP	315.6	1.9	317.5
International	66.4	781.4	847.8
RTS	145.4	132.9	278.3
Other/Unknown	101.0	2.1	103.1
Total	8,325.8	3,903.4	12,229.2

UNE Actual Student Load 2018

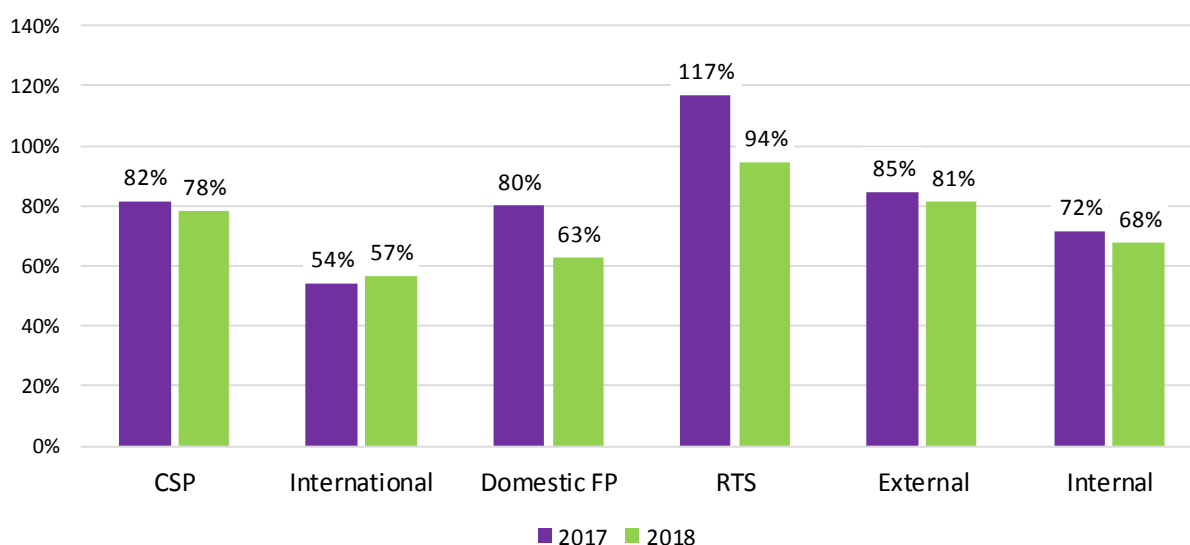
Percentage of Full Year BAU Budget 2018

	Ext	Int	Total
CSP	81%	70%	78%
Domestic FP	62%	86%	63%
International	65%	56%	57%
RTS	96%	93%	94%
Total	81%	68%	77%

UNE Actual Student Load 2017

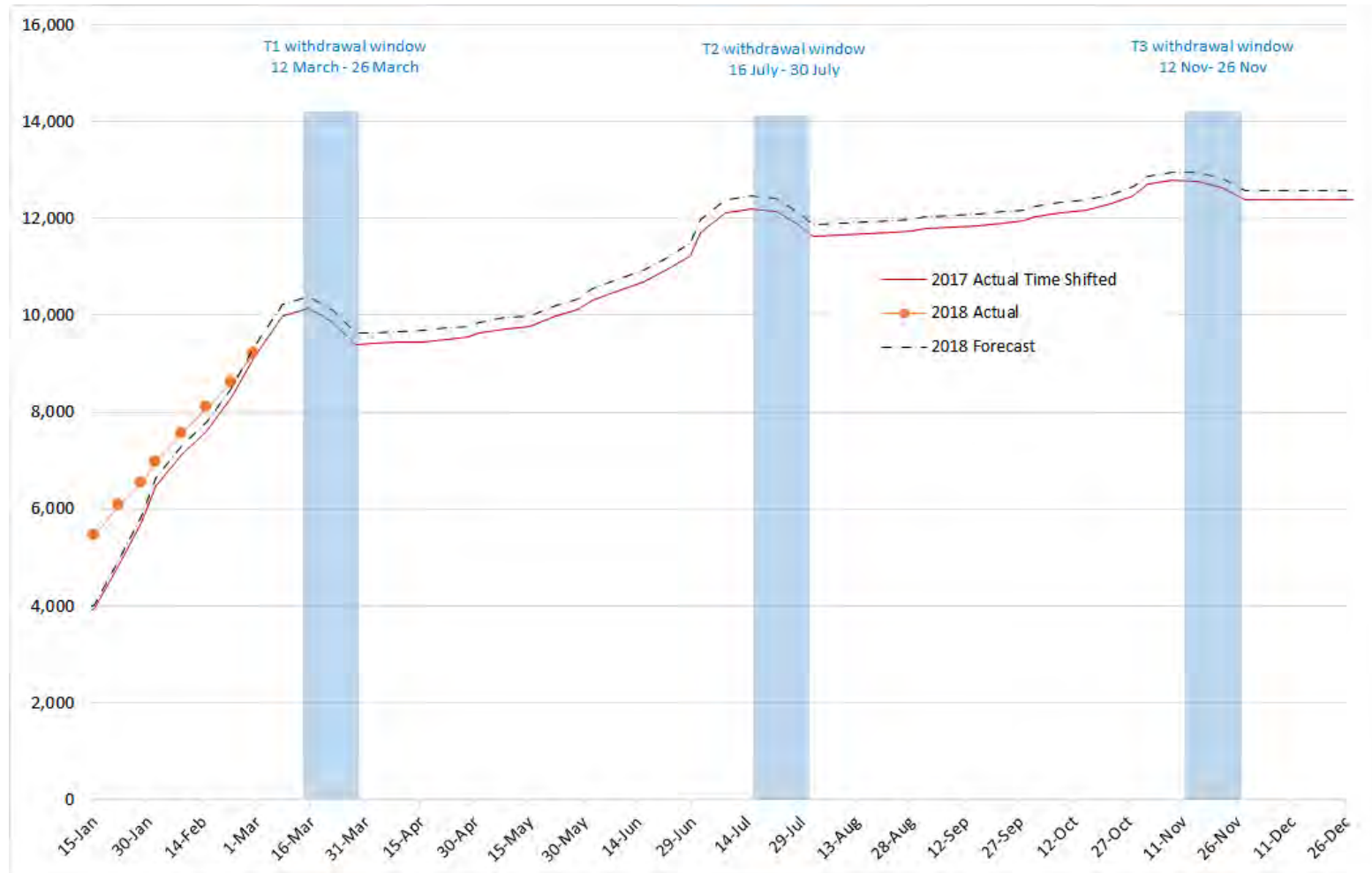
Percentage of Full Year Actual Load 2017

	Ext	Int	Total
CSP	84%	74%	82%
Domestic FP	80%	80%	80%
International	53%	54%	54%
RTS	114%	120%	117%
Total	85%	72%	80%

Comparative Progress (2018 vs 2017) toward EOY Student Load

Appendix 4: UNE Full Year Student Load in 2018 compared to 2017 (as at 28 February)

Current 2018 versus forecast 2018 and time-shifted actual 2017



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 Nick Reid, Chair of Academic Board**

Council is asked to

- 1) NOTE the Chair of Academic Board Open report to Council, #18122(1);
- 2) Regarding the Academic Board and Committee Terms of Reference:
 - a. APPROVE the revised Terms of Reference, which with minor amendments were ENDORSED and RECOMMENDED to Council by the Academic Board:
 - i. Academic Board, #18122 (2.a.i)
 - ii. Teaching and Learning Committee, #18122 (2.a.ii)
 - iii. Curriculum Committee, #18122 (2.a.iii)
 - iv. Research Committee, #18122 (2.a.iv)
 - b. AUTHORISE the Chief Legal and Governance Officer and University Secretary, to do all things necessary to implement the new Terms of Reference, including conduct of elections and appointments, and
- 3) NOTE the Annual Academic Board Report to Council for 2017, #18122(3).

Executive Summary

A substantial amount of work is in progress to envisage the new Academic Board and academic governance committees and their relationship with the Faculty governance structures. A work in progress schematic of the evolving academic governance structure is provided as Appendix A to this report for the information of the Council.

Importantly, the planning for the new Academic Board and committees is being progressed with the aim to improve the performance of the Academic Board and the effectiveness of its advice to Council and the Vice-Chancellor. The focus is on ensuring:

- improved strategic level oversight by the Academic Board, informed by regular review of key academic institutional benchmarks, and the University's teaching and learning and research plans;
- improved focus of Academic Board on oversight of the effectiveness of existing policies and academic programs and in dealing with systemic issues that impact academic quality and integrity;
- appropriate delegation to Academic Board and its committees, to review and approve policies that are student-centric and that support efficient and effective University processes and innovation and improvement;
- close attention to ensuring Academic Board and its committees are addressing UNE's compliance obligations under the Higher Education Standards Framework; and
- improving the efficacy of the board with member support and an underlying skills-based approach to appointments and elections, and facilitation of improved stakeholder engagement including with students, key corporate areas who support academic functions and Indigenous representation.

Key Information

The Academic Board met twice, on 4 December 2017 and on 19 February 2018, since the last Council meeting.

1. 19 February 2018 meeting

- A. Development of an Academic Risk Register.** The PDVC will lead development of a University academic risk register incorporating strategic, operational and compliance risks, which will assist the University's compliance with the [Higher Education Standards](#).
- B. Changes to the terms of reference for Academic Board and Committees.** The proposed changes to the terms of reference aim to accommodate the new academic structure and improve the governance focus of Academic Board and its lens on academic quality and institutional performance indicators. The PDVC outlined the key principles behind the changes, being:
- **Subsidiarity** – delegation of each authority to the appropriate role and level in the University, including to committees;
 - **Expert participation** – skills-based participation rather than constituent representation;
 - **Succession** – provision of opportunities to develop the abilities of the University's future academic leadership and foster staff with the skills in each area (e.g. having Associate Deans chair the committees reporting to Academic Board).

The board provided the following feedback:

- overall the board supported the new **Academic Board** terms of reference, with discussion of elected representation from Schools rather than Faculties to improve communication (not supported); whether ex officio staff should have the facility for a nominee to attend board meetings in their stead; whether the appointment of the chair

or deputy chair of Academic Board to a senior management position should trigger their resignation from the chair or deputy chair role (supported); and whether the chair and deputy chairs of Academic Board ought to be from different Schools (supported);

- regarding the **Research Committee**, the only comment was about the importance of ensuring that the quality of research proposals signed off by Schools was at the requisite standard, even if proposals met the ethics criteria (this was tangential to the draft terms of reference);
- there were no significant comments on the proposed **Teaching and Learning Committee** terms of reference; and
- regarding the **Curriculum Committee**, the difference between a major and a minor course amendment and the definition of a change to a course of more than 30% was queried. The PVCAI office will provide clarification in due course.

The draft terms of reference for approval are provided as Attachments 1–4 of this report.

- C. Implications of Governance Funding Changes.** The Vice-Chancellor spoke of the impact of the government's reimposition of caps and removal of indexing, both in terms of impact on UNE and revenue, but also in terms of the potential to perpetuate disadvantage of regional students through reduced access to and participation in higher education, particularly in disciplines such as Agriculture, Science and Nursing. The University's key responses should be (i) diversifying our income sources, (ii) improving retention and continuing to innovate in course offerings (e.g. short courses and new full-fee course proposals) for the mature-age distance cohort, and (iii) growing UNE's international student base.
- D. Institutional Benchmarks of Academic Quality and Outcomes.** The chair's focus for the next two months will be to work with (i) the senior executive on institutional benchmarks of academic quality and outcomes, which will form part of the framework for future reporting to the Board, and (ii) the Secretariat and new committee chairs on finalising the 2018 work plans for Academic board and the committees reporting to board.
- E. Academic governance Review.** In response to the Academic Governance Review report, the chair responded to the findings of alleged non-compliance in the areas of academic risk (Higher Education Standard 6.3.2d) and delegations of academic authority (Higher Education Standard 6.3.2b) and the assertion that academic integrity and educational innovation are not specified in the Terms of Reference of Academic Board and the University Committees. The chair provided detailed reasons for his disagreement with these findings, while acknowledging that continuous improvement was welcome in simplifying UNE's approach to compliance (e.g. the development of registers of academic delegations and academic risk).
- F. Academic Board Annual Report 2017.** The Chair's annual report on the board's performance in relation to its principal functions in 2017 was noted. The report shows solid coverage of the key functions of the Academic Board and is provided as Attachment 5 of this report.

G. Academic Innovation. The PVCAI report outlined progress being made in relation to (1) teaching and learning (online invigilated exams, academic support partner arrangements with Studiosity, and bespoke courses); (2) student success (scholarships, mental health strategy, Personal Retention and Engagement Plans [PREP] and policy reviews); (3) the Student Grievance Unit, and (4) the University Library. The following matters are of particular note:

- After a successful pilot, more students will be offered the option of online exams.
- With a high level of patronage and reported satisfaction, UNE's agreement with academic support provider Studiosity (formerly YourTutor) will continue in 2018.
- As part of the Bespoke courses/online growth strategy, 2018 will see significant developments in the tailored course concept offered by UNE. Students in the new Graduate Certificate in Professional Practice will be able to build the course they need to support their careers. Ownership of this course resides with UNE Teaching and Learning Support rather than with a School or Faculty, and the requisite policy amendments are being investigated.
- A specialist scholarships team was formed to provide greater support for students to apply for scholarships. The admissions process was re-engineered and a partnership formed with the University Admissions Centre (UAC) to process the majority of applications for admission. A Student Engagement Analyst has been recruited to work on improving engagement and retention for our students.
- A working group is developing a mental health strategy for students.
- The PREP program continues to improve student retention and its remit is expanding to on-campus commencing students in 2018. The return on investment is not simply financial but measurable in terms of the number of students whose academic trajectories are being improved.
- A newly-appointed Academic Integrity Officer will review policy and processes and work with the Associate Deans (T&L) to ensure a more consistent, educative approach to supporting students who have allegedly breached academic integrity policy.
- Individual complaints received by the Student Grievance Unit in 2017 were down on previous years, but issues around assessment/exams/results/assessment feedback were still the predominant category of complaint. The PVCAI's Office is working with the Chief Legal and Governance Officer to streamline UNE processes, ensure that they are people-centred and that they encourage reporting.
- The Dixon Library client survey was positive (with an overall score of 80%), placing UNE in the top 50% of libraries surveyed in recent years.

H. Research Performance. The Deputy Vice-Chancellor (Research) outlined that UNE has performed well in terms of Category 1 research income, HDR completions and Commonwealth Research Block Grant funding (for research support and research training) for the fifth year in a row, benchmarked against other universities in the RUN group. The DVCR outlined the importance of UNE continuing to pursue research excellence and improve its research performance, since the sector is likely to use these figures to discuss how the sector should diversify in future. Another of our key strengths is strong engagement with our communities in relation to research. The Dean of Science Agriculture Business and Law (SABL) commented on the [ACOLA Review of Australia's Research Training System](#). He encouraged members to review

the 11 key findings concerning opportunities to improve the HDR training system and six recommendations directed to government.

- I. Academic Board Standing Committee (ABSC).** At its January meeting, ABSC discussed the Strategic Risk Profile and strategic and academic risk; strategic discussion topics in 2018; increasing the strategic focus and streamlining reporting to Academic Board, and the new draft terms of reference for Academic Board, University Research Committee and Academic Board Standing Committee to accommodate the restructure and academic governance review.
- J. University Teaching and Learning Committee.** Academic Board was advised of the following:
- A new University Teaching and Learning Plan is in development.
 - Greater consistency in the presentation of units in Moodle – within and between Schools – is being sought.
 - Sharing of School initiatives in retention and attrition continues.
 - There is a preference to report unit monitoring results to staff on a whole-unit basis, including combining split-level unit results, rather than on a unit mode (on-campus/online) basis.
 - Concerns over an increase in special assessment and unavailable grades (RUs) in 2017 student outcomes are being investigated.
 - Revision of the Course Progression Rule and Procedures continues.
 - The University's AQF Guidelines are to be revised.
 - Regarding the 2016 Annual Report on Plagiarism and Academic Misconduct, a review of the application of penalties and the consistency of detection and reporting across Schools is underway. While a steep decline in the number of students re-offending for the fifth (two cases) or sixth time (zero cases) is evident, it is not known whether this is due to students heeding guidance or being excluded. Reputational risk is an issue, with one student reported for an eighth offence in 2016. Approaches to reducing the incidence of academic misconduct were discussed at the meeting and are summarised in the recent [TEQSA Good Practice Note](#) (October 2017).
- K. Annual Report on Quality of Research Training and Supervision.** The DVCR reported that:
- Six-monthly higher degree research (HDR) student Progress Reporting is being used to proactively manage issues at School level with a positive impact on HDR output. Audits of HDR Progress Reporting in four Schools have led to investigation of ~10% of cases. The audit process will conclude this year. Regarding UNE's performance vs sector benchmarks for HDR thesis examination outcomes, the DVCR observed about 40% of theses that were examined in the 12 months to October 2017 required no or only minor amendment or earned a Chancellor's Research Medal – a good outcome, reflecting the quality of our research training and supervision.
 - The Graduate Research Subcommittee will be asked to consider whether HDR Progress Reporting is an early indicator of HDR student success.
 - The importance of developing the next generation of research leaders was discussed in relation to the UNE Research Plan's emphasis on Early Career Researchers (i.e. HDR students and post-doctoral fellows).

L. Report from the Pro Vice-Chancellor (External Relations) and UNE International. The recently appointed PVCER, Professor Mingan Choct, spoke to his report and noted that:

- growing international students is a key priority;
- the few remaining actions resulting from the audit of UNE's compliance with ESOS ([Educational Services for Overseas Students Act 2000, Cwth](#)), undertaken in February 2017 against the [National Code](#), will be completed by March 2018, and
- the University's [International Student Barometer survey results](#) reported in the December 2017 business paper, in which UNE topped the nation for international student satisfaction, were a fantastic result, providing a solid platform for growth.

2. 4 December 2017 meeting

M. Presentation: 'Creating a National Framework for Student Partnership in University Decision Making and Governance'. Professor Sally Varnham (UTS) presented to the Academic Board on the proposed national framework arising from her high-profile research in recent years. She complimented UNE student representatives for their work in student partnerships, and UNE for engaging with students and promoting the student voice. The importance of student participation rather than tokenistic representation was emphasised, and the VC affirmed that we will only attract students by listening to what they need, and responding in a timely fashion.

N. Focused Academic Board Reporting. The Chair of Academic Board commented on plans to improve the form and structure of the Academic Business papers going forward, and the need for more summaries and recommendations and less detailed analysis and data. The meeting discussed:

- the need for clarity of focus to support good governance and to reduce duplication between Academic Board and University Committee business papers. This will be a focus in developing the work plans of board and its committees in 2018;
- development of a set of academic KPIs for institutional benchmarks of academic quality and outcomes, and
- the need for quality advice on academic matters to Council and Vice-Chancellor.

O. Academic Board Elections. The meeting supported the Council resolution to request the board's membership to continue until the outcomes of the academic governance review had been implemented.

P. Academic Governance Review. The [Academic Governance Review report by Emeritus Professor Winchester](#) was discussed. Some concern was expressed about the potentially small size of Faculty teaching and learning committees.

Q. Course Reviews. The board noted:

- the recommendations from the course reviews undertaken in 2017, and a number of overdue course reviews and implementation reports;

- the principal recommendation common across reviews was the need to work more closely with Oorala to integrate Indigenous curricula;
- the importance of reviewing programs such as the Enabling Pathways Program, and
- the Annual Report on Professional Accreditation of UNE Courses, which indicated that the University's professional accreditations appeared to be running smoothly.

R. Student Focus. The student report referred to issues with Moodle links, the availability of select units across the year, and a proposed model of UNE student partnerships consisting of a Student Council or Senate to bring together student representatives and organisations from across the University.

3. Notice of Resignation

For the information of the Council, I have given notice to the Chancellor that I have accepted the role of Head of the School of Environmental and Rural Science, to commence on 1 May. Due to the time demands of both roles, I will step down as Chair of Academic Board (and member of the UNE Council), effective 30 April. It is anticipated that elections for a new chair will be held in the period late April – early May once the membership of the new board is known (in mid April).

Strategic Alignment

The Academic Board is the key governing body responsible for overseeing the quality of the University's academic endeavors. It plays a key role in overseeing the policies and approaches to:

- Delivering Excellent Research with high impact;
- Delivering an Outstanding student experience;
- Supporting innovation and delivering on Digital Dominance, and
- Creating a bold and Innovative Culture.

Accountability

The Academic Board is responsible for advising the Vice-Chancellor and Council on the academic matters of the University.

Appendix and Attachments

Appendix A – Academic Governance Schematic (a work in progress)

For APPROVAL

- Attachment 1 – Academic Board Terms of Reference (revised) #18122 (2.a.i)
- Attachment 2 – Teaching and Learning Committee Terms of Reference #18122 (revised) (2.a.ii)
- Attachment 3 – Curriculum Committee Terms of Reference (revised) #18122 (2.a.iii)
- Attachment 4 – Research Committee Terms of Reference (revised) #18122 (2.a.iv)

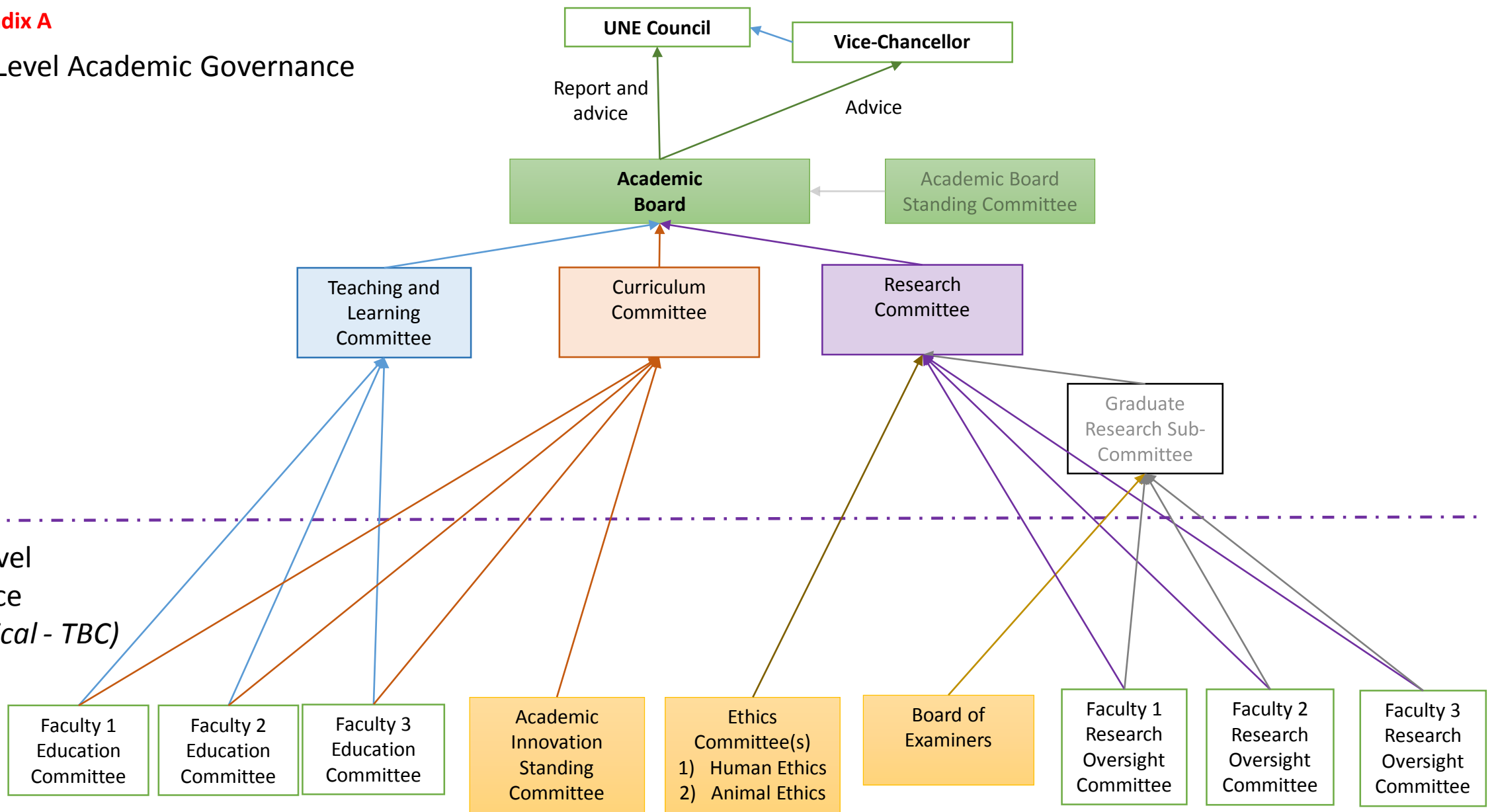
For NOTING

- Attachment 5 – Academic Board Annual Report (for NOTING)

#18122 Appendix A

University Level Academic Governance
(proposed)

Faculty Level
Governance
(hypothetical - TBC)



Terms of Reference (Council-approved) - Academic Board

Section 1 - Overview

Academic Board

- (1) The Academic Board is established under [Section 15 of the UNE Act](#) and [Part 5 of the UNE By-law](#).
- (2) This rule prescribes the following:
 - a. the members and observers of the Academic Board ([Section 19 of the UNE By-law](#)), and the members' method of election and term of appointment
 - b. the method of election and term of office of the members of the board Executive, and their functions ([Section 20 of the UNE By-law](#))
 - c. the functions of the board ([Section 22 of UNE By-law](#))
 - d. the terms of reference for committees established by the board ([Section 23 of the UNE By-law](#)), and
 - e. other matters in connection with the board and its functions.
- (3) The provisions of this document take effect as a Council Rule made under [Section 29 of the UNE Act](#).
- (4) The delegation of Council powers to the Academic Board under this document are actions authorised under [Section 17 of the UNE Act](#).

Objectives

- (5) The overriding objectives of this rule are as follows:
 - a. To constitute and empower the Academic Board to carry out its functions prescribed by the UNE By-law and this rule, and
 - b. To define the role of the Academic Board as a governance body for academic matters.

Section 2 - Academic Board Membership

Membership

- (6) The members of the Academic Board are as follows:
 - a. Ex officio members
 - i. Vice-Chancellor and Chief Executive Officer
 - ii. Provost and Deputy Vice-Chancellor
 - iii. Deputy Vice-Chancellor Research
 - iv. Pro Vice-Chancellor (Academic Innovation)
 - v. Deans of the Faculties
 - vi. Director of the Oorala Centre, and

- vii. Chairs of the Teaching and Learning Committee, Research Committee and Curriculum Committee
- b. Elected members
 - i. Two representatives of levels D or E academic staff from each of the Faculties, and who is not a Deputy Dean or Associate Dean
 - ii. Two representatives of levels B or C academic staff from each of the Faculties, and who is not a Deputy Dean or Associate Dean
 - iii. Two undergraduate Current Students and two postgraduate Current Students comprising representation of on-campus and off-campus students and coursework and higher degree by research students. Both genders must be represented among the four student members, and
 - iv. Two representatives of levels HEO6 to HEO10 full-time professional staff.
- c. Co-opted members. Up to two members of the University's staff may be co-opted to the Academic Board by the Academic Board Executive to meet gender representation objectives and/or for additional expertise.

In attendance

(7) The following are recognised Observers under [Section 19\(2\) of the UNE By-law](#):

- a. University Secretary
- b. the members of the University's Senior Executive, and
- c. Any other person invited by the Chair.

Election of members

(8) Elections for board membership, other than to fill a casual vacancy, are held annually in October/November with membership starting at the first scheduled board meeting of the new calendar year. Whenever possible, elections will be rotated to ensure that there is a balance between continuity and renewal of the elected membership. The rotation is determined by the Secretary of the Academic Board and notified annually to the board for the ensuing three years.

(9) Elected representatives who are employed on fixed-term contracts are required to have sufficient service remaining to fulfil their period of office.

(10) Elections of Academic Board members are conducted by the board Secretary by secret ballot as determined by the board's Standing Orders.

Automatic vacancy of an elected member

(11) An elected position becomes vacant automatically if:

- a. the member is absent without prior leave from the chair from three consecutive board meetings, or
- b. the member loses his/her original qualification for election.

Acting ex officio members

(12) An ex officio member includes a person who has been appointed on an 'acting' basis to the role.

Ex officio membership

(13) A person who vacates an ex officio position is ineligible for continued membership in that position.

Temporary replacement of elected members

(14) Where an elected member is granted leave of absence by the University (e.g. special studies program) or is otherwise unable to attend meetings for up to one calendar year, the board Executive has authority to arrange for the temporary vacancy to be filled by secondment from the appropriate constituency and ratified at the next board meeting after the vacancy has occurred. The temporary replacement representative shall have full voting rights.

Temporary substitution of elected members

(15) Where an elected member is absent from a particular Academic Board or committee meeting, the absentee may nominate a substitute to attend the meeting on the absentee's behalf. The nominee shall have observer rights for the meeting attended. The board Secretary must be notified of the nomination by the elected member before the meeting at which substitution is sought.

Casual vacancy of elected members

(16) Where an elected member resigns from the University, is granted leave of absence by the University (e.g. special studies program) or is otherwise unable to attend meetings for more than one year, or ceases to be an elected member for any other reason, the casual vacancy will be filled for the remaining term by election according to Rule 10. The new representative shall have full voting rights.

Term of office

Ex officio members

(17) The ex officio members will be board members while they hold their primary office.

Elected members

(18) The tenure of the Chair and Deputy Chair is two years, which is to commence and end on the day of a board meeting.

(19) Elected board staff members' tenure is three years.

(20) Elected board student members' tenure is two years.

Co-opted members

(21) Members co-opted under Rule 6.c shall have tenure for one year renewable to a maximum of three years.

Chair of meetings

(22) The board is chaired by the Chair of Academic Board or if absent, one of the two Deputy Chairs.

Gender representation objectives

(23) Gender representation shall accord with the [Gender Representation on Decision-Making and Advisory Committees Policy](#).

Duties of board members

(24) As a governance body reporting to the University Council, the duties that apply to Council members are deemed to apply to board members when carrying out board functions. All board members must carry out their board functions according to the duties as set out in [Schedule 2A of the UNE Act](#). These are:

- a. duty to act in the best interests of the University;
- b. duty to exercise care and diligence;
- c. duty not to improperly use position;
- d. duty not to improperly use information, and
- e. disclosure of material interests.

(25) Support and advice to carry out these duties is available via the University Secretary.

Section 3 - Academic Board Functions

(26) The board's functions are defined under [Section 21 of the UNE By-law](#) as advising the Council and the Vice-Chancellor on all developments and initiatives relating to and affecting the University's teaching and research activities and its educational programs. Further functions are as delegated by the Council.

(27) The Academic Board is the body that oversees Academic Governance at the University. The Academic Board is the link between the University's internal quality assurance arrangements and the accountability of the University Council for the quality of the higher education the University offers and for meeting the requirements of the Higher Education Standards Framework.

(28) The Academic Board's role is to provide assurance (or otherwise) to the University Council about the following matters at the University:

- a. Processes and structures are established and responsibilities are assigned that collectively:
 - i. achieve effective academic oversight of the quality of teaching, learning, research and research training
 - ii. set and monitor institutional benchmarks for academic quality and outcomes
 - iii. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
 - iv. provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.
- b. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:
 - i. developing, monitoring and reviewing academic policies and their effectiveness
 - ii. confirming that delegations of academic authority are implemented
 - iii. critically scrutinising, approving and accrediting or advising on approving and accrediting, courses of study and their associated qualifications
 - iv. maintaining oversight of academic and research integrity, including monitoring of potential risks
 - v. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
 - vi. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
 - vii. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
 - viii. monitoring and reporting to the corporate governing body on the quality of teaching, learning,

research and research training.

c. Students have opportunities to participate in Academic Governance.

(29) The Academic Board will consider University rules and policies that are developed to form part of Academic Governance, and any replacement of or major changes to them. If the rule or policy is considered to be in order then the Academic Board will endorse it to the Vice-Chancellor (or delegate) for approval. The Academic Board will also take into consideration any recommendations from its committees about such rules and policies.

(30) For the avoidance of doubt, the University's rules, frameworks, policies, protocols, procedures and guidelines take effect when they have been approved by the Vice-Chancellor and Chief Executive Officer (or delegate) except for matters reserved to Council, which take effect when approved by Council.

Authority

(31) The Academic Board and its committees are authorised to seek data and information from the University through the Vice-Chancellor and Chief Executive Officer to meet the board's functions.

Section 4 - Academic Board Executive

Members of Academic Board Executive

(32) The members of the Academic Board Executive are prescribed by [Section 20 of the UNE By-law](#) and are as follows:

- a. Chair of Academic Board, and
- b. Two Deputy Chairs of Academic Board.

Function of Academic Board Executive

(33) The function of the Academic Board Executive is to ensure that the Academic Board is constituted and carries out its functions in accordance with the [UNE Act](#), [UNE By-law](#) and these Terms of Reference.

Election of Academic Board Executive

(34) The Chair of Academic Board and the two Deputy Chairs are elected by the Academic Board from among the elected board members who are Professors or Associate Professors. A Deputy Chair may stand for Chair.

(35) The election of the Chair will be held every second year at the last board meeting of that calendar year. The Chair-elect will assume office at the beginning of the first scheduled board meeting of the new calendar year.

(36) The election of one Deputy Chair shall be held each year at the first board meeting of the calendar year and will assume office immediately upon election.

(37) Once elected, the Chair and Deputy Chairs remain board members for the duration of their terms of office (provided they remain University employees) irrespective of any changes after election to the status that originally entitled them to board membership. The only exception is if the Chair or a Deputy Chair is appointed as a Senior Executive or Dean (other than on a temporary 'acting' basis), in which case their role as Chair or Deputy Chair will cease.

(38) Both genders and three different Schools must be represented among the Chair and two Deputy Chairs.

Term limitation of the Chair

(39) The office of Chair or Deputy Chair of the Academic Board may not be held by one person for more than three consecutive terms. However, this limit shall not apply to a Deputy Chair who is elected as the Chair, who may serve a maximum of three consecutive terms in either or both offices.

Chair's responsibilities

(40) The Chair is the University academic spokesperson to the Vice-Chancellor and to the Council and represents the academic community on the Council as an ex officio member and on the committees of the University Senior Executive as the Vice-Chancellor and Chief Executive Officer determines.

(41) The Academic Board may empower the Chair to act on its behalf on routine matters.

Deputising for Chair and Deputy Chair

(42) If the Chair of Academic Board is unavailable or unable to act for a period of time, then the Chair must appoint one of the Deputy Chairs of Academic Board to act as Chair.

(43) The Chair must appoint from the elected members of the Academic Board:

- a. an acting Chair when the Chair and both Deputy Chairs are absent;
- b. an acting Deputy Chair when both Deputy Chairs are absent.

(44) If the office of Chair is vacant, or the Chair does not appoint one of the Deputy Chairs to act as Chair, then the Chancellor must appoint one of the Deputy Chairs to act as Chair.

(45) An acting Chair has the same powers and obligations as the Chair.

Temporary vacancy through the Special Studies Program

(46) Where the Chair or Deputy Chair is absent for up to six months on Special Studies Program leave, the Chair will be replaced for this period by a Deputy Chair. Similarly, a Deputy Chair will be replaced for the same period by a temporary Deputy Chair elected from among the elected membership of the Academic Board by secret ballot.

Relationships with chairs of other universities' boards and senates

(47) The Academic Board Executive will maintain a working relationship with the Committee of Chairs of Academic Boards/Senates in NSW and the Federated Territories, and the national group of Chairs of Academic Boards and Senates, for purposes of benchmarking and keeping abreast of developments and changes in Academic Board activities and university Academic Governance at both the state and national level.

Section 5 - Elected Academic Board Members' Role

Elected Academic Board members

(48) In addition to the duties of all Academic Board members listed under Rule 24, elected members are required to:

- a. engage in the Academic Board as representatives of the University community and act always in the best interests of the University as a whole, with this obligation to be observed in priority to any duty a member may owe to those electing them;
- b. exercise their own judgement in Academic Board discussions and decisions rather than present exclusively the views and recommendations of their constituencies, and
- c. facilitate communication between the Academic Board and the academic community.

Section 6 - Related Committees

Standing Committee of Academic Board

Establishment of Standing Committee

(49) There is to be a Standing Committee of Academic Board.

(50) The terms of reference for the Standing Committee of Academic Board are set out in the Annex of this rule.

Relationship to Academic Board

(51) The Standing Committee of Academic Board is a committee established by the Academic Board under [UNE By-Law 23](#).

(52) The Standing Committee of Academic Board reports to the Academic Board.

(53) The Standing Committee of Academic Board, on behalf of the Academic Board, deals with matters of an urgent nature. It may also deal with matters of an administrative or routine nature.

Teaching and Learning Committee

Establishment of Teaching and Learning Committee

(54) There is to be a Teaching and Learning Committee.

(55) The terms of reference for the Teaching and Learning Committee are set out in a separate University Rule.

(56) The Teaching and Learning Committee will focus on the Academic Governance of teaching and learning at the University.

Relationship to Academic Board

(57) The Teaching and Learning Committee of Academic Board is a committee established by the Academic Board under [UNE By-Law 23](#).

(58) The Teaching and Learning Committee reports to the Academic Board and supports the Academic Board to carry out the Academic Board's functions.

Research Committee

Establishment of Research Committee

(59) There is to be a Research Committee.

(60) The terms of reference for the Research Committee are set out in a separate University Rule.

(61) The Research Committee will, on behalf of the Academic Board, focus on the Academic Governance of research and research training at the University.

Relationship to Academic Board

(62) The Research Committee of Academic Board is a committee established by the Academic Board under [UNE By-Law 23](#).

(63) The Research Committee reports to the Academic Board and supports the Academic Board to carry out the

Academic Board's functions.

Curriculum Committee

Establishment of Curriculum Committee

(64) There is to be a Curriculum Committee.

(65) The terms of reference for the Curriculum Committee are set out in a separate University Rule.

(66) The Curriculum Committee will, on behalf of the Academic Board, focus on the Academic Governance of the following aspects of the University's curricula:

- a. The overall composition and profile of the University's courses;
 - b. the establishment and disestablishment of courses at the University; and
 - c. Major changes (>30%) to courses, including gradual changes over time
- Note: Individual units of study are dealt with at the Faculty level.

Relationship to Academic Board

The Curriculum Committee of Academic Board is a committee established by the Academic Board under [UNE By- Law 23](#).

(67) The Curriculum Committee reports to the Academic Board and supports the Academic Board to carry out the Academic Board's functions.

Section 7 - Delegations

Delegation from Council

(68) The Academic Board and its committees have delegated authority from the UNE Council to perform on behalf of Council the functions referred to in the terms of reference above and all matters ancillary to those functions.

Section 8 - Conduct of Academic Board Business

Reporting to Council

(69) The Chair of the Academic Board will report to Council regularly on the business conducted by the Academic Board.

Meetings

(70) The Academic Board will meet bimonthly, or otherwise as required in order to perform its functions. Academic Board members should be given at least seven days' notice of a meeting, or such shorter notice period as is practicable where the matter is urgent.

Business papers

(71) Unless the Chair directs otherwise, Academic Board business papers will be distributed to Academic Board members and official attendees, at least seven days prior to the meeting, or such shorter period as is practicable in the circumstances.

(72) Public disclosure of business papers, minutes and other information received by the Academic Board should be made via the Chair or Secretary to the Academic Board.

Quorum

(73) At any meeting of the Academic Board or its committees, one half of the voting membership plus one constitutes

a quorum.

Use of technology

(74) For its business papers, meetings and otherwise to conduct its business, the Academic Board and its members may use technology including telephone, video-conferencing, telepresence, email and internet as arranged by the Chair and/or University Secretary.

Resolutions

(75) The Academic Board or its committees may pass a resolution by 'flying minute' provided that the resolution has been approved by a simple majority of the Academic Board members at the time the resolution is made.

Confirmation of minutes

(76) Draft minutes will normally be circulated to members for comment promptly after each meeting. Next the minutes (with any necessary changes) will be circulated for adoption by the Academic Board. The minutes will be finalised and adopted when they have been approved by a majority of the members that were present at the relevant meeting. Alternatively, the minutes may be included in the business papers for the next Academic Board meeting and considered/adopted by the Academic Board at that meeting.

Self-review

(77) Once in every twelve-month period, the Academic Board shall devote at least one part of one meeting to the review of its policies, practices and procedures over the preceding twelve months.

Secretary to Academic Board

(78) The University Secretary and/or nominee will provide secretarial and administrative support to the Academic Board.

Standing Orders

(79) The Academic Board may make standing orders relating to the way it conducts its meetings and business generally. To the extent of any inconsistencies between these Terms of Reference and the Academic Board's Standing Orders, these Terms of Reference prevail.

Section 9 - Definitions and Interpretation

Definitions

(80) Words and phrases used in this document have the following meanings, unless the context requires otherwise:

- a. Academic Governance means the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of the University's academic activities (teaching, learning and scholarship, and research and research training) at an institutional level.
- b. Current Student means a person who is at the time a Student and who is enrolled in one or more units.
- c. Senior Executive means the Vice-Chancellor and his/her direct reports above Director level.
- d. Student means a person who has been accepted into a course at the University and is entitled to enrol in units for the purposes of that course.
- e. UNE Act means the [University of New England Act 1993 \(NSW\)](#).

- f. UNE By-law means the [University of New England By-law 2005 \(NSW\)](#).

Interpretation

This document should be interpreted using the following principles.

(81) Where Academic Board membership is defined by reference to an office held (e.g. 'Chair of Academic Board'), that office-bearer is a member ex officio and has all of the same rights and responsibilities (including voting) as other Academic Board members whilst holding the office specified.

(82) This document does not override or otherwise affect:

- a. the Authorities Retained by Council Rule, or
- b. the Functions of the Vice-Chancellor Rule.
- c. However, it operates as a delegation of certain authorities that have been retained by Council.

Academic Board documents

(83) The existing Academic Board terms of reference at the time these new Terms of Reference are approved are replaced and have no further operation.

Status and Details

Status	Current
Effective Date	
Review Date	(One year after Effective Date)
Approval Authority	UNE Council
Approval Date	
Expired Date	To Be Advised
Unit Head	Brendan Peet Chief Legal and Governance Officer 61 2 6773 3729
Author	Brendan Peet Chief Legal and Governance Officer 61 2 6773 3729
Enquiries Contact	Office of the Chief Legal and Governance Officer +61 2 6773 3729

Terms of Reference (~~Academic Board~~Council--approved) -

Teaching and Learning Committee

Section 1 - Overview

~~University~~-Teaching and Learning Committee

- (1) The ~~University's~~-Teaching and Learning Committee (TLC) is established as a University Committee to support the Academic Board.
- (2) These Terms of Reference for the TLC prescribe the following:
- a. the members of the TLC, and the members' method and term of appointment
 - b. the functions of the TLC, and
 - c. other matters in connection with the TLC and its operation.
- (3) The establishment of this committee and of the terms of reference of the committee to carry out the business of the Academic Board are actions authorised under [Section 23 of the UNE By-law 2005](#). The provisions of these Terms of Reference take effect as a Council Rule made under [Section 29 of the UNE Act](#).

Objectives

- (4) The role of the TLC is to oversee and report to the Academic Board on the Academic Governance of teaching and learning at the University.

Section 2 - TLC Membership

Membership

- (5) The members of the TLC are as follows:
- a. Chair:
 - i. A Faculty Associate Dean (Teaching and Learning) appointed by the Chair of Academic Board. The Chair of Academic Board may ask the TLC to recommend a candidate for appointment.
 - b. Members:
 - i. Pro Vice-Chancellor (Academic Innovation)
 - ii. Director, Teaching and Learning Support
 - iii. Director, Academic Quality and Analytics Unit (or nominee)
 - iv. Director, Student Success (or nominee)

- v. University Librarian (or nominee)
 - vi. Chairs of the Faculty Education committees (normally the Associate Deans T&L)
 - vii. Chair of Academic Board (or nominee who is a senior academic at level C or above and an elected member of the board)
 - viii. A Deputy Chair of Academic Board who is not a member of the Research Committee
 - ix. One ~~chair of a School Teaching and Learning Committee (or a~~ senior member of academic staff at level C or above who is well-informed about T&L and coursework student matters) from each Faculty, appointed by the Dean or nominee
 - x. One junior academic member of staff (level A or B) from each Faculty, appointed by the committee after an expression of interest process
 - xi. One member of academic staff who identifies as being of Aboriginal or Torres Strait Islander descent, appointed by the chair after an expression of interest process for academic staff members;
 - xii. One undergraduate Current Student, appointed by the chair after consultation with a relevant student representative body or bodies, and
 - xiii. One postgraduate coursework Current Student, appointed by the chair after consultation with a relevant student representative body or bodies
- c. Current Student members
- i. The Current Student members may be student representatives elected to Academic Board, but it is not a requirement.

In attendance

(6) The TLC can co-opt members in order to achieve or maintain gender balance, where the membership does not include at least two women and two men. At the discretion of the chair, the committee can also invite non-voting individuals as observers to attend regular or individual meetings, provide appropriate expertise as necessary and contribute to discussion.

Appointment procedure for appointed members

(7) Appointed members of the TLC are appointed when a vacancy occurs.

Appointments

(8) Appointment of members will be conducted as per these Terms of Reference and Academic Board's Standing Orders.

Automatic vacancy by an appointed member

- (9) An appointed position becomes vacant automatically if:
- a. the appointed member is absent without prior leave from three consecutive TLC meetings, or
 - b. the appointed member loses his/her original qualification for appointment.

Acting ex officio members

(10) An ex officio member of the TLC includes a person who has been appointed on an 'acting' basis to the role.

Term of office

Ex officio members

(11) The ex officio members will be TLC members while they hold their primary office.

Appointed members

(12) The term of office of an appointed member is two years. Appointed members may stand for re-appointment.

Gender representation objectives

(13) Gender representation shall accord with the [Gender Representation on Decision-Making and Advisory Committees Policy](#).

Section 3 - Terms of Reference

Functions

(14) The functions of the TLC are as follows:

- a. To oversee the Academic Governance of teaching and learning at the University and report to the Academic Board on these matters, so as to enable the Academic Board to provide assurance (or otherwise) to the University Council.
- b. To the extent they relate to teaching and learning, the TLC will provide assurance (or otherwise) to the Academic Board that processes and structures are established and responsibilities are assigned that collectively:
 - i. achieve effective academic oversight of the quality of teaching and learning
 - ii. set and monitor institutional benchmarks for academic quality and outcomes
 - iii. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
 - iv. provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.
- c. To the extent they relate to teaching and learning, the TLC will provide assurance (or otherwise) to the Academic Board that academic oversight assures the quality of teaching and learning effectively, including by:
 - i. developing, monitoring and reviewing academic policies and their effectiveness
 - ii. confirming that delegations of academic authority are implemented
 - iii. critically scrutinising, approving and accrediting or advising on approving and accrediting, courses of study and their associated qualifications
 - iv. maintaining oversight of academic and research integrity, including monitoring of potential risks
 - v. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
 - vi. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
 - vii. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
 - viii. monitoring and reporting to the corporate governing body on the quality of teaching and learning.
- d. To the extent it relates to teaching and learning, the TLC will provide assurance (or otherwise) to the Academic Board that Students have opportunities to participate in Academic Governance.

- e. The TLC will consider new University rules and policies that are developed in relation to teaching and learning, and any replacement or major changes to them. If the rule or policy is considered to be in order then the TLC will recommend it to the Academic Board for endorsement.
- f. The TLC may exercise such other authority as may be delegated to TLC in a University Rule.

General

(15) The TLC may form working groups from time to time to undertake specific projects and tasks related to their functions.

Authority

(16) The TLC is authorised to seek data and information from the University through the Pro Vice-Chancellor (Academic Innovation) to meet the TLC's functions.

Section 4 - Related Committees

(17) Each Faculty will have a Committee that oversees teaching and learning matters at a Faculty level.

Section 5 - Authorities

Committee of Academic Board

(18) The Teaching and Learning Committee is established as a committee of Academic Board to perform the functions set out in the terms of reference above and all matters ancillary to those functions.

Section 6 - Conduct of TLC Business

Reporting

(19) The TLC reports to the Academic Board.

Meetings

(20) The TLC will meet at least eight times per year or otherwise as required, in order to perform its functions.

Business papers

(21) Unless the Chair directs otherwise, TLC business papers will be distributed to members and official attendees, at least seven days prior to the meeting, or such shorter period as is practicable in the circumstances.

(22) Public disclosure of business papers, minutes and other information received by the TLC should be made via the chair or secretary to the committee.

Quorum

(23) At any meeting of the committee, one half of the voting membership plus one constitutes a quorum.

Use of technology

(24) For its business papers, meetings and otherwise to conduct its business, the TLC and its members may use technology including telephone, video-conferencing, telepresence, email and internet as arranged by the chair and/or secretary.

Resolutions

(25) The TLC may pass a resolution by 'flying minute' provided that the resolution has been approved by a simple majority of committee members at the time the resolution is made.

Confirmation of minutes

(26) Draft minutes will normally be circulated to members for comment promptly after each meeting. Next the minutes (with any necessary changes) will be circulated for adoption by the TLC. The minutes will be finalised and adopted when they have been approved by a majority of the members that were present at the relevant meeting. Alternatively, the minutes may be included in the business papers for the next committee meeting and considered and adopted by the committee at that meeting.

Self-review

(27) Once annually the TLC shall devote at least a part of one meeting to the review of its policies, practices and procedures over the preceding twelve months.

Secretary to TLC

(28) The University Secretariat will provide secretarial and administrative support to the TLC.

Standing Orders

(29) The committee may make Standing Orders relating to the way it conducts its meetings and business generally. To the extent of any inconsistencies between these Terms of Reference and the Standing Orders, these Terms of Reference prevail.

Section 7 - Definitions and Interpretation

Definitions

(30) Words and phrases used in this document have the following meanings, unless the context requires otherwise:

- a. Academic Governance means the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of the University's academic activities (teaching, learning and scholarship, and research and research training) at an institutional level.
- b. Current Student means a person who is at the time a Student and who is enrolled in one or more units.
- c. Senior Executive means the Vice-Chancellor and his/her direct reports above Director level.
- d. Student means a person who has been accepted into a course at the University and is entitled to enrol in units for the purposes of that course.
- e. UNE Act means the [University of New England Act 1993 \(NSW\)](#).
- f. UNE By-law means the [University of New England By-law 2005 \(NSW\)](#).

Interpretation

This policy document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. It is the responsibility of staff printing this document to always refer to UNE Policy Library for the latest version.

This document should be interpreted using the following principles.

(31) Where TLC membership is defined by reference to an office held (e.g. 'Chair of Academic Board'), that office-bearer is a member ex officio and has all of the same rights and responsibilities (including voting) as other committee members whilst holding the office specified.

(32) This document does not override or otherwise affect:

- a. the [Authorities Retained by Council Rule](#); or
- b. the [Functions of the Vice-Chancellor Rule](#).
- c. however, it operates as a delegation of certain authorities that have been retained by Council.

Teaching and Learning Committee governing documents

(33) The existing terms of reference governing the Teaching and Learning Committee at the time these new Terms of Reference are approved, are replaced and have no further operation.

Status and Details

Status	Current
Effective Date	
Review Date	(One year after Effective Date)
Approval Authority	Academic Board
Approval Date	
Expired Date	To be advised
Unit Head	Brendan Peet Chief Legal and Governance Officer 61 2 6773 3729
Author	Brendan Peet Chief Legal and Governance Officer 61 2 6773 3729
Enquiries Contact	Office of the Chief Legal and Governance Officer +61 2 6773 3729

Terms of Reference (Council-approved) - Curriculum Committee

Section 1 - Overview

Curriculum Committee

- (1) The University's Curriculum Committee (CC) is established as a University Committee to support the Academic Board.
- (2) These Terms of Reference for the CC prescribe the following:
 - a. the members and observers of the CC and the members' method and term of appointment
 - b. the functions of the CC, and
 - c. other matters in connection with the CC and its operation.
- (3) The establishment of this committee and of the terms of reference of the committee to carry out the business of the Academic Board are actions authorised under [Section 23 of the UNE By-law 2005](#). The provisions of these Terms of Reference take effect as a Council Rule made under [Section 29 of the UNE Act](#).

Objectives

- (4) The role of the CC is to oversee and report to the Academic Board on the courses offered by the University.

Section 2 - CC Membership

Membership

- (5) The members of the CC are as follows:
 - a. Chair:
 - i. A Faculty Associate Dean (Teaching and Learning) appointed by the Chair of Academic Board. The Chair of Academic Board may ask the CC to recommend a candidate for appointment.
 - b. Members:
 - i. Pro Vice-Chancellor (Academic Innovation)
 - ii. Director, Academic Quality and Analytics Unit (or nominee)
 - iii. Director, Student Success (or nominee)
 - iv. Chairs of the Faculty Education Committees (normally the Associate Deans T&L)
 - v. Chair of the Academic Board (or nominee who is a senior academic at level C or above and an elected member of the board)
 - vi. One ~~chair of a School Teaching and Learning Committee (or a~~ senior member of academic staff at level C or above who is well-versed in course and curriculum design) from each Faculty, appointed by the Dean (or nominee)

- vii. One junior academic member of staff (level A or B) from each Faculty, appointed by the committee after an expression of interest process
 - viii. One member of academic staff who identifies as being of Aboriginal or Torres Strait Islander descent, appointed by the chair after an expression of interest process
 - ix. One undergraduate Current Student appointed by the chair after consultation with a relevant student representative body or bodies, and
 - x. One postgraduate coursework Current Student appointed by the chair after consultation with a relevant student representative body or bodies
- c. Current Student members:
- i. The Current Student members may be student representatives to the Academic Board but this is not a requirement

In attendance

(6) The CC can co-opt members in order to achieve or maintain gender balance, where the membership does not include at least two women and two men. At the discretion of the chair, the committee can also invite individuals as non-voting observers to attend regular or individual meetings, provide appropriate expertise as necessary and contribute to discussion.

Appointment procedure for appointed members

(7) Appointed members of the CC are appointed when a vacancy occurs.

Appointments

(8) Appointment of members will be made as per these Terms of Reference and the Academic Board's Standing Orders.

Automatic vacancy by an appointed representative

- (9) An appointed position becomes vacant automatically if:
- a. the appointed member is absent without prior leave from three consecutive CC meetings, or
 - b. the appointed member loses his/her original qualification for appointment.

Acting ex officio members

(10) An ex officio member of CC includes a person who has been appointed on an 'acting' basis to the role.

Term of office

Ex officio members

(11) The ex officio members will be CC members while they hold their primary office.

Appointed members

(12) The term of office of an appointed member is two years. Appointed members may stand for re-appointment.

Gender representation objectives

(13) Gender representation shall accord with the [Gender Representation on Decision-Making and Advisory Committees Policy](#).

Section 3 - Terms of Reference

Functions

(14) The functions of the CC are to oversee the Academic Governance of following aspects of the University's curricula:

- a. The overall composition and profile of the University's courses;
- b. Course reviews;
- c. The establishment and disestablishment of courses at the University; and
- d. Major Significant cechanges to courses, including gradual changes over time. Significant changes include changes to:
 - i. Course title
 - ii. Qualifications awarded
 - iii. Course level learning outcomes affecting more than 30% of the course (e.g. through the introduction of a new major or a concomitant increase or reduction in overall volume of learning)
 - iv. Design or delivery of the course that engender markedly different graduate attributes.

Note: Individual units of study are dealt with at the Faculty level.

(15) The CC will consider proposals for the establishment, disestablishment, or major change, to a University course. If the proposal is considered to be in order then the CC will recommend it to the Academic Board for endorsement.

(16) The CC will consider, and if it deems fit, endorse the graduation lists of students (other than higher degree research students) as required under the University's Graduation Rule.

(17) The CC may exercise such other authority as may be delegated to the CC under a University Rule.

General

(18) The CC may form working groups from time to time to undertake specific projects and tasks related to their functions.

Authority

(19) The CC is authorised to seek data and information from the University through the Pro Vice-Chancellor (Academic Innovation) to meet the CC's functions.

Section 4 - Related Committees

(20) Each Faculty will have a committee that oversees its courses and units at a Faculty level.

Section 5 - Authorities

Committee of Academic Board

The Curriculum Committee is established as a committee of Academic Board to perform the functions set out in the terms of reference above and all matters ancillary to those functions.

Section 6 - Conduct of CC Business

Reporting

(21) The CC reports to the Academic Board.

Meetings

(22) The CC will meet at least ten times annually or as required.

Business papers

(23) Unless the chair directs otherwise, CC business papers are distributed to members and official attendees at least seven days before the meeting or such shorter period as is practicable.

(24) Public disclosure of business papers, minutes and other information received by the committee should only be made by the CC chair or secretary.

Quorum

(25) At any meeting of the CC one half of the voting membership plus one constitutes a quorum.

Use of technology

(26) For its business papers, meetings and otherwise to conduct its business, the CC and its members may use technology including telephone, video-conferencing, telepresence, email and internet as arranged by the CC chair and/or secretary.

Resolutions

(27) The CC may pass a resolution by 'flying minute' provided that the resolution has been approved by a simple majority of committee members at the time the resolution is made.

Confirmation of minutes

(28) Draft minutes will normally be circulated to members for comment promptly after each meeting. Next the minutes (with any necessary changes) will be circulated for adoption by the CC. The minutes will be finalised and adopted when they have been approved by a majority of the members that were present at the relevant meeting. Alternatively, the minutes may be included in the business papers for the next committee meeting and considered and adopted by the committee at that meeting.

Self-review

(29) Once annually the CC shall devote part of one meeting to the review of its policies, practices and procedures over the preceding twelve months.

Secretary to CC

(30) The University Secretariat will provide secretarial and administrative support to the CC.

Standing Orders

(31) The committee may make standing orders relating to the way it conducts its meetings and business generally. To the extent of any inconsistencies between these Terms of Reference and the Standing Orders, these Terms of Reference prevail.

Section 7 - Definitions and Interpretation

Definitions

- (32) Words and phrases used in this document have the following meanings, unless the context requires otherwise:
- Academic Governance means the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of the University's academic activities (teaching, learning and scholarship, and research and research training) at an institutional level.
 - Current Student means a person who is at the time a Student and who is enrolled in one or more units;
 - Senior Executive means the Vice-Chancellor and his/her direct reports above Director level;
 - Student means a person who has been accepted into a course at the University and is entitled to enrol in units for the purposes of that course;
 - UNE Act means the [University of New England Act 1993 \(NSW\)](#), and
 - UNE By-law means the [University of New England By-law 2005 \(NSW\)](#).

Interpretation

This document should be interpreted using the following principles:

- (33) Where CC membership is defined by reference to an office held (e.g. 'Chair of Academic Board'), that office-bearer is a member ex officio and has all of the same rights and responsibilities (including voting) as other committee members whilst holding the office specified.
- (34) This document does not override or otherwise affect:
- the Authorities Retained by Council Rule, or
 - the Functions of the Vice-Chancellor Rule
 - however, it operates as a delegation of certain authorities that have been retained by Council.

CC governing documents

(35) The existing terms of reference, constitution and any other documents governing the CC at the time these new Terms of Reference are approved are replaced and have no further operation.

Status and Details

Status	Current
Effective Date	
Review Date	(One year after Effective Date)
Approval Authority	Academic Board
Approval Date	
Expired Date	To be advised
Unit Head	Brendan Peet Chief Legal and Governance Officer 61 2 6773 3729

Author	Brendan Peet Chief Legal and Governance Officer 61 2 6773 3729
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Terms of Reference (Council-approved) - Research Committee

Section 1 - Overview

Research Committee

- (1) The Research Committee (RC) is established as a University Committee to support the Academic Board.
- (2) These Terms of Reference for the RC prescribe the following:
 - a. the members of the RC and the members' method and term of appointment;
 - b. the functions of the RC, and
 - c. other matters in connection with the RC and its operation.
- (3) The establishment of this committee and of the terms of reference of the committee to carry out the business of the Academic Board are actions authorised under [Section 23 of the UNE By-law 2005](#). The provisions of these Terms of Reference take effect as a Council Rule made under [Section 29 of the UNE Act](#).

Objectives

- (4) The role of the Research Committee is to oversee and report to the Academic Board on the Academic Governance of research and research training at the University.

Section 2 - Research Committee Membership

Membership

- (5) The RC members are:
 - a. Chair
 - i. A Faculty Associate Dean (Research) appointed by the Chair of the Academic Board. The Chair of Academic Board may ask the RC to recommend a candidate for appointment.
 - b. Members
 - i. Deputy Vice-Chancellor (Research) (DVCR)
 - ii. A Deputy Chair of Academic Board who is not a member of the Teaching and Learning Committee
 - iii. Chair of Academic Board or nominee who is a senior academic (level D or E) and an elected member of the board
 - iv. Chairs of the University's ethics committees
 - v. Chairs of the Faculty Research Committees (normally the Associate Deans Research)
 - vi. Chair of the Graduate Research Subcommittee (GRS)

- vii. University Librarian or nominee
 - viii. One director of a research centre from outside the Faculties appointed by the DVCR
 - ix. One member of academic staff or HDR Current Student who identifies as being of Aboriginal or Torres Strait Islander descent, appointed by the committee after an expression of interest process
 - x. One early career researcher appointed by the committee after an expression of interest process, and
 - xi. One HDR Current Student appointed by the chair after consultation with a relevant student representative body or bodies
- c. Current Student member
- i. The HDR Current Student may be a student representative elected to Academic Board but it is not a requirement.

In attendance

(6) The RC can co-opt members in order to achieve or maintain gender balance, where the membership does not include at least two women and two men. At the discretion of the chair, the committee can also invite non-voting individuals as observers to attend regular or individual meetings, provide appropriate expertise as necessary and contribute to discussion.

Appointment procedure for appointed members

(7) Appointed members of the RC are appointed when a vacancy occurs.

Appointments

(8) Appointment of members will be conducted as per these Terms of Reference and Academic Board's Standing Orders.

Automatic vacancy by an appointed member

- (9) An appointed position becomes vacant automatically if:
- a. the appointed member is absent without prior leave from three consecutive RC meetings, or
 - b. the appointed member loses his/her original qualification for appointment.

Acting ex officio members

(10) An ex officio member of the RC includes a person who has been appointed on an 'acting' basis to the role.

Term of office

Ex officio members

(11) The ex officio members will be RC members while they hold their primary office.

Appointed members

(12) The term of office of an appointed member is three years. Appointed members may stand for re-appointment.

Gender representation objectives

(13) Gender representation shall accord with the [Gender Representation on Decision-Making and Advisory Committees Policy](#).

Section 3 - Terms of Reference

Functions

(14) The functions of the RC are as follows:

- a. To oversee the Academic Governance of research and research training at the University and report to the Academic Board on these matters, so as to enable the Academic Board to provide assurance (or otherwise) to the University Council.
- b. To the extent they relate to research or research training, the RC will provide assurance (or otherwise) to the Academic Board that processes and structures are established and responsibilities are assigned that collectively:
 - i. achieve effective academic oversight of the quality of research and research training
 - ii. set and monitor institutional benchmarks for academic quality and outcomes
 - iii. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
 - iv. provide competent advice to the Academic Board and management on academic matters, including advice on academic outcomes, policies and practices.
- c. To the extent they relate to research or research training, the RC will provide assurance (or otherwise) to the Academic Board that academic oversight assures the quality of research and research training effectively, including by:
 - i. developing, monitoring and reviewing academic policies and their effectiveness
 - ii. confirming that delegations of academic authority are implemented
 - iii. critically scrutinising, approving and accrediting or advising on approving and accrediting, courses of study and their associated qualifications
 - iv. maintaining oversight of academic and research integrity, including monitoring of potential risks
 - v. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
 - vi. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
 - vii. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
 - viii. monitoring and reporting to the Academic Board on the quality of research and research training.
- d. To the extent it relates to research or research training, the RC will provide assurance (or otherwise) to the Academic Board that Students have opportunities to participate in Academic Governance.
- e. The RC will consider new University rules and policies that are developed in relation to research or research training, and any replacement or major changes to them. If the rule or policy is considered to be in order then the RC will recommend it to the Academic Board for endorsement.
- f. The RC may exercise such other authority as may be delegated to RC in a University Rule.

General

(15) The RC may form working groups from time to time to undertake specific projects and tasks related to their functions.

Authority

(16) The Research Committee is authorised to seek data and information from the University through the Deputy Vice-Chancellor (Research) to meet the RC's functions.

Section 4 - Related Committees

(17) Each Faculty will have a Committee that oversees research and research training matters at a Faculty level.

Section 5 - Authorities

Committee of Academic Board

(18) The Research Committee is established as a committee of Academic Board to perform the functions set out in the terms of reference above and all matters ancillary to those functions.

Section 6 - Conduct of Business

Reporting

(19) The RC reports to the Academic Board.

Meetings

(20) The RC will meet at least five times per year or otherwise as required, in order to perform its functions.

Business papers

(21) Unless the Chair directs otherwise, RC business papers will be distributed to members and official attendees at least seven days prior to the meeting, or such shorter period as is practicable in the circumstances.

(22) Public disclosure of business papers, minutes and other information received by the RC should only be made via the Chair or Secretary to the committee.

Quorum

(23) At any meeting of the committee, one half of the voting membership plus one constitutes a quorum.

Use of technology

(24) For its business papers, meetings and otherwise to conduct its business, the RC and its members may use technology including telephone, video-conferencing, telepresence, email and internet as arranged by the Chair and/or Secretary to the committee.

Resolutions

(25) The RC may pass a resolution by 'flying minute' provided that the resolution has been approved by a simple majority of committee members at the time the resolution is made.

Confirmation of minutes

(26) Draft minutes will normally be circulated to members for comment promptly after each meeting. Next, the minutes (with any necessary changes) will be circulated for adoption by the RC. The minutes will be finalised and

adopted when they have been approved by a majority of the members that were present at the relevant meeting. Alternatively, the minutes may be included in the business papers for the next committee meeting and considered and adopted by the committee at that meeting.

Self-review

(27) Once annually the RC shall devote part of one meeting to the review of its policies, practices and procedures over the preceding twelve months.

Secretary to RC

(28) The University Secretariat will provide secretarial and administrative support.

Section 7 - Definitions and Interpretation

Definitions

(29) Words and phrases used in this document have the following meanings, unless the context requires otherwise:

- a. Academic Governance means the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of the University's academic activities (teaching, learning and scholarship, and research and research training) at an institutional level.
- b. Current Student means a person who is at the time a Student and who is enrolled in a higher degree course.
- c. Senior Executive means the Vice-Chancellor and her/his direct reports above Director level.
- d. Student means a person who has been accepted into a higher degree by research course at the University.
- e. UNE Act means the [University of New England Act 1993](#) (NSW).
- f. UNE By-law means the [University of New England By-law 2005](#) (NSW).

Interpretation

This document should be interpreted using the following principles.

(30) Where RC membership is defined by reference to an office held (e.g. 'Chair of Academic Board'), that office-bearer is a member ex officio and has all of the same rights and responsibilities (including voting) as other committee members whilst holding the office specified.

(31) This document does not override or otherwise affect:

- a. the [Authorities Retained by Council Rule](#); or
- b. the [Functions of the Vice-Chancellor Rule](#).
- c. however, it operates under the authority vested in Academic Board by the [UNE Act](#) and [UNE By-law](#) to establish committees and terms of reference to carry out the business of Academic Board.

Governing documents

(32) The existing terms of reference governing the Research Committee at the time these new Terms of Reference are approved, are replaced and have no further operation.

Status and Details

This policy document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. It is the responsibility of staff printing this document to always refer to UNE Policy Library for the latest version.

Status	Current
Effective Date	
Review Date	(One year after Effective Date)
Approval Authority	Academic Board
Approval Date	
Expired Date	To be advised
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DRAFT

University of New England

ACADEMIC BOARD

ACADEMIC BOARD 2017: CHAIR'S ANNUAL REPORT TO THE COUNCIL

Background

1. The Chair of the Academic Board submits this report for its consideration in completion of its obligations under the [University New England By-Law 2005](#) (NSW) and the [Tertiary Education Quality and Standards Agency Act 2011](#) (Cwth).
2. The board annual report was first developed in 2016 following consultation with the Chancellor and Vice-Chancellor and is submitted to the board in February each new academic year for endorsement and submission to the Council at its March meeting. The report aims:
 - To help ensure full transparency of the board's work in compliance with its statutory obligations under Commonwealth law and the board's terms of reference.
 - To provide clear, demonstrable evidence of the board's work over the previous academic year for any future statutory audit.
 - To provide guidance to the board and the University senior executive on how the board's work has addressed the University's strategic plan and the Vice-Chancellor's priorities.
 - To assist the board in its self-review responsibilities in assessing how its terms of reference and its work have aligned in the previous academic year.
3. The accompanying spreadsheets summarise the work and deliberations of the Academic Board and the Academic Board Standing Committee in the 2017 academic year and aligns these with the board's terms of reference, the statutory Higher Education Standards Framework and with the University's [Strategic Plan 2016–2020](#) and Vice-Chancellor's priorities.

Annual Report Commentary by Term of Reference

- **Approve rules and policies, and note procedures and guidelines relating to admission, credit transfer, admission and assessment**
4. Apart from various amendments and one relaxation of the General Rules, the board's work in this area was light in 2017 compared to 2016. This is a result of the extensive reviews and revisions of rules and policies conducted in 2016 and previously.
- **Approve rules and policies, and note procedures and guidelines relating to programmes and courses**
5. Similarly, the number of new rules and procedures was smaller than 2016. The board's work in this area concentrated on new programmes (Bespoke courses), some gaps and minor changes in the academic policy suite, and greater concentration on the course profile overall and monitoring the UNE suite of coursework courses (new, changed and deleted).
- **Approve quality assurance standards that maintain academic standards**
6. Again, the volume of work conducted in this area in 2016 reduced the need for new quality assurance rules and policies. Of the 2017 work the major new initiative was an 'expectations statement' of students and staff in relation to UNE's delivery of academic programs and services.

- **Approve rules and policies, and note procedures and guidelines relating to research including ethics and data management**

7. Like the coursework programme, the DVCR and Research Services brought to the board a large suite of new rules, policies and procedures in 2016 for Higher Degree by Research training and for the conduct and management of research. Accordingly, the focus of the board in 2017 was on monitoring and oversight of the research and research training programmes.

- **Monitor the quality of the University's academic programs**

8. The specific intention of the last board review was to concentrate on oversight of academic quality and integrity and associated issues. In 2017 the board received regular, detailed reports on unit performance in all teaching periods and annual reports on aspects of the University's performance in student retention, progression and completion (all major areas of Australian Government concern and potentially likely to be linked to future funding). As part of the quality assurance process the programme of course reviews is regularly updated and reported to the board to ensure no courses miss compliance with this essential statutory Standard. Student input to academic governance remains a strong focus at Academic Board and the board's Student Representatives have a standing agenda item (this form of student contribution to academic governance may be fairly novel among Australian universities), which often includes and initiates proposals rather than just provides feedback (although this is exceedingly useful). The student reports are often started for discussion to ensure students have opportunities to receive feedback.

- **Advise and/or report to Council and VC on academic matters, academic aspects of the strategic plan, specifically with respect to new academic developments, academic priorities and academic policy-related issues**

9. This term of reference is by far the most comprehensive and the board's work in this area has been accordingly lengthy and varied. A significant amount of work was invested in the development, monitoring and refreshment of plans to ensure the conduct of academic governance is structured and timely and efficient in delivery, and meets all statutory and University objectives. This includes the board's conduct of its own business such as through Standing Orders and internal reviews of its own performance. As well as academic governance planning and oversight, the board considered educational innovations around Online Examinations and new types of short courses and unit delivery, reports relating to International Students, and was briefed on reviews of the Student Administration & Services and Teaching & Learning Services directorates.

- **Advise and/or report to Council and VC on academic matters including the maintenance of academic standards, including high-order conclusions arising from course reviews**

10. Significant attention at government, sector and institutional level has been directed in recent years to academic integrity, particularly 'contract cheating' by students of their assignments. Work was conducted by the PVCA/PVCAI portfolio in 2017 on academic integrity and its maintenance and enforcement through support and education rather than punitive action. The outcomes from this work will be summarised in the 2018 board report as well as being reported to the Council through the Chair of Academic Board's reports. The volume of course reviews was reported in December and none required high-order issues to be brought to the board's attention. The one common theme to emerge was the repeated identification of Oorala by external course reviews as the point of contact for obtaining assistance with indigenisation of course curricula.

- **Advise and/or report to Council and VC on academic matters including compliance with the Higher Education Threshold Standards**

11. The VC provides regular reports to the board on a wide range of academic matters that helps keep the board abreast of current and developing issues. These reports also sustain the vital

link between corporate and academic governance so these two leading governance functions are aligned and coordinated. The board commenced a major initiative in developing a series of internal institutional benchmarks or standards that can be readily aligned with peer universities' similar internal benchmarks so that UNE can gauge its situation and performance over time relative to peer universities. The requirement to set, monitor and improve performance against institutional benchmarks for academic quality and outcomes is a statutory requirement under the [Higher Education Standards Framework \(Threshold Standards\) 2015](#) (§6.3 1b and §6.3 2e). In addition, the chair of the Academic Board is a member of the TEQSA Working Party chaired by the PDVC that works to ensure the post-reaccreditation requirements laid down by TEQSA in 2016 are met. The PDVC reported on the working party's progress to the board in 2017 and from 2018 will report twice annually to ensure the board meets its oversight obligations. The working party's workload was more limited in 2017 than 2015 and 2016 when the University was leading into the reaccreditation cycle.

- **Advise and/or report on academic matters referred to it by the Council or VC**

12. The board Chair reports to every Council meeting on board affairs and business and these reports are provided to the board. During 2017 the chair responded to feedback and commenced work on focusing the reports to Council on more strategic issues: this aligns with the board's focus on the strategic rather than operational.

- **Discuss major issues bearing upon the University's academic mission**

13. Continuing the strategic theme, the board includes at most meetings a period of discussion on major issues affecting the higher education sector in general and/or the University in particular. The major themes discussed in 2017 were external engagement and the University's draft internationalisation plan, Indigenous engagement, the results of the Australian Human Rights Commission (AHRC) survey, 'Change the course: national report in sexual assault and harassment at Australian universities', and student participation in university governance (a major compliance requirement under the Higher Education Standards Framework).

Summary

14. The board's focus in 2017 shifted towards concentration on its primary mission of oversight of standards, quality and integrity in teaching and research. This shift was facilitated through a demanding programme of rule and policy reviews in 2015–16 preparatory to the TEQSA reaccreditation process in 2016. The groundwork having been laid in previous years, the board was well placed to meet its statutory and governance obligations in 2017 and this new concentration is reflected in the accompanying matrices.

Appreciation

15. In offering this report I pay tribute to deputy chairs, Professor Mark Perry and Associate Professor Pep Serow, for their support and counsel. I also extend my gratitude and that of the entire board to Mrs Rachel Thorsen, Secretary to the board, Mrs Gabriel Price, Deputy University Secretary, and Andrew St.John-Brown, Academic Secretary, for their dedication, hard work and professional support.

Professor Nick C H Reid

Chair
Academic Board

12 February 2018

Annexes:

Academic Board Activity 2017 Compliance Report (Spreadsheet)

Academic Board Standing Committee Activity 2017 Compliance Report (Spreadsheet)

ACADEMIC BOARD

Terms of Reference (ToR), Higher Education (HE) Standards Framework (2015) and Strategic Plan/VC Priorities
2017 Annual Report for Academic Board and Council

TOR: Approve rules and policies, and note procedures and guidelines relating to admission, credit transfer, admission and assessment			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
1-May-17	#AB17217(1)	APPROVE amendments to the General Rules (related to Student ADF Reservist Support Policy and Graduation Rule)	6.3.2	SP2/5
6-Mar-17	#AB17025(3)	APPROVE amendments to the General Rules (related to Student ADF Reservist Support Policy and Graduation Rule)	6.3.2	SP2/5
16-Oct-17	#AB17399	APPROVE the request to relax the Advanced Standing Policy for transferees from La Trobe University to UNE MHIthMngmt	6.3.2	SP2/5
TOR: Approve rules and policies, and note procedures and guidelines relating to programmes and courses			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
6-Mar-17	#AB17020(3)	NOTE the Product Specification for Bespoke Courses Report	1.1/1.2/1.5/6.3.2	SP2/5/6
6-Mar-17	#AB17020(4)	NOTE the Procedures for Bespoke Courses	1.1/1.2/1.5	SP2/5/6
6-Mar-17	#AB17025(2)	APPROVE the rescission of the Student ADF Reservist Support Policy	6.3.2	SP2/P5
6-Mar-17	#AB17025(4)	NOTE the amended Elite Athletes, ADF Reserve and Emergency Services Volunteer Students Procedures	6.3.2	SP2/P5
6-Mar-17	#AB17027	NOTE the summary of New Courses, Amended Courses and Withdrawn Courses from UAPC	3.1/5.1/6.3.2	SP5
19-Jun-17	#AB17292	APPROVE amendment to the Student Coursework Academic Misconduct Rule	5.2/6.3.2	SP5
14-Aug-17	#AB17319(1)	NOTE the Student Behavioural Misconduct Rule	6.3.2	SP5
14-Aug-17	#AB17320(2)	NOTE the Timetabling Procedures	2.1/6.3.2	SP5
14-Aug-17	#AB17320(6)	NOTE the Bespoke Programs Procedure	3.1/6.3.2	SP5
14-Aug-17	#AB17322(1)	NOTE the summary of New Courses, Amended Courses and Withdrawn Courses from UAPC	3.1/5.1/6.3.2	SP5
16-Oct-17	#AB17336(1)	NOTE the summary of New Courses, Amended Courses and Withdrawn Courses from UAPC	3.1/5.1/6.3.2	SP5
4-Dec-17	#AB17349(5)	NOTE the Review of the 2017–2018 Teaching and Learning Policy Cycle	6.3.2	SP5
TOR Approve quality assurance standards that maintain academic standards			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
14-Aug-17	#AB17320(3)	NOTE the Course Approval Procedures	5.1/6.3.2	SP2/6
16-Oct-17	#AB17334(1)	NOTE the draft University-wide Minimum Standards Statements	2.1/3.3	SP2/6
19-Jun-17	#AB17289	NOTE the URC Report: HDR Course Changes, Course Reviews, and Monitoring	4.2/5.3	SP1/2
TOR: Approve rules and policies, and note procedures and guidelines relating to research including ethics and data management			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
19-Jun-17	#AB17293	APPROVE the HDR Research Training Program (RTP) Scholarship Policy	4.2/6.3.2	SP1
TOR: Monitor the quality of the University's academic programs			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
6-Mar-17	#AB17020(2)	NOTE the T2 2016 Unit Monitoring Report	5.3.3./6.3.2	SP2
6-Mar-17	#AB17028	NOTE the Report from Academic Board student representatives	6.3.3	SP2
1-May-17	#AB17218	NOTE the URC Report: HDR Student Load and Completions, HDR Scholarships	4.2	SP1/2
1-May-17	#AB17212(1)	NOTE the Unit Monitoring Action Plan Report: Trimester 2, 2016	5.3.3./6.3.2	SP2
1-May-17	#AB17212(2)	NOTE the Unit Monitoring Report Executive Summary for Reporting Period 3, 2016	5.3.3./6.3.2	SP2
1-May-17	#AB17215	NOTE the Report from Academic Board student representatives	6.3.3	SP2
1-May-17	#AB17219	NOTE the Chair of University Academic Program Committee report	6.3.2	SP2
19-Jun-17	#AB17289	NOTE the URC Report: ARC Leadership Strategy 2015-2018	4.1	SP1/3/6
19-Jun-17	#AB17289	NOTE the URC Report: Course monitoring – HDR Progress Reporting	4.2/5.3	SP1/2
19-Jun-17	#AB17289	NOTE the URC Report: RTP Scholarship Policy	4.2	SP1/2
19-Jun-17	#AB17287	NOTE the Report from Academic Board student representatives	6.3.3	SP2
14-Aug-17	#AB17321	NOTE the URC Report: ARC Leadership Strategy	4.1	SP1/3/6
14-Aug-17	#AB17321	NOTE the URC Report: ERA, Engagement and Impact Assessment	4.1	SP1/3/6
14-Aug-17	#AB17321	NOTE the URC Report: Research Performance and Research Funding Review	4.1	SP1/3/6

ACADEMIC BOARD

Terms of Reference (ToR), Higher Education (HE) Standards Framework (2015) and Strategic Plan/VC Priorities
2017 Annual Report for Academic Board and Council

14-Aug-17	#AB17321	NOTE the URC Report: Intellectual Property working group	4.1/5.2	SP1/5
14-Aug-17	#AB17317(2)	NOTE the 2016 Annual Report on Student Grievance Outcomes and Responses	2.4/6.3.1	SP2
14-Aug-17	#AB17323	NOTE the Report from Academic Board student representatives	6.3.3	SP2
14-Aug-17	#AB17320(1)	APPROVE the 2016 Annual Unit Monitoring Report	5.3.3/6.3.2	SP2
16-Oct-17	#AB17330(1)	NOTE the Annual Report on Student Progress and Success by Student Cohort	5.3/6.3.1	SP2
16-Oct-17	#AB17337	NOTE the Report from Academic Board student representatives	6.3.3	SP2
16-Oct-17	#AB17334(2)	NOTE the Unit Monitoring Report for T1 2017	5.3.3./6.3.2	SP2
4-Dec-17	#AB17345	NOTE the Forward Schedule for Course Reviews 2018–2023	5.3	SP2/5
4-Dec-17	#AB17345	NOTE the Review Cycle Report: Annual Report on Course Reviews	5.3	SP2/5
4-Dec-17	#AB17345(5)	NOTE the Review Cycle Report: Annual Report on Professional Accreditation of UNE Courses	5.1/5.3	SP2/5
4-Dec-17	#AB17352	NOTE the Report from Academic Board student representatives	6.3.3	SP2

TOR: Advise and/or report to Council and VC on academic matters, academic aspects of the strategic plan, specifically with respect to new academic developments, academic priorities and academic policy-related issues

Meeting	Document	Action	HE Standard	StratPlan/VC Priority
6-Mar-17	#AB17022	NOTE the PVCR Report: Higher Education Research Data Collection	4.1	SP1
6-Mar-17	#AB17022	NOTE the PVCR Report: Research Block Grant Drivers	4.1	SP1/3
6-Mar-17	#AB17022	NOTE the PVCR Report: ERA 2018 and EIAP Pilot 2017	4.1	SP1/3
6-Mar-17	#AB17023	DISCUSS and NOTE the Draft External Engagement Operational Plan	6.3.1	SP5
6-Mar-17	#AB17015	DISCUSS and NOTE the Draft UNE Internationalisation Plan	6.3.1	SP5/VC2
6-Mar-17	#AB17030	NOTE the International Student Barometer Report re Online Library	1.1/6.3.2	SP2/3/6/VC2
6-Mar-17	#AB17021	NOTE the Review of Student Administration & Services (SAS) and Teaching and Learning Support (TaLS)	3.3	SP2/5/6
6-Mar-17	#AB17021	NOTE the Central Exam Scanning Service business case	6.3.1	SP2/5
6-Mar-17	#AB17021	NOTE the PVC-A Draft Portfolio plan	6.3.1	SP2/5/6
6-Mar-17	#AB17025(1)	NOTE the Student Engagement and Success Framework 2017–20 and Student Engagement and Success Rolling Plan–2017 Challenge	3.3	SP2/5/6
6-Mar-17	#AB17029	NOTE the 2017 Academic Board Work Plan	6.3.1	SP2
1-May-17	#AB17218	NOTE the URC Report: ERA 2018, Engagement & Impact Assessment	4.1	SP1/3
1-May-17	#AB17218	NOTE the URC Report: Research Data Management, ReDBox Metadata Store	4.1	SP1
1-May-17	#AB17189	DISCUSS and NOTE the Options for New Types of Short Courses and Unit Delivery	6.3.2	SP5/6
1-May-17	#17186	ENDORSE the University Teaching and Learning Plan	6.3.1	SP2
1-May-17	#AB17213(1)	ENDORSE the 2019 Principal Dates	6.3.2	SP2
1-May-17	#AB17220	NOTE the 2017 Academic Board Work Plan	6.3.1	SP2
19-Jun-17	#AB17288(1)	NOTE the Teaching and Learning Innovation Summary Report	6.3.1	SP2/6
19-Jun-17	#AB17289	NOTE the URC Report: ERA 2018, Engagement & Impact Assessment (EIA)	4.1	SP1/3
19-Jun-17	#AB17289	NOTE the URC Report: Research Performance – update against UNE Research Plan 2016-2020	4.1	SP1
19-Jun-17	#AB17289	NOTE the URC Report: Research Communication Strategy	4.1	SP1
19-Jun-17	#AB17288(2)	NOTE the report on UNE’s International Student Focus	6.3.1	SP2/6/VC2
14-Aug-17	#AB17359	DISCUSS and NOTE the Chair’s report on the Academic Board Self-Review Survey for 2016	6.3	SP5
14-Aug-17	#AB17316(2)	NOTE the Review of UNE Course Profile – 1st phase (Workforce/Community of the Future)	6.3.1	SP5
14-Aug-17	#AB17317(1)	NOTE the PVCAI Portfolio Deliverables July – December 2017 report	6.3.1	SP5
14-Aug-17	#AB17361	NOTE the background paper and demonstration on the Online Examination Trial Pilot	6.3.2	SP2/5/6
14-Aug-17	#AB17327	NOTE the updated 2017 Academic Board work plan	6.3	SP5
14-Aug-17	#AB17370	NOTE the Academic Restructure Supplementary Board paper	6.3	SP5
14-Aug-17	#AB17371	DISCUSS the Academic Board Standing Orders	6.3	SP5
16-Oct-17	#AB17335	NOTE the URC Report: ARC Leadership Strategy	4.1	SP1/3
16-Oct-17	#AB17335	NOTE the URC Report: ERA, Engagement and Impact Assessment	4.1	SP1/3
16-Oct-17	#AB17335	NOTE the URC Report: Research Performance and Research Funding Review	4.1	SP1/3

ACADEMIC BOARD

Terms of Reference (ToR), Higher Education (HE) Standards Framework (2015) and Strategic Plan/VC Priorities
2017 Annual Report for Academic Board and Council

16-Oct-17	#AB17384	NOTE the chair's response to the Academic Board Self-Review Survey for 2016	6.3	SP5
16-Oct-17	#AB17385	APPROVE the Standing Orders of the Academic Board	6.3	SP5
16-Oct-17	#AB17330(2)	NOTE the Review of University Course Profile Phase 2	6.3.1	SP5
16-Oct-17	#AB17340	NOTE the updated 2017 Academic Board work plan	6.3	SP5
4-Dec-17	#AB17406	NOTE the Academic Governance Review report	6.3	SP5
4-Dec-17	#AB17346(1)	NOTE the Annual Progress Report against the Teaching and Learning Plan	6.3.2	SP2/5
4-Dec-17	#AB17349(3)	NOTE the Library Annual Report	3.3/6.3.2	SP2/5
4-Dec-17	#AB17349(4)	NOTE the Academic Professional Training and Course Outcomes report	3.2/6.3.2	SP2/6
4-Dec-17	#AB17355	NOTE the 2018 Academic Board work plan	6.3	SP5

TOR: Advise and/or report to Council and VC on academic matters including the maintenance of academic standards, including high-order conclusions arising from course reviews

Meeting	Document	Action	HE Standard	StratPlan/VC Priority
14-Aug-17	#AB17320(4)	NOTE the UTLC Annual Report for 2016	6.3.2	SP2
14-Aug-17	#AB17320(5)	NOTE the report on Contract Cheating and Assessment Design Symposium	5.2/6.3.1	SP5

TOR: Advise and/or report to Council and VC on academic matters including compliance with the Higher Education Threshold Standards

Meeting	Document	Action	HE Standard	StratPlan/VC Priority
6-Mar-17	#AB17020(1)	NOTE the progress with TEQSA HESF Compliance and UNE Planning Framework	6.3.1	SP5
6-Mar-17	#AB17018	NOTE the Report from the Vice-Chancellor	6.3.1	SP5
1-May-17	#AB17210	NOTE the Report from the Vice-Chancellor	6.3.1	SP5
19-Jun-17	#AB17282	NOTE the Report from the Vice-Chancellor	6.3.1	SP5
14-Aug-17	#AB17315	NOTE the Report from the Vice-Chancellor	6.3.1	SP5
14-Aug-17	#AB17316(1)	NOTE the report on 2017 progress on implementation of TEQSA requirements	6.3.1	SP5
16-Oct-17	#AB17383	DISCUSS and NOTE the discussion paper on UNE Institutional Benchmarks for Academic Quality and Outcomes	5.3/6.3.1	SP2/5
16-Oct-17	#AB17329	NOTE the Report from the Vice-Chancellor	6.3.1	SP5
4-Dec-17	#AB17329	NOTE the Report from the Vice-Chancellor	6.3.1	SP5

TOR: Advise and/or report on academic matters referred to it by the Council or VC

Meeting	Document	Action	HE Standard	StratPlan/VC Priority
6-Mar-17	#AB17019	NOTE the Report from the Chair of Academic Board	6.3.1	SP5
6-Mar-17	#16234	NOTE the Report of the Chair to the Council	6.3.1	SP5
1-May-17	#AB17211	NOTE the Report from the Chair of Academic Board	6.3.1	SP5
1-May-17	#17164	NOTE the Report of the Chair to the Council	6.3.1	SP5
19-Jun-17	#AB17283	NOTE the Report from the Chair of Academic Board	6.3.1	SP5
19-Jun-17	#17165	NOTE the Report of the Chair to the Council	6.3.1	SP5
14-Aug-17	#AB17314	NOTE the Report from the Chair of Academic Board	6.3.1	SP5
14-Aug-17	#17166	NOTE the Report of the Chair to the Council	6.3.1	SP5
16-Oct-17	#AB17328	NOTE the Report from the Chair of Academic Board	6.3.1	SP5
16-Oct-17	#17167	NOTE the Report of the Chair to the Council	6.3.1	SP5
4-Dec-17	#AB17343	NOTE the Report from the Chair of Academic Board	6.3.1	SP5
4-Dec-17	#17168	NOTE the Report of the Chair to the Council	6.3.1	SP5

TOR: Discuss major issues bearing upon the University's academic mission

Meeting	Document	Action	HE Standard	StratPlan/VC Priority
19-Jun-17	#AB17281	DISCUSS and NOTE the 'Indigenous Australia: What More Should We Be Doing?' strategic discussion paper	2.2/6.3.1	SP2/6/VC1
19-Jun-17	#AB17284(1)	NOTE the report on Round 1 and Round 2, 2015 Special Studies Program (SSP)	3.2	SP2

ACADEMIC BOARD

Terms of Reference (ToR), Higher Education (HE) Standards Framework (2015) and Strategic Plan/VC Priorities
2017 Annual Report for Academic Board and Council

14-Aug-17	#AB17315	NOTE UNE's report from AHRC: Change the course: national report in sexual assault and harassment at Australian universities	2.3/2.4/7.2/7.3	SP2/6
16-Oct-17	#AB17358	NOTE the Academic Innovation: What More Should We Be Doing? discussion paper	3.1/3.3/5.3	SP2/6
4-Dec-17	#AB17382	NOTE the Indigenous Strategy – Outcomes and Barriers Report	2.2/6.3.1	SP2/6/VC1
4-Dec-17	#AB17404	NOTE the discussion on 'Creating a National Framework for Student Partnership in University Decision Making & Governance'	6.3.3	SP2/5

2017 ACADEMIC BOARD STANDING COMMITTEE

Terms of Reference (ToR), Higher Education (HE) Standards Framework (2015) and Strategic Plan/VC Priorities
Annual Report for Academic Board and Council

TOR: Approve urgent business on behalf of the Academic Board between full board meetings			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
21-Mar-17	#AB17177	NOTE the PVCR Policy Review Schedule	4/6.3	SP5
21-Mar-17	#AB17181	ENDORSE the Flying Minute Register	6.3	SP5
11-Jul-17	#AB17309	APPROVE the terms and conditions for the Australian Families of the Military Foundation Award	6.3	SP2/5
11-Jul-17	#AB17311	ENDORSE the Flying Minute Register	6.3	SP5
19-Sep-17	#AB17380	ENDORSE amended 2018 and 2019 Principal Dates	6.3	SP5
TOR: Approve recommendations from board committees on minor policy changes and to make recommendations to Council as appropriate			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
22-Mar-16	#AB16041	APPROVE Minor change to Prizes and Scholarships Rule	6.3	SP2/5
6-Jun-16	#AB16134	APPROVE amendment to Course Approval Rule	5.1/6.3	SP2/5/6
19-Sep-17	#AB17388	APPROVE the amended HDR Research Training Program (RTP) Scholarship Policy	4.2/6.3	SP1/2
TOR Advise recommendations on academic policy, academic quality assurance, academic governance and academic risk issues for consideration by the Academic Board or the University committees that report to the board			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
21-Mar-17	#AB17178	ENDORSE Academic Board Terms of Reference Proposed Amendments	6.3	SP5
21-Mar-17	#AB17180	NOTE the UNE Business School Academic Quality Handbook	5/6.3	SP5/6
21-Mar-17	#AB17182	NOTE the BCSS School Review Terms of Reference	5/6.3	SP5
11-Jul-17	#AB17307	NOTE the Academic Board Self-Review report 2016	6.3	SP5
11-Jul-17	#AB17279	NOTE the draft UNE Academic Quality Handbook	5/6.3	SP5/6
11-Jul-17	Minute 12.4	NOTE the PDVC's briefing on the Academic Structure Review	3.2/3.3/6.3	SP5
19-Sep-17	#AB17379	DISCUSS and NOTE the Institutional Benchmarks for Academic Quality and Outcomes	5	SP5
19-Sep-17	#AB17381	ENDORSE the Standing Orders of the Academic Board	6.3	
TOR: Advise the Academic Board and make recommendations on confidential academic and student matters			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
TOR: Advise, consider and report on any matter referred to it by the Academic Board			HE Standard	StratPlan/VC Priority
Meeting	Document	Action		
11-Jul-17	#AB17278	NOTE the Chair's Annual Report of the NSW and Territories Committee of Chairs	6.3	SP5/6
11-Jul-17	#AB17308	DISCUSS AND NOTE the verbal update regarding the Strategic Course Profile and Course Withdrawals	5/6.3	SP2/3/5
11-Jul-17	#AB17310	NOTE the discussion on the NSW Auditor-General's Report on Universities for 2016	6.36.2/6.3	SP5/6
19-Sep-17	Minute 7.6	NOTE the discussion on Awards and Scholarships Governance	6.3	SP3/5