Council OPEN Meeting

Schedule	Friday 26 July 2019, 8:30 — 10:00 AEST
Venue	Council Room, Booloominbah, University of New England
Notes for Participants	PLEASE NOTE: 8:30 am pre-meeting for Council members only. Others attendees from 8:45 am.
Organiser	Collette Gooch

Agenda

1. MEETING OPENING AND WELCOME COMMENTS   1

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

1.1. * Acknowledgement of Country   2

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

1.2. * Apologies   3

Professor Mingan Choct
Presented by James Harris

1.3. * Conflict of Interest Declaration   4

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

📄 Conflict of Interest Declaration 2019.pdf   5

6.2. * Next Meeting and Close 71

The next Council meeting is scheduled for Friday, 27 September 2019. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris

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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 that are received from a company, business or other entity undertaking transactions with the University or a subsidiary.
- Any other material interest where a conflict of interest or an appearance of conflict of interest with your duties as a Council member / Senior Executive could foreseeably arise.

1.4. Disclosed Register of Interest

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

Presented by James Harris

DISCLOSURE FORM FOR

UNE COUNCIL AND SENIOR EXECUTIVE

REGISTER OF INTERESTS

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 manage conflicts, Council members / Senior Executive should disclose material interests in other situations or areas in which it might 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 conflict of interests at Council and Management meetings, if it is determined that those steps are necessary to protect against legal liability to the Council member or to the Senior Executive member personally arising from conflicts of interest.

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

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

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

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

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

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

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

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

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

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

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

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

Name:	Date:
Signature:	

1.5. * Order of Business

The Committee is asked to ACCEPT the Order of Business.

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

For Approval

Presented by James Harris

2. MINUTES OF PREVIOUS MEETING

2.1. Confirmation of Minutes

Minutes of the meeting held on 24 May 2019 were approved as a true and correct record via email on 27 June 2019. These minutes are available for viewing in the 'Council Minutes' Document Library.

Presented by James Harris

2.2. Matters Arising

The matters arising from previous Open Council meetings are provided below.

Presented by James Harris

Matters Arising – Council OPEN

Meeting/Item	Action	Status
31 January 2019, item 6. General Business	The Pro Vice-Chancellor Academic Innovation to provide a report on the progress of arrangements for student representation at UNE, to the July Council meeting.	Complete. Refer to Report #19058 – Item 6.2 Council Open Papers
24 May 2019, item 4.1. Chancellor's Open Report to Council #19035	The Secretary was asked to convene a Governance Working Party meeting at the June Committee meetings, to discuss the recent review of Freedom of Speech and potential response from UNE.	Complete. Refer to Report #19258 – Item 6.6 Council Confidential Papers

3. PRESENTATIONS

3.1. * University Activities in Focus (oral) #19054

Council is asked to NOTE the University Activities in Focus presentation for the July Council meeting, report #19054.

For Noting

Presented by Rod McClure

4. LEADERSHIP REPORTS

4.1. * Chancellor's Report to Council #19055

Council is asked to NOTE the Chancellor's report to Council, #19055.

For Noting

Presented by James Harris

Purpose

To provide Council with the Chancellor's Report for the July 2019 Council Meeting.

Origin of report: Scheduled work plan item.
Related to Terms of Reference: Providing strategic leadership to the University.

Recommendation   **Mr James Harris, Chancellor**

Council is asked to NOTE the Chancellor's report to Council, #19055.

Executive Summary

Some of my key activities as Chancellor since my report to the 24 May 2019 meeting of the Council include the following:

- On 30 May 2019 I met with Ms Wendy Cohen, CEO of the Country Education Foundation to acknowledge the recent finalisation of a 3 year co-funded scholarship Agreement between the UNE Foundation and the CEF.

- I attended the International Leaving Ceremony on 31 May 2019 for students that provides students who are unable to attend a graduation ceremony the opportunity to be presented with their certificates prior to returning overseas.

- This year saw our Council Retreat held on 13/14 June 2019 at the NSW Rugby League Centre of Excellence in Sydney Olympic Park. This was a great opportunity to have our Vice-Chancellor designate, Professor Brigid Heywood, meet and get to know our Council, Senior Executive and faculty Deans in a professional yet relaxed environment. I look forward to working with Brigid on the progression of matters discussed at the Retreat.

- I had the pleasure to meet with the Minister for Skills & Tertiary Education, the Hon Geoffrey Lee MP on the 19 June 2019, regarding Ministerial appointments to the UNE Council. I hope to receive further news of this matter in the near future.

- On 27 June 2019, I attended the Finance & Infrastructure, Governance Working Party and Remuneration Committee meetings.

- I hosted the UNE staff's farewell to Vice-Chancellor Duncan on 1 July 2019. I was pleased to welcome so many of our local staff to this event.

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- On 5 July 2019, the Vice-Chancellor and I attended the T2 Commencement event for on-campus students. This was the last formal event for Professor Duncan and I'm sure her welcoming comments will remain with our newest students during their time at UNE.

- I attended the opening of the extension to the Centre of Animal Research & Teaching (CART) building on 17 July 2019. This event was well attended by the UNE agricultural community and special guests, the Hon Barnaby Joyce MP and the Hon Adam Marshall MP. It was great to celebrate the completion of this state-of-the-art facility which was entirely funded by UNE and is the newest example of our commitment to delivering high quality research and teaching environments.

- Also on 17 July 2019, I was a guest at the Royal Agricultural Society Foundation's Rural Scholarship Celebration Dinner. This event celebrated over 50 scholarships being awarded to tertiary students who demonstrate a passion for rural issues and the determination to make a positive difference in rural and regional NSW. This year, UNE Foundation co-funded seven of these scholarships and another two were awarded which were funded directly by the RAS Foundation.

- On 19 July 2019, I met with a staff member from Student Success to discuss matters relating to university governance and culture.

- Also on 19 July 2019, I met with Prof Michael Adams, the Head of the UNE Law School. It was nice to get to know Michael and to see the Law school's office environment.

- In preparation of the development of Tertiary Sector government policy, a number of other Chancellors and myself, met with Minister of Education, the Hon. Dan Tehan, on the 23 July 2019.

4.2. * Vice-Chancellor's Report to Council #19056

Council is asked to NOTE the Vice-Chancellor's Open report to Council, #19056.

For Noting

Presented by Brigid Heywood

Purpose

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

Origin of report: Scheduled work plan item.
Related to Terms of Reference: Monitor the performance of the University and Vice-Chancellor/CEO.

Recommendation   **Professor Brigid Heywood, Vice-Chancellor**

Council is asked to NOTE the Vice-Chancellor's Open report to Council, #19056.

Executive Summary

This report provides an update on the following:

- List of key outreach activities undertaken by both Vice-Chancellors since the last Council meeting;
- Update on the *Respect. Now. Always.* initiative;
- Load report.

Key Information

VC Outreach Activities

Professor Annabelle Duncan

24 May 2019	Attended meeting and lunch with visiting Philippines Cabinet Secretary Delegation.
28 May 2019	Various media commitments in relation to the release of the Australian Human Rights Commission's report of UNE's Colleges.
29 May 2019	Participated in teleconference with the NSW Innovation and Productivity Council (IPC) in relation to the NSW Treasury's review of NSW IPC. Met with Rachel Parsons, Director of NERAM, to discuss UNE's partnership with NERAM and ways of developing the relationship.
30 May 2019	Met with Ms Wendy Cohen, CEO of the Country Education Foundation, with whom UNE has signed a 3 year agreement for co-funded UNE scholarships that will be awarded and administered by CEF. UNE Foundation will provide $40,000 pa for 3 years.
31 May 2019	Addressed students at the International Leaving Celebration and presented certificates of participation to those who were not able to attend their Graduation ceremony.

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1 June 2019	Attended an Iftar dinner with students and the local Muslim community at the Wright Centre.
4 June 2019	Hosted a morning tea for Professor Margaret Edgley and presented her with the Vice-Chancellor's Service Award for Excellence in Teaching (Academic Staff).
11 June 2019	Attended AARNet Board dinner in Sydney.
12 June 2019	Attended AARNet Board meeting in Sydney.
14 June 2019	Attended a Sydney School of Entrepreneurship Board planning meeting.
17 June 2019	Attended a NSW Vice-Chancellor's Committee dinner.
18 June 2019	Attended a NSW Vice-Chancellor's Committee meeting in Sydney. Attended the 2019 Archibald Wynne and Sulman Prizes exhibition opening at the Art Gallery of NSW.
19 June 2019	Delivered a keynote address at the 2nd Women in Education Leadership Summit 'Step up to Success' at the Intercontinental Hotel in Sydney. Professor Duncan was asked to share her leadership journey and impart her insights to the attendees, reflecting on the lessons she has learnt over the years. Met with Kanwar Singh, Director of Global Infrastructure and Government at NAB in Sydney.
20 June 2019	Met with Ms Christina Newman, Director of Policy, Science and Research at the Office of the NSW Chief Scientist and Engineer regarding an upcoming meeting of the NSW Physical Sciences Fund (Professor Duncan is Chair of the Panel).
21 June 2019	Attended a NSW Innovation and Productivity Council meeting in Sydney.
24 June 2019	Attended a Universities Australia Board dinner in Canberra.
25 June 2019	Attended a Universities Australia Board meeting.
27 June 2019	Attended UNE Council Committee meetings.
28 June 2019	Chaired a NSW Physical Sciences Fund Expert Panel meeting in Sydney.
2 July 2019	Launched the UNE Aboriginal Employment Strategy at an event held in the Chancellery at Booloominbah.
5 July 2019	Addressed commencing students at the Trimester 2 on-campus orientation seminar. The event provides all commencing, on-campus students with an Orientation to both Armidale and UNE, ensuring that they feel welcomed, safe, and armed with the knowledge they need to begin their studies the following week. Attended the Oorala Aboriginal Centre's TRACKS Completion ceremony and assisted with certification presentation.

Professor Brigid Heywood

12 July 2019	Attended the Scholarship Donor Luncheon held at Booloominbah Collection.
15 July 2019	First official day in office.
16 July 2019	Attended a morning tea for the Science, Information and Communication Technology, and Mathematics Education for Rural and Regional (SiMMERR) National Research Centre's 15th anniversary. Introductory meeting with Professor Christine Jorm, Director of the NSW Regional Health Partners. Attended afternoon tea hosted by the Oorala Aboriginal Centre and the local Aboriginal community.
17 July 2019	Attended the official opening of the Centre for Animal Research and Training (CART) Multipurpose Building, completed in early 2019 and designed to accommodate poultry, sheep, goats, pigs or calves under climate controlled conditions. The event was attended by Minister Adam Marshall and Mr Barnaby Joyce. Welcomed guests to the 2019 Judith Wright Lecture *Walking and Thinking: Country and Deep Time* delivered by Mr Tony Birch. Attended the 2019 Royal Agricultural Society of NSW Foundation Rural Scholarship Celebration in honor of the 54 scholarship recipients who demonstrated a passion for rural issues and the determination to make a positive difference in rural and regional NSW.
18 July 2019	Met with the College Senior Resident Fellows to discuss their experiences at UNE. Attended the Honorable Michael Kirby Public Lecture *Engaging with the Catholic Church on* Homosexuality, hosted by the School of Law and met with the Honorable Michael Kirby following the lecture.
19 July 2019	Attended the School of Law's Law Ball at the Armidale Bowling Club, addressed attendees and assisted with award presentation.
22 July 2019	Met with Ms Pat Yeoh, UNE Young Distinguished Alumni Award recipient and President of the Malaysian Australian Alumni Council, Ms Kim Sivieng from the Brisbane Alumni Chapter and Catherine Yip from the Tamworth Alumni Chapter over lunch in Booloominbah Collection.
24 July 2019	Addressed staff at the Human Resources Senior Leadership forum.

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	Attended the Robb College Rural Focus Lecture and Dinner at the Armidale Bowling Club.
25 July 2019	Officially opened the Rural Focus Symposium and spoke of the important partnership between Robb College and the University in creating community engagement and industry partnerships.
26 July 2019	Attended the UNE Farming Future Industry event at the 'Stro before welcoming guests to the 2019 SMART Region Incubator Agmentation dinner at the UNE Wright Lecture Livestock Theatre Industry Building.

Update – *Respect. Now. Always.*

On 24 May UNE released the Australian Human Rights Commissions' (AHRC) *Independent Review of the Residential Colleges at the University of New England* report. The AHRC was engaged by the University to undertake the review following recommendations from the AHRC's 2017 *Change the Course* report.

The independent review makes 28 recommendations that will assist the University in creating a safer, more inclusive environment. The University has accepted and committed to implement all of the recommendations that relate to the institution. Of the 28 recommendations made, three of those are specific to the independently operated St Albert's College and Mr Jason Lincoln, St Alberts College Principal, has committed to addressing these recommendations. It is important to note that at the time of the release the University had already commenced work that addressed a number of the recommendations made.

While significant progress has been made by the University and its residential colleges since the *Change the Course* report, the Independent review does identify areas where improvement is required. This includes changes to our current policies and procedures, an increase in staff in both counselling and student grievance, after hours support for our residence and students leaders, prevention and education programing, and efforts to reduce alcohol consumption and safety enhancements to the physical environment.

The University has established the Vice- Chancellors Respect Now Always Working Group to address the implementation of each of the recommendations. This group is made up of those key stakeholders that are directly involved in the implementation of the recommendations and includes a student representative from each of the seven colleges.

Concurrent to the work that is taking place to address the recommendations, we recently engaged Full Stop Training, NSW Rape and Domestic Violence to facilitate *The Ethical Workplace: Leadership in Action* workshops for our senior leaders. These workshops took place over three consecutive days in May. The purpose of these workshops was to develop solutions that create or maintain workplace culture that is intolerant of sexual harassment and assault, domestic and family violence, and homophobia. We are currently in consultation

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with NSW Rape and Domestic Violence in facilitating more of these workshop for staff from all levels within the institution.

UNE Student Load Report as at 15 July 2019

Trimester 2 commenced on Monday 8 July. Monday 15 July is the last day that students are able to add units to an existing enrolment. Accordingly, Trimester 2 student load will progressively decline through to the census date (29 July) as students can only withdraw from units during this period.

Part 1: Student Load by Student Cohort

Table 1 provides a summary of our full year 2019 YTD load position for various student cohorts and referenced against load at the equivalent time in 2018. An estimate of the target amount of student load that is required at this time of the year, if the budgeted load figure at EOY is to be realised, has also been provided.

Table 1: 2019 UNE Student Load by Student Cohort – 15 July 2019

	2018 YTD Equivalent date 2018	2019 YTD Current 15 Jul 19	YTD Diff 2019 v 2018	Est. Target 15 Jul 19	Above or Below Target	Above or Below Target (%)	BAU Budget '19 @ EOY	2019 Current as % Budget
Total	12,171	12,609	+439	12,863	-253	-2.0%	12,969	97%
Commence	4,423	4,747	+324	4,834	-88	-1.8%	4,949	96%
Continue	7,748	7,863	+115	8,024	-161	-2.0%	8,020	98%
External	8,507	9,146	+639	9,022	+124	+1.4%	8,957	102%
Internal	3,664	3,463	-200	3,842	-379	-9.9%	4,012	86%
HDR	475	497	+22	513	-16	-3.1%	505	98%
PG Cwk	2,761	2,858	+97	2,834	+25	+0.9%	2,845	100%
UG Award	8,600	8,917	+318	9,147	-230	-2.5%	9,249	96%
Enabling / Non Award	335	337	+2	369	-32	-8.6%	370	91%
CSP	10,615	10,919	+304	11,265	-346	-3.1%	11,249	97%
International FP	877	912	+34	962	-51	-5.3%	1,088	84%
Domestic FP	402	493	+92	337	+157	+46.6%	343	144%
RTP	277	286	+9	296	-10	-3.5%	289	99%

At the University level, student load is currently 12,609 EFTSL. This is some +439 EFTSL greater than the level recorded at the equivalent time in 2018. Total budget load in 2019 is 12,969 EFTSL. Based on historical patterns of enrolment, it is estimated that a total of 12,863 EFTSL is currently required if we are to achieve the budget load figure for 2019 at EOY. A number of cohorts (external students, postgraduate coursework student and domestic fee-paying students) are currently tracking ahead of the target level. However, the majority of student cohorts, most noticeably internal (or on-campus) students and students in a Commonwealth Supported Place (CSP), are tracking below the target level. With reference to Figures 1A and 1B (overleaf), while we are currently tracking +3.6% ahead of 2018 levels at the University level, total 2019 YTD student load remains -2.0% below budget expectations.

A component of the shortfall in CSP load is attributable to a post-budget decision in early 2019 to offer only fee-paying places to domestic students in some postgraduate coursework programs e.g. psychology and social work. This decision has dampened overall demand for

entry into these programs but the consequent growth that we have realised in fee-paying enrolments in these programs is expected to have a net positive effect on revenue.

The University's 2019 budget also included an expectation that we would exceed our CSP funding caps across both designated and non-designated courses of study. Thus, our current shortfall against the CSP student load target is cushioned by the fact that we expect only to forgo a reduction in revenue equivalent to the student contribution, while we remain above capped limits.

The University has set ambitious growth targets for international and domestic fee-paying student revenue in 2019 and beyond. A number of new partnerships have been established with other higher education providers as faculties look for innovative ways to achieve growth. Our partnership with IEG in Malaysia has realised more than 200 EFTSL so far in 2019 while our relationship with Open Universities Australia (OUA) has yielded the equivalent of an additional 157 EFTSL so far in 2019. The quantum of student load associated with these partnerships was not modelled in detail as part of the budget process and therefore these student load amounts sit outside the scope of this analysis.

The following graphs illustrate our YTD performance in 2019 relative to the equivalent date in 2018 (Figure 1A) and also in comparison with the target amount of load required to achieve budget in 2019 (Figure 1B).

Figure 1A: UNE Student Load by Student Cohort – 15 July 2019
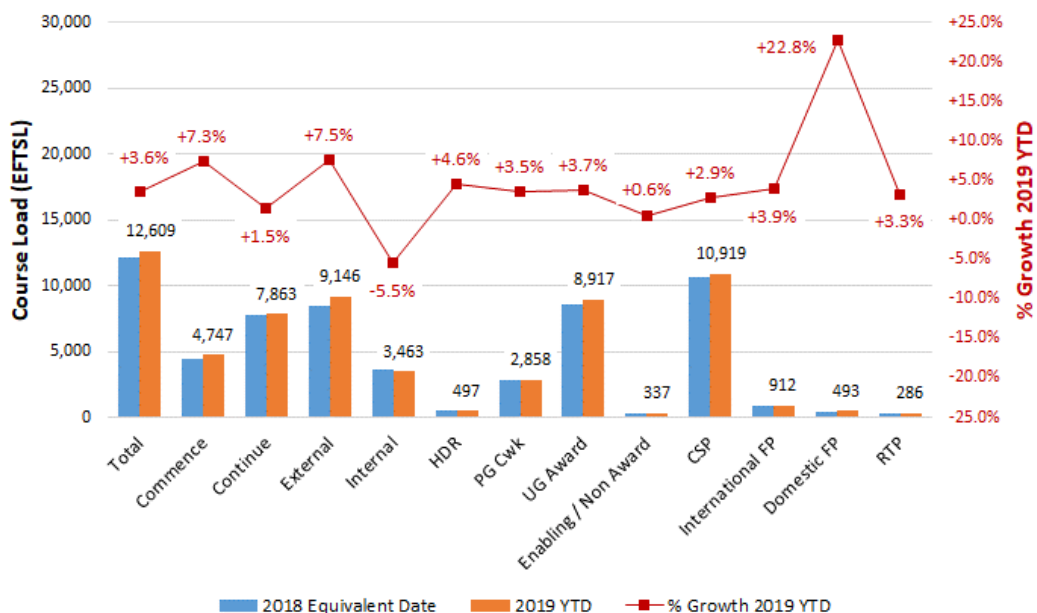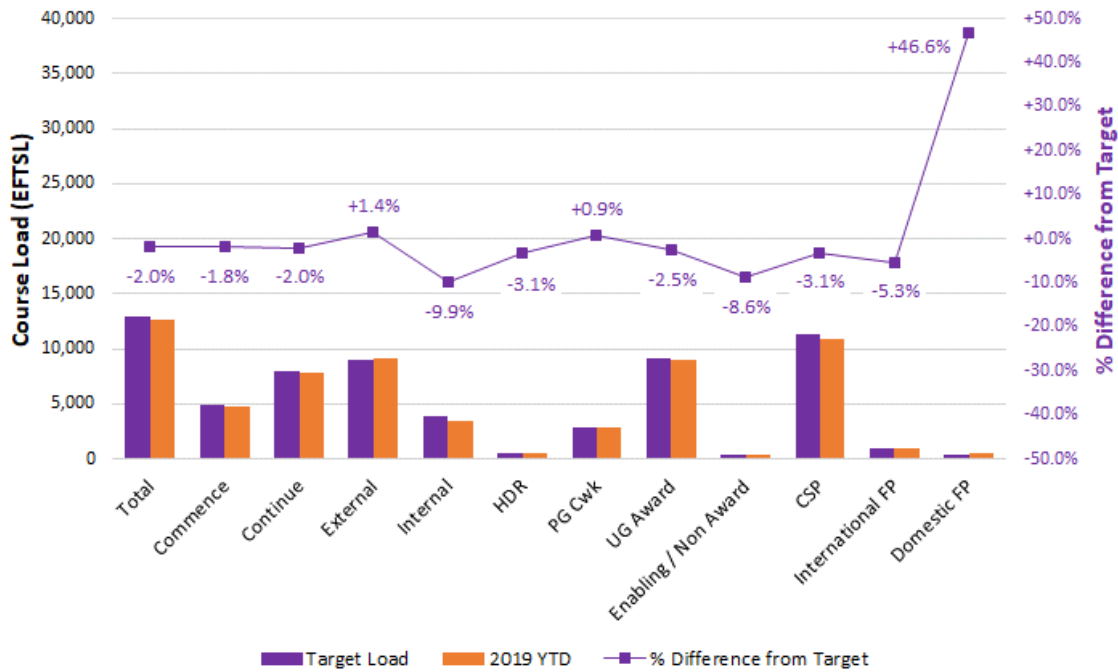2019 YTD vs 2018 Equivalent Date

Figure 1B: UNE Student Load by Student Cohort – 15 July 2019
2019 YTD vs 2019 Target Load to achieve budget

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Part 2: Student Load by Course Owner School

Table 2 (below) provides a summary of our 2019 YTD load position by Course Owner School referenced against student load by course owner school at the equivalent time in 2018, and budget load for 2019.

Table 2: 2019 UNE Student Load by Course Owner School – as at 15 July 2019

Course Owner	2018 YTD Equivalent date 2018	2019 YTD Current 15 Jul 19	YTD Diff 2019 v 2018	Est. Target 15 Jul 19	Above or Below Target	Above or Below Target (%)	BAU Budget '19 @ EOY	2019 Current as % Budget
S0001 Education	2,431.7	2,434.8	+3.1	2,451.9	-17.0	-0.7%	2,428.2	100%
S0004 HASS	2,231.0	2,214.8	-16.2	2,413.8	-199.0	-8.2%	2,403.6	92%
S0002 ERS	1,043.3	1,071.0	+27.6	1,100.1	-29.1	-2.6%	1,114.5	96%
S0005 Law	1,093.5	1,235.3	+141.8	1,155.2	+80.2	+6.9%	1,181.4	105%
S0008 S&T	967.3	1,131.0	+163.8	1,045.3	+85.7	+8.2%	1,008.2	112%
S0009 UNEBS	1,226.1	1,292.0	+65.8	1,366.7	-74.7	-5.5%	1,412.3	91%
S0003 Health	1,505.8	1,496.1	-9.7	1,612.1	-116.0	-7.2%	1,646.2	91%
S0006 PBS	788.5	835.1	+46.7	790.1	+45.1	+5.7%	822.2	102%
S0007 Rural Med	483.3	485.4	+2.1	487.5	-2.2	-0.4%	482.5	101%
000-S UNE	400.3	413.8	+13.6	437.7	-23.8	-5.4%	469.6	88%
Total	12,170.8	12,609.4	+438.6	12,862.6	-253.2	-2.0%	12,968.9	97%

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Figure 2A: UNE Student Load by Course Owner School
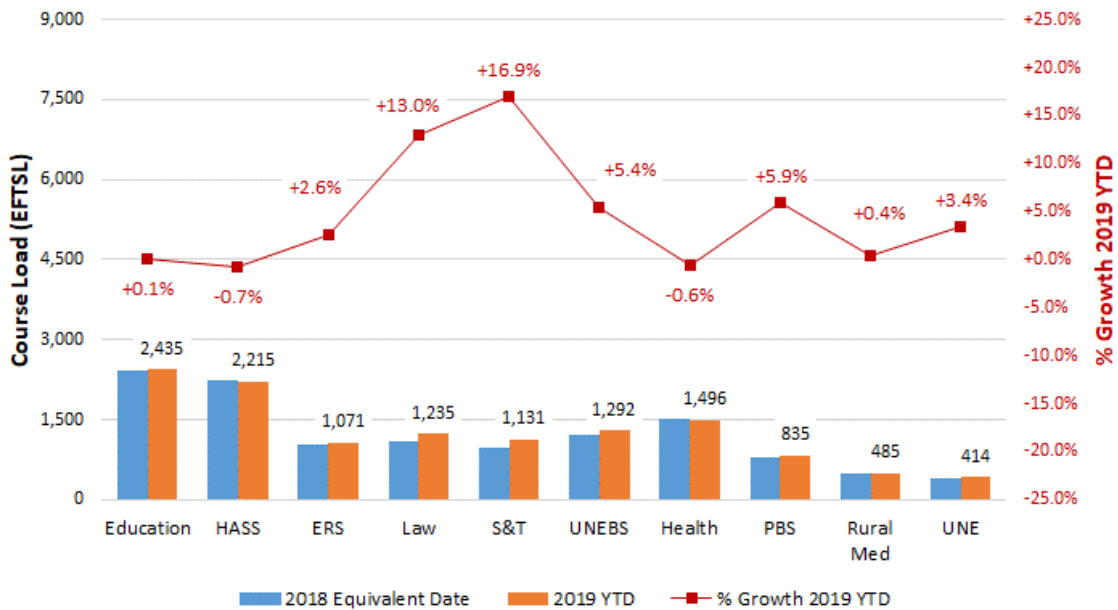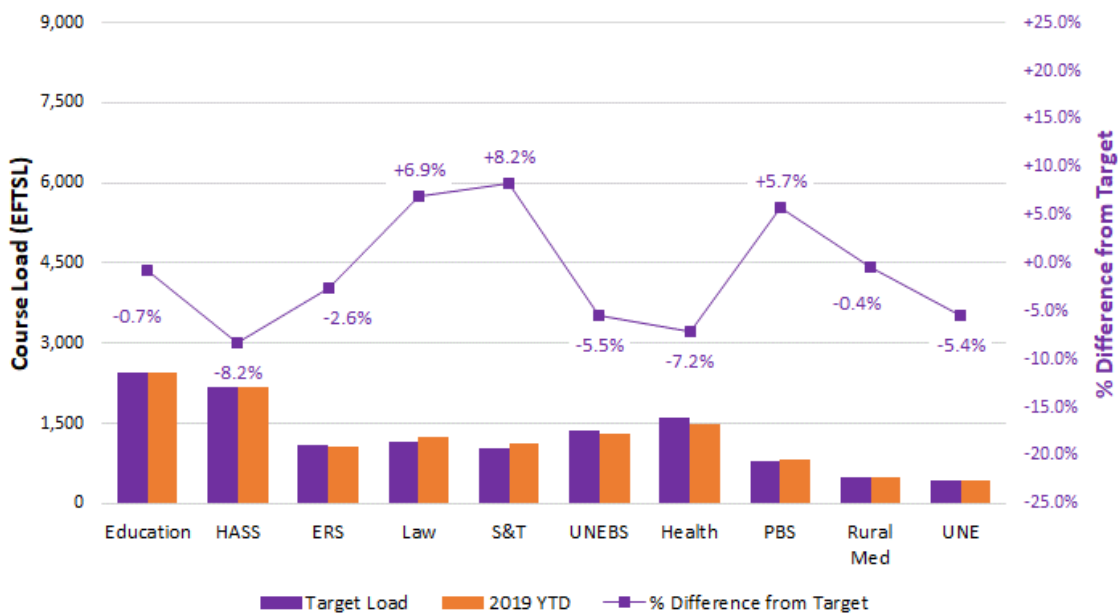2019 YTD vs 2018 Equivalent Date

Figure 2B: UNE Student Load by Course Owner School
2019 YTD vs 2019 Target to load achieve budget

Part 3: Student Load by Teaching School

Table 3 (below) provides a summary of our 2019 YTD load position by teaching school referenced against student load by teaching school at the equivalent time in 2018 and budget load for 2019.

Table 3: 2019 UNE Student Load by Teaching School – as at 15 July 2019

Teaching School	2018 YTD Equivalent date 2018	2019 YTD Current 15 Jul 19	YTD Diff 2019 v 2018	Est. Target 15 Jul 19	Above or Below Target	Above or Below Target (%)	BAU Budget '19 @ EOY	2019 Current as % Budget
S0001 Education	2,053.7	2,105.6	+51.9	2,066.2	+39.5	+1.9%	2,040.6	103%
S0004 HASS	2,488.9	2,538.6	+49.7	2,710.1	-171.5	-6.3%	2,721.3	93%
S0002 ERS	908.5	978.3	+69.8	938.4	+39.9	+4.3%	951.7	103%
S0005 Law	1,040.1	1,142.1	+102.0	1,078.6	+63.5	+5.9%	1,113.7	103%
S0008 S&T	1,384.3	1,494.0	+109.7	1,511.9	-17.8	-1.2%	1,453.7	103%
S0009 UNEBS	1,374.6	1,357.2	-17.4	1,473.9	-116.7	-7.9%	1,491.0	91%
S0003 Health	926.6	942.1	+15.6	910.6	+31.5	+3.5%	955.2	99%
S0006 PBS	1,333.9	1,388.8	+54.9	1,460.7	-71.9	-4.9%	1,547.6	90%
S0007 Rural Med	420.3	408.4	-12.0	421.7	-13.3	-3.2%	420.7	97%
1071 Oorala	89.6	101.8	+12.1	104.1	-2.4	-2.3%	99.2	103%
1600 TALS	150.3	152.6	+2.4	191.2	-38.5	-20.2%	174.3	88%
Total	12,170.8	12,609.4	+438.6	12,862.6	-253.2	-2.0%	12,968.9	97%

Figure 3A: UNE Student Load by Teaching School
2019 YTD vs 2018 Equivalent Date
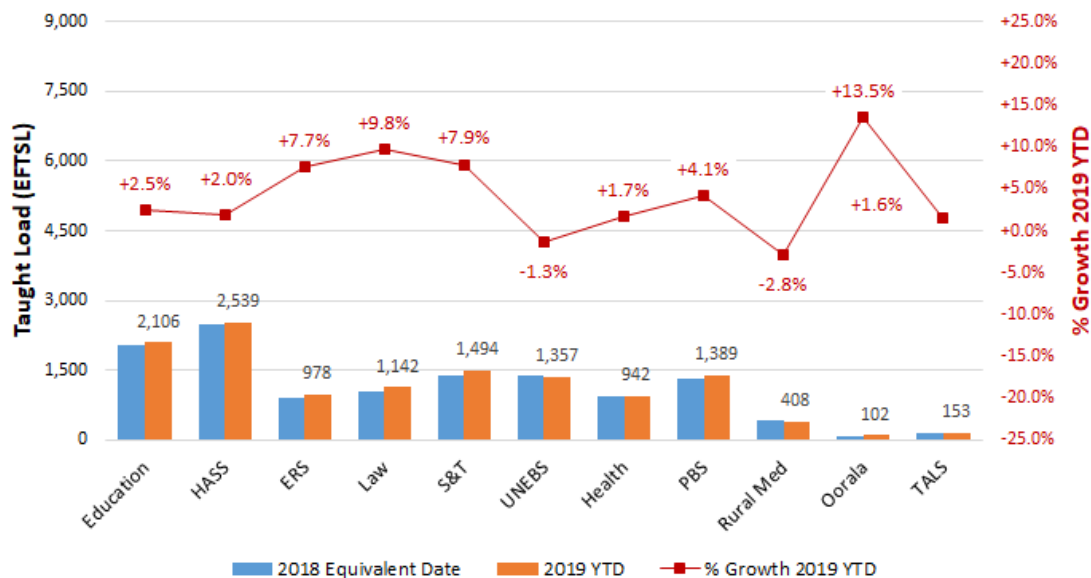
Figure 3B: UNE Student Load by Teaching School
2019 YTD vs 2019 Target to load achieve budget
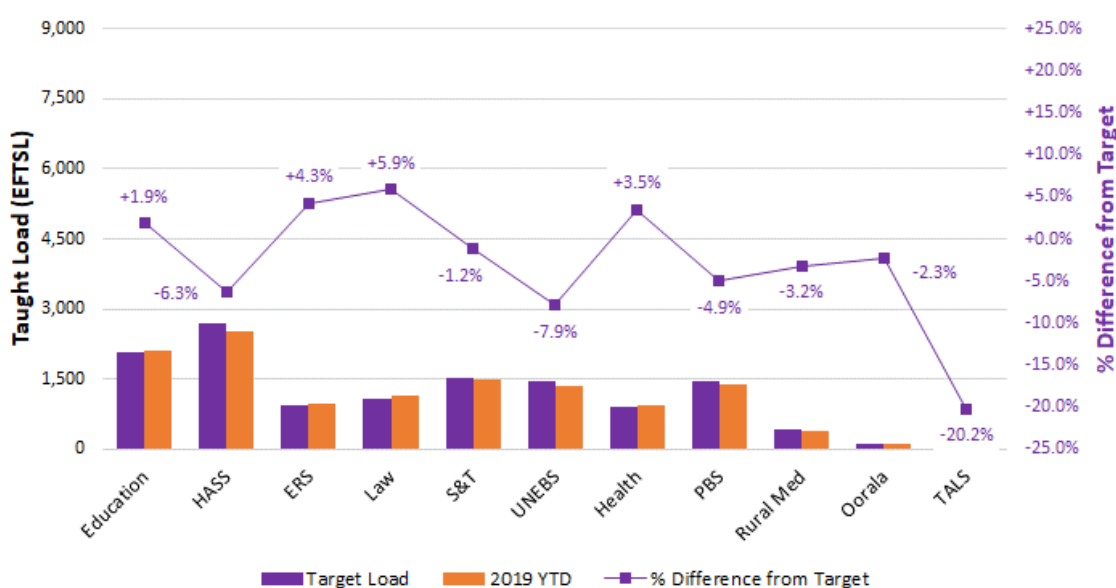
Part 4: Fee-paying Revenue through Partnerships in 2019

The University (through the Faculty of Science, Agriculture, Business and Law - SABL) has established two partnerships over the past twelve months aimed at growing overall revenue from both international and domestic fee-paying students.

A summary of 2019 YTD student load (and the estimated associated quantum of revenue) is provided below.

UNE International and Domestic Fee-paying Revenue - 2019 YTD
IEG Malaysia and OUA Partnerships

	2019 EFTSL YTD	2019 Estimated Revenue YTD
IEG Malaysia	200.875	$347,481
OUA	157.000	$1,885,884
TOTAL	357.875	$2,233,365

4.3. * Chair Academic Board Report #19057

Council is asked to NOTE the Chair of Academic Board Open report to Council, #19057.

For Noting

Presented by Mark Perry

Purpose

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

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

Origin of report: Scheduled work plan item.
Related to Terms of Reference: Oversee and monitor the academic activities of the University.

Recommendation   Professor Mark Perry, Chair of Academic Board

Council is asked to NOTE the Chair of Academic Board Open report to Council, #19057.

Executive Summary

This report summarises those key matters considered by the Academic Board at its meeting on the 17 June 2019, and by the Academic Board Standing Committee at its 9 July Meeting:

- TEQSA visit to Academic Board,
- Self-Reviews of Academic Board and Committees ,
- ABC Four Corners report and implications,
- NSW/Territories Committee of Chairs of Academic Boards/Senates meeting,
- UNE Reconciliation Action Plan (RAP),
- Higher Education Standards Framework Domain Discussions: Institutional Quality Assurance, and Governance & Accountability,
- Winchester Report Review,
- Approval of the Code of Conduct for Research Rule and Procedures for Investigating Research Conduct Breaches or Related Complaints,
- Institutional Benchmarks – Student Satisfaction,
- Unit Monitoring 2018/Trimester 3,
- Draft Teaching and Learning Plan,
- Academic Quality Issues Register.

Key Information

TEQSA visit to Academic Board
Dr Michael Tomlinson, Director of the Assurance Group TEQSA presented his organisations view of *'Good Governance Forming the Learning Environment'*. Dr Tomlinson specifically focused on academic governance, pointing out that over 80% of adverse re-registration issues were corporate and academic governance related. Whilst management is responsible for deploying resources, academic governance has a vital role to play in the quality assurance processes and ensuring effective academic oversight of the quality of teaching, learning, research and research training.

Academic Board and Committees Self-Reviews
The Academic Board and its Committees are currently undergoing their annual self-reviews for the 2018-2019 period. Running from 5th June to 22nd July, the Academic Board and its Committees are engaging in self-review questionnaires. This process aims to not only ensure compliance with the Terms of Reference but also enable the Board and its Committees the opportunity to help inform any required changes to Terms of Reference, to help identify future areas of focus, and to identify needs regarding member development. This year is the first self-review since the restructure and the associated reformation of the Academic Board and its Committees. After the close of each review period the results will be considered by each respective Committee and then all self-review and outcomes will be discussed at the next meeting of Academic Board. This is another step towards more comprehensive academic governance and stronger quality assurance.

ABC Four Corners report and implications
There was significant media reporting issues around Institutional Integrity and Australian universities admitting international students whilst waiving or aiming to lower their English Language admissions requirements; this has been reported by ABC's Four Corners, the Financial Review and Bloomberg. Concern was raised, given the sector's heavy reliance on the income stream from international students.

It has been reported that international students contribute $35 billion to the Australian tertiary education sector, $7 billion of that from direct fees. With education being Australia's third largest export and given UNE is the "destination of choice for international students who seek a premier on-campus lifestyle and a true Australian experience" it is crucially important that we take all steps to ensure that the correct processes are followed in terms of admitting international students, and that the access, services and provisions that are listed under the HESF are delivered to the highest of standards in order to ensure great student outcomes.

The Academic Board noted my report on this and the Teaching and Learning Committee, alongside the Policy Committee of the University, is assessing and evaluating proposed changes to our English Language Requirements Policy in alignment with institutional benchmarking. Furthermore, the creation of a University register listing and tracking all English Language Requirements at UNE is underway. I have also requested the tracking of individual students' levels on admission, as well as a report on the English Language Requirements for Admission Tribunal (special cases for HDR students).

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It is important to note, however, that these media reports apply to both the lowering of the English Language Requirements at a university level but also the lack of overall support that these students are receiving in their academic education and social learning environments. We must, as a University ensure that we are providing the best possible support services for our students, taking particular care of those from cultural and linguistically diverse backgrounds.

NSW/Territories Committee of Chairs of Academic Boards/Senates

As Chair of the Academic Board I attended the NSW/Territories Committee of Chairs of Academic Boards/Senates (CoCABS) meeting at Sydney University on the 7th of June and presented 'Improving University Governance through Independent Board and Senate Committees and Sub-Committees: A separation of Powers'. CoCABS had an engaged discussion concerning the growing need for active Academic Boards in Australian universities and strengthening of their role. Discussions followed on TEQSA, the French Review, and the need for ensuring the independent oversight by Boards of management processes.

UNE Reconciliation Action Plan (RAP)

Dr Lorina Barker (Chair, UNE Indigenous Engagement Committee) and Mr Michael Brogan (Co-Chair) presented the Reconciliation Action Plan to the Board. The RAP was completed in April this year after having undergone various levels of consultation. Notably, one item in the Plan is how to attract Indigenous students and support them in the successful completion of their studies. Furthermore, this plan sets out the goals and targets of the University for the forthcoming period and will be updated as required.

Higher Education Standards Framework Domain Discussions: Institutional Quality Assurance, Governance and Accountability

- Academic Board and its Committees have recently discussed and will soon be discussing Institutional Quality Assurance, and Governance & Accountability respectively.
- Discussions stemming from the Teaching and Learning Committee and the Curriculum Committee have acknowledged the importance of academic monitoring, and regular comprehensive reporting (unit monitoring, completion, attrition, engagement, retention, student survey outcomes etc.). The failure to receive reports may be considered an academic risk.
- The Committees discussed Institutional Quality Assurance in both a specific and board sense:
  - At the unit level, there were suggestions that learning analytics be made available to to lecturers/academic coordinators during the teaching period to track and support students.
  - At the institution level, the committees discussed the importance of following up unit and course reviews ensuring, where appropriate, the outcomes have been actioned in a way that increases student confidence in the system, and ensures good outcomes and accountability.
- Further to this, Academic Board Standing Committee members discussed the current Course Approval and Accreditation process, particularly the volume of papers that go to each Committee for approval. Members discussed ways that this may be addressed in the future to ensure more comprehensive and deeper analysis is undertaken in the processing of course amendments.

- Looking ahead, the Committees are due to Discuss HESF Domain 6 – Governance and Accountability at their next meetings, focusing on Corporate Governance, Corporate Monitoring and Accountability, and Academic Governance. I look forward to presenting the highlighted points from these discussions to the next Council meeting.

Winchester Report Review

The Provost and Deputy Vice-Chancellor presented the final progress report on the implementation of the recommendations of the Academic Governance Review report by Emeritus Professor Winchester (2017). Of the 10 process recommendations, nine were accepted and work has commenced to implement the changes, with three of the recommendations now complete. Of the 24 structural recommendations, four were not adopted, but the issues were addressed by alternative means (See Attachment 1). Members commented on the significant work of Emeritus Professor Hillary Winchester in the sector and it was noted by Dr Tomlinson that TEQSA would be likely to address and review the implementation of her report in their re-accreditation of UNE in the future.

Approval of the Code of Conduct for Research Rule and Procedures for Investigating Research Conduct Breaches or Related Complaints

- The Australian Code for the Responsible Conduct of Research 2018, published by the National Health and Medical Research Council (NHMRC) and coauthored by the Australian Research Council (ARC) and Universities Australia, was introduced in 2018.
- The Research Committee formed a working group in late 2018 to consider alignment of UNE policies with the new Code, and earlier this year, a number of staff resources were engaged by Research Services to assist with the drafting of an updated Code of Conduct for Research Rule and Procedures Investigating Research Conduct Breaches or Related Complaints.
- There has been broad consultation on the proposed draft policies, to Academic Board and Committee members and with the broader University Community. The Research Committee at, its 22nd May meeting, endorsed and recommended the adoption of these policies to the Academic Board, which in turn endorsed and recommended to the Vice-Chancellor for approval. Approval was given on 22nd June 2019.

Institutional Benchmarks – Student Satisfaction

The Student Satisfaction benchmark group comprises three measures: student satisfaction with unit studied; undergraduate student satisfaction with course; and postgraduate by coursework student satisfaction with course.

Student Satisfaction with Unit Studied

With the exception of Teaching Period 3 in both 2016 and 2017, UNE has not met or not exceeded the institutional benchmark for two of the survey dimensions: Constructive Feedback Received; and Timely Feedback Provided. On the survey dimension, Appropriate Amount of Work, UNE has not exceeded the institutional benchmark in Teaching Periods 1 or 2 over the 2016-2018 period. The average annual score from student feedback on Overall Satisfaction is below the institutional benchmark in each year from 2016 to 2018.

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Undergraduate Student Satisfaction with Course

In 2018 UNE exceeded other members of its benchmark group on three survey dimensions: Teaching Quality; Student Support and Quality of Entire Educational Experience. In each case, and also on Learner Engagement, UNE exceeded the national average for that dimension. The Learner Engagement result is a significant improvement from 2017 when UNE was below the national average for that dimension. In 2018, the University has reported results below the national average on Skills Development and on Learning Resources, as it did in 2017, however the results in both indicate some improvement.

Postgraduate by Coursework Student Satisfaction with Course

In 2018 UNE exceeded other members of its benchmark group on three survey dimensions: Teaching Quality; Learning Resources and Quality of Entire Educational Experience. In each case, and also on Student Support, UNE exceeded the national average for that dimension. However, in 2018 the University has reported results below the national average on Skills Development and on Learner Engagement, as it did in 2017.

NB: A constraint of this analysis is that some data is not easily accessible from existing systems and further work will need to be undertaken on some measures to provide the data required for benchmark reporting.

Unit Monitoring 2018/T3

The Committee heard from the Director of Academic Quality that:
- overall student satisfaction was trending down;
- one third of units (other than those in teach out) had five or fewer students (not EFTSL but number of students) and this was a factor in reduced student satisfaction in some cases;
- that there were high levels of attrition (24%) and high fail/non-complete rates (37%), which was of immediate concern; and
- student response rates to the survey are also declining.

The Committee supported all of the report recommendations, that is:
- to conduct a deep dive audit of unit modes identified as having Assignment, Feedback and Teaching issues via student feedback in the survey instrument;
- that disciplines target low performing unit modes and conduct reviews to improve assessments, marking criteria, and the timeliness of feedback;
- that UNE consider the viability of delivering unit modes with consistently low enrolment numbers, prior to their next Research Period 3 delivery; and
- that a formal analysis or review of the unit structure, content and assessment be conducted into the unit modes that did not score well in overall satisfaction in Research Period 3 2018.

Draft Teaching and Learning Plan

Professor Powles, Pro Vice-Chancellor (Academic Innovation), had tabled a draft Teaching and Learning Plan at the Teaching and Learning Committee's April meeting, but at this previous meeting there had not sufficient time for discussion. Professor Powles explained that it was hoped the Plan could be finalised by August.

Academic Quality Issues Register
Prepared by Professor Anne-Marie Morgan (Chair, Teaching and Learning Committee) the Teaching and Learning Committee has considered and continues to review an Academic Quality Issues Register outlining a summary of issues surrounding each HESF Domain, proposing solutions and the expected outcomes/benefits. This Register will be reported on at each meeting as a part of the Chair's report and then noted by Academic Board at each of its meeting to track progress.

Strategic Alignment
This report is aligned with the Strategic Goals to;
- Improve Operational resilience to ensure our long-term resilience by improving flexibility, responsiveness, efficiency and reliability and through adopting best practice in all things we do;
- Deliver excellent research with high impact which will positively impact and strengthen our communities;
- Deliver an outstanding student experience, As well as high quality education, we will provide a formative experience that enhances our students' lives and enables them to excel personally and professionally, nationally and internationally.
- Digital dominance in the delivery of high quality and innovative teaching and learning, with digital and online education.

Accountability
The Chair of the Academic Board is the University academic spokesperson to the Vice-Chancellor and Chief Executive Officer and to the UNE Council and represents the academic community on the UNE Council as an ex-officio member, and on the committees of the University Senior Executive as the Vice-Chancellor and Chief Executive Officer determines.

Attachments
Attachment 1: Winchester Report 2019 – Final Update (#AB19287 - Attachment 1)

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WINCHESTER REPORT 2019 – FINAL Update

PR1	It is recommended that UNE develop a benchmarking policy and a set of benchmarking indicators using a subset of existing data to bring greater transparency and consistency to its benchmarking processes.	**STATUS: COMPLETED.** Mr Paul Corcoran has concluded the benchmarking project. This was endorsed by AB. Benchmarking reports have been submitted to AB throughout 2019.
PR2	It is recommended that UNE improve its policy suite in the following ways: 1. by ensuring that all academic policies in need of review as a result of academic restructuring be undertaken as quickly as possible, and as an interim measure replacing delegations to Schools with delegations to Faculties; 2. by developing and maintaining a comprehensive policy review schedule for the relevant academic governance committees to ensure that all policies are current; 3. by ensuring consistent application of academic policy across the University and rescinding those aspects of policy which allow School-by-School variation (e.g. HDR - Minimum Facilities for UNE Higher Degree Research Students Guidelines).	**STATUS: COMMENCED and ONGOING** PR2.1 The PVCAI has commenced the review of academic policies PR2.2 The GLGO has commenced a revision/consolidation of all policies PR2.3 The GLGO has commenced a revision/consolidation of all policies
PR3	It is recommended that UNE update or rescind a number of policies in relation to research and research training matters i.e. 1. Update the Knowledge Asset and Intellectual Property Policy, using external expertise as required (review date 2015); 2. Rescind the HDR - Avoiding Plagiarism and Academic Misconduct (Higher Degree Research) Guideline and HDR - Preventing and Detecting Plagiarism (Higher Degree Research) Guideline (review dates 2015); 3. Update the HDR Student Responsible Research Conduct Policy to include matters relating to HDR students on induction and communication of research which are currently located elsewhere.	**STATUS: COMMENCED.** The GLGO has commenced a revision and consolidation of relevant UNE Rules and Policies. This is an ongoing priority project and is led by new policy team. Actions related to the HDR policies have been referred to the Research Committee.
PR4	It is recommended that UNE urgently compile a Register of Academic Delegations once the academic restructure is in place and confirm the appropriate implementation of academic delegations through an annual process.	**STATUS: COMPLETED.** The Academic Delegations Framework has been developed and approved by the VC. The framework has been adopted by the policy committee. All new / revised policies will conform to the framework.
PR5	It is recommended that UNE urgently undertake a process mapping of what actually occurs in the Course Approval and Review Processes, with a view to simplifying steps and reducing time required.	**STATUS: COMPLETED.** The Course Approval process comprising two parts: Part A has been revised, by the PDVC. Part B has been reviewed by the Teaching and Learning Committee improving the process for simplicity and ease of use. Policies have been updated to reflect the changes
PR6	It is recommended that UNE invest in an appropriate IT system to allow course approvals, changes and discontinuations to be streamlined in an automated system.	**STATUS: COMMENCED** PVC AI has commenced an IT project (Factor 5) for the streamlining of course approvals and changes.

PR7	It is recommended that UNE improve its academic governance of the course review process by focusing attention on course reviews and implementation plans and increasing the visibility of and accountability for this activity.	**STATUS: COMMENCED**. Mr Paul Corcoran, Director Academic Quality has commenced a review of the governance of course review processes.
PR8	It is recommended that UNE revise the penalties in the Student Coursework Academic Misconduct Rule to have a clear staged sequence of penalties for first, second and subsequent offences in order to ensure consistency in application.	**STATUS: COMMENCED**. In 2018 Ass Prof Tracey Bretag conducted a review of academic misconduct procedures, and their application. The recommendations from that review are being evaluated for inclusion in the revised Student Support and Progress Rule and procedures as part of the UNE Policy Rationalisation project.
PR9	It is recommended that UNE's Audit and Risk Unit include Academic Board and the University Committees in discussions of academic and research risk and that these risks are considered by the Academic Board on an annual basis and added to the University Risk Register.	**STATUS: RECOMMENDATION IS NOT ADOPTED**. This recommendation was discussed with Audit and Risk Directorate and was agreed that the recommendation would not be adopted. In lieu of the recommendation, an Academic Risk Register will be developed following the implementation of the various operational plans. These will be provided to Audit and Risk for consideration.
PR10	It is recommended that UNE consider the establishment of a Student Representative Forum or similar to further enhance student participation in and understanding of governance and to facilitate information flow between representatives at various levels.	**STATUS: COMMENCED**. With the demise of UNESA, the PVCAI has carriage of assisting the students reconfigure a new Student Representative Forum.

STRUCTURAL RECOMMENDATIONS

SR1	It is recommended that the following elements are added to the TOR of the Academic Board: 1. Benchmarking, academic and research integrity, academic and research risk, educational innovation, research training and confirmation of academic delegations. 2. The approval functions should include reference to research training as well as research.	**STATUS: COMPLETED** A new Academic Board, membership and revised terms of reference has been approved by Council. The terms of reference align with TEQSA's Higher Education Standard Framework. It can be found on the policy website here Terms of Reference – Academic Board
SR2	It is recommended that membership of the Academic Board is amended as follows: 1. Ex officio members: to replace the 10 Heads of School with the 3 Deans of Faculty and the Director of Oorala; 2. Elected members: to replace the elected members from Schools with 2 members from each Faculty at Level D/E and 2 members from each Faculty at Levels B/C; and two elected professional staff members; 3. The requirement for representation from different Schools amongst the Chair and Deputy Chairs to be removed.	**STATUS: COMPLETED** A new Academic Board, membership and revised terms of reference has been approved by Council. The terms of reference align with TEQSA's Higher Education Standard Framework. It can be found on the policy website here Terms of Reference – Academic Board SR2.1 Adopted SR2.2 Adopted SR2.3 Adopted
SR3	It is recommended that the TOR of the ABSC are streamlined to enable it to focus on agenda setting and urgent business in order to avoid duplication of discussion and agenda items, and that issues of risk and academic leadership become the prime responsibility of Academic Board.	**STATUS: COMPLETED**

		A new Academic Board Standing Committee membership and revised terms of reference has been approved by Council. The terms of reference align with TEQSA's Higher Education Standard Framework and the work of Academic Board. It can be found on the policy website here ABSC Terms of Reference
SR4	It is recommended that membership of the ABSC is amended as follows: 1. Ex-officio members: the ex-officio members to be the Chair and deputy Chairs of Academic Board and the Chairs of URC, UTLC and URC. 2. Elected members: to replace the 4 elected members from four of the Schools to 4 elected AB members, one from each Faculty and one student member.	**STATUS: COMPLETED** A new Academic Board Standing Committee membership and revised terms of reference has been approved by Council. The terms of reference align with TEQSA's Higher Education Standard Framework and the work of Academic Board. It can be found on the policy website here ABSC Terms of Reference
SR5	It is recommended that the following elements are added to the TOR of the UTLC: 1. Academic benchmarking, academic integrity, academic risk, and educational innovation.	**STATUS: COMPLETED** A new University Teaching and Learning Committee (UTLC) has been approved by Council. A copy of the revised terms of reference can be found here Terms of Reference – Teaching and Learning Committee
SR6	It is recommended that UTLC take on responsibility for the development of all policy related to teaching and learning, including all matters related to coursework currently listed for UAPC as Objective 4d in the UAPC TOR and specifically including oversight of matters relating to credit.	**STATUS: COMPLETED** A new University Teaching and Learning Committee (UTLC) has been approved by Council. A copy of the revised terms of reference can be found here Terms of Reference – Teaching and Learning Committee
SR7	It is recommended that UTLC take on responsibility for monitoring of standards and outcomes, currently within the remit of UAPC.	**STATUS: COMPLETED** A new University Teaching and Learning Committee (UTLC) has been approved by Council. A copy of the revised terms of reference can be found here Terms of Reference – Teaching and Learning Committee
SR8	It is recommended that membership of the UTLC is amended as follows: 1. The Chair of the UTLC to be the PDVC in line with the management responsibilities of the role; 2. Nominated members: to replace the member nominated by the Chair of AB with one of the Deputy Chairs of AB; 3. Nominated members: to include the Director of the Academic Quality and Analytics Unit or nominee as a member; 4. Ex officio members: to replace the ten Chairs of School TLCs with the 3 Chairs of Faculty TLCs and one additional member elected from each Faculty.	**STATUS: COMPLETED** A new University Teaching and Learning Committee (UTLC) has been approved by Council. A copy of the revised terms of reference can be found here Terms of Reference – Teaching and Learning Committee
SR9	It is recommended that UAPC is restructured as a Subcommittee of UTLC and renamed as the Academic Courses Subcommittee (ACS).	**STATUS: NOT ADOPTED** The University Academic Programs Committee (UAPC) has been renamed the University Curriculum Committee and has been made a standing committee of Academic Board with a revised terms of reference. The new committee has been approved by Council. Its terms of reference can be found here Curriculum Committee Terms of Reference

SR10	It is recommended that the existing UAPC (proposed new ACS) takes on responsibility for monitoring: 1. the University's course portfolio; 2. courses offered through partnerships and agreements (removing the term 'academic integrity' from this clause (current Clause 18)); 3. course reviews and their effective implementation; 4. professional accreditations; and 5. advising on course and curriculum design principles.	**STATUS: COMPLETED** The University Academic Programs Committee (UAPC) has been renamed the University Curriculum Committee and has been made a standing committee of Academic Board with a revised terms of reference. The new committee has been approved by Council. Its terms of reference can be found here Curriculum Committee Terms of Reference
SR11	It is recommended that the functions of the existing UAPC (proposed new ACS) in relation to approval of new courses, course restructures and minor course amendments are delegated to Faculty TLCs.	**STATUS: COMMENCED**. Faculty academic delegations are still to be determined as part of the Academic Delegation Register.
SR12	It is recommended that membership of the revised UAPC (proposed new ACS) is amended as follows: 1. Chair: The Chair of the Committee to be the Deputy Chair of Academic Board, who is a member of UTLC; 2. Member: to replace the Chair of AB or nominee with the PVC (AI) as an ex-officio member; 3. Member: to replace one elected member of Academic Board with the Director of the Academic Quality and Analytics Unit or nominee; 4. Member: to add a representative from the organisational unit responsible for academic partnerships; 5. Members: to replace the Chairs of School TLCs with the Chairs of Faculty TLCs and two Heads of School from each Faculty (assuming the Heads of School are not the Chairs of Faculty TLCs).	**STATUS: COMPLETED** The University Academic Programs Committee (UAPC) has been renamed the University Curriculum Committee and has been made a standing committee of Academic Board with a revised terms of reference. The new committee has been approved by Council. Terms of Reference – Curriculum Committee
SR13	It is recommended that the functions of the revised URC include specific mention of research integrity, ethics, benchmarking and research risk, as well as National Codes such as the ACRCR and regulatory standards.	**STATUS: COMPLETED** The terms of reference for the University Research Committee have revised in accordance with the recommendation. The new committee has been approved by Council. Terms of Reference – Research Committee
SR14	It is recommended that the papers, agendas and minutes of the URC, and the posting of the papers to the Moodle site are formalised and improved to ensure consistency with the standard of the other governance committees.	**STATUS: COMPLETED**. Academic Secretariat have implemented a new management system (Convene) for managing Board papers

SR15	It is recommended that membership of the URC is amended as follows: 1. Members: to replace the Chairs of School Research Committees with the Chairs of Faculty Research Committees and one Head of School from each Faculty (assuming the Heads of School are not the Chairs of Faculty Research Committees); 2. Member: to replace the Chair of Academic Board or nominee with the Deputy Chair of AB who is not a member of UTLC; 3. Member: to include a senior member of professional staff involved in the preparation of research reports.	**STATUS: COMPLETED** The terms of reference for the University Research Committee have revised and has been approved by Council. The new terms of reference can be found here Terms of Reference – Research Committee
SR16	It is recommended that the functions of the revised GRS include specific mention of research integrity and research risk, as well as National Codes such as the ACRCR and regulatory standards.	**STATUS: COMPLETED** The terms of reference for the University Graduate Research Committee have revised and these have been approved by Academic Board. The new terms of reference can be found here Terms of Reference – Graduate Research Subcommittee
SR17	It is recommended that membership of the GRS is amended as follows: 1. Chair: The Chair of the Committee to be the Deputy Chair of Academic Board, who is a member of URC; 2. Members: to replace the HDR coordinators from each School with the HDR coordinators from each Faculty, and one Head of School from each Faculty (assuming the Heads of School are not the Chairs of Faculty Research Committees); 3. Member: to replace the Chair of Academic Board or nominee with the Deputy Chair of AB who is a member of URC; 4. Member: to include an HDR student member; 5. Member: to include a senior member of professional staff involved in the preparation of HDR reports.	**STATUS: COMPLETED** The terms of reference for the University Graduate Research Committee have revised and these have been approved by Academic Board. The new terms of reference can be found here Terms of Reference – Graduate Research Subcommittee
SR18	It is recommended that Faculty Boards are established for academic governance of the Faculties.	**STATUS: NOT ADOPTED** The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each Faculty will have (i) Education Committee and (ii) Research Committee. Terms of Reference for both Committees have been adopted: - 1. Faculty Education Committee FEC Terms of Reference 2. Faculty Research Advisory Board FRAC Terms of Reference

SR19	It is recommended that the functions of Faculty Boards follow in general terms the example adapted below from UNSW:
	
	1. consider and provide advice to the Dean regarding the academic governance arrangements and oversight appropriate for the Faculty, which include:
	    a. the quality of the Faculty's teaching and learning;
	    b. the assessment and progress of students including monitoring and overseeing the integrity of results and examinations;
	    c. proposals for the establishment, revision or discontinuation of academic courses;
	    d. the research activities in or associated with the Faculty;
	    e. matters associated with Higher Degree Research programs;
	    f. any other academic matter related to the activities of the Faculty.
	2. perform such functions as delegated to it by the Council;
	3. provide advice to the Dean about Faculty Committee structures, and to consider such structure on an annual basis;
	4. recommend to the Dean the appointment of persons or categories of person to the Faculty Committees.
		STATUS: NOT ADOPTED
		
		The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each faculty will have (i) Education Committee and (ii) Research Committee. Terms of Reference for both Committees have been adopted: -
		
		1. Faculty Education Committee FEC Terms of Reference
		2. Faculty Research Advisory Board FRAC Terms of Reference
		
		Academic Delegations of FED and FRAC are outlined in their respective terms of reference and will be reflected in the Academic Delegations Register

SR20	It is recommended that the membership of Faculty Boards include: 1. Chair: The Dean; 2. Deputy Chair: Deputy Dean or Dean's nominee 3. Ex-officio members: Faculty Executive; 4. Elected members: Three academic staff members from each School, two student members and two professional staff members.	**STATUS: NOT ADOPTED** The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each faculty will have (i) Education Committee and (ii) Research Advisory Committee. Membership of both committees can be found in their respective Terms of Reference: 1. Faculty Education Committee FEC Terms of Reference 2. Faculty Research Advisory Committee FRAC Terms of Reference
SR21	It is recommended that the proposed FTLC takes on responsibility for: 1. Approving the Faculty's new, amended and disestablished courses and units, subject to final approval by the VC or nominee 2. Monitoring the performance of the Faculty's courses and units; 3. Monitoring professional accreditations; and 4. advising on matters relating to teaching and learning.	**STATUS: COMPLETED** The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each faculty will have (i) Education Committee and (ii) Research Advisory Committee. Membership of both committees can be found in their respective Terms of Reference: 1. Faculty Education Committee FEC Terms of Reference 2. Faculty Research Advisory Committee FRAC Terms of Reference

SR22	It is recommended that the membership of the proposed FTLC include: 1. Chair: Associate Dean (T&L); 2. Ex-officio members: 2 course coordinators from each School; 3. Elected members: Three academic staff members from each School, two student members; 4. Appropriate professional staff expertise, e.g. from TALS, AQA and academic managers.	**STATUS: COMPLETED** The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each faculty will have (i) Education Committee and (ii) Research Advisory Committee. Membership of both committees can be found in their respective Terms of Reference: 1. Faculty Education Committee FEC Terms of Reference 2. Faculty Research Advisory Committee FRAC Terms of Reference
SR23	It is recommended that the proposed FRRTC takes on responsibility for: 1. Monitoring the performance of the Faculty's research; 2. Monitoring the performance of the Faculty's HDR cohort; 3. Monitoring and advising on research supervision and researcher development; 4. advising on matters relating to research and research training.	**STATUS: COMPLETED** The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each faculty will have (i) Education Committee and (ii) Research Advisory Committee. Membership of both committees can be found in their respective Terms of Reference: 3. Faculty Education Committee FEC Terms of Reference 4. Faculty Research Advisory Committee FRAC Terms of Reference
SR24	It is recommended that the membership of the proposed FRRTC include: 1. Chair: Associate Dean (R); 2. Ex-officio members: HDR coordinators from each School; Centre or Institute Directors in the Faculty; 3. Elected members: Two academic staff members from each School, two early career researchers, two HDR student members; 4. Appropriate professional staff expertise, e.g. from AQA and academic managers.	**STATUS: COMPLETED** The new Faculties have adopted a different academic governance structure, namely instead of a single Faculty Board each faculty will have (i) Education Committee and (ii) Research Advisory Committee. Membership of both committees can be found in their respective Terms of Reference: 5. Faculty Education Committee FEC Terms of Reference 6. Faculty Research Advisory Committee FRAC Terms of Reference

4.4. * Student Representation Report #19058

Council is asked to NOTE the progress of arrangements for Student Representation at the University report to Council, #19058.

For Noting

Presented by Jonathan Powles

Purpose

To provide Council with a report on the progress of arrangements for student representation at the University.

Origin of report: Matters Arising 31 January Council Meeting, item 6 – General Business

Recommendation   Professor Jonathan Powles, Pro Vice-Chancellor Academic Innovation

Council is asked to NOTE the progress of arrangements for Student Representation at the University report to Council, #19058.

Executive Summary

Following the failure of UNESA late in 2018, PVCAI undertook to work with students to review arrangements for student representation at UNE.

A Student Consultative Committee Working Group (SSCWG) has been established, with membership from current elected student representatives, Pro Vice-Chancellor Academic Innovation and support staff. The SCCWG will make recommendations on the composition and constitution for a new Student Consultative Committee by September with elections to be held in October. The working group has met twice, very productively, and future meetings are scheduled to develop the recommendations.

Concurrently, UNE entered into a collaboration, with ten Australian tertiary education providers, in the Student Voice Australia project. This collaboration will 'build and implement practices to facilitate authentic student engagement through partnership in institutional decision making and governance.'[1]

Key Information

Student representative organisations at UNE have had varying success in engaging with the broader UNE student population, and with the University in general. The UNE student population is diverse, and therefore diverse representation is necessary to capture the multitude of perspectives. Trust is at the core of successful partnerships, and this is key in the rebuilding of student representation at UNE.

To re-engage with the student voice, we have enlisted the cooperation of existing student representatives to form a working group. The aim for the working group is to provide input into the best structure and processes to facilitate appropriate student representation at UNE.

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[1] Student Voice Australia, http://studentvoiceaustralia.com/about-sva/.

The principles that underpin the work of this group are those outlined in by Student Voice Australia (#19058 Attachment 1 – Creating a National Framework for Student Partnership in University Decision-Making and Governance).

Activities to date and scheduled

November/ December 2018 – UNE joined Student Voice Australia pilot

12 March 2019 - UNE students and staff participated in a day-long 'Institutional Analysis workshop which identified the following overall themes and priority areas:

1. Improving **communication** between student representatives and students, and between student representatives and the institution, demonstrating value of student input/voice (eg course/ unit feedback/ evaluations).

2. Developing and implementing a **student representation structure/committee.**

3. Developing and delivering **training, professional development & associated resources for staff and students** to engage in partnership.

4. Creating Cultural change at UNE - **Building a culture of authentic student engagement** through partnership.

21 May 2019 – Five student representatives attended the Student Voice Summit at UTS.

22 May 2019 – preliminary Student Consultative Committee Working Group met.

17 July 2019 – Student Consultative Committee Working Group meeting to approve Terms of Reference and composition of the new Student Consultative Committee (SCC), and to approve the following proposed timelines:

- August 2019 Approval of the SC terms of reference and membership by the Vice-Chancellor;
- October 2019 Elections held by UNE secretariat for directly-elected representative positions on SCC
- January 2020 Student Consultative Committee members take office ad SCC commences operation.

Key Assumptions/Constraints

Successful, authentic student representation requires an ongoing process of engagement and support. The history of student representative organisations at UNE is such that it cannot, and should not, be a 'set and forget' process. For student representatives to provide a voice to the diverse student populations at UNE, genuine collaboration between students and the University is required. This means that resources need to be allocated to support student

Page **2** of **4**

representatives, in particular in relation to themes and priority areas identified in the workshop (noted above).

Without commitment for ongoing support and collaboration, student representation will remain fragmented, and student representatives isolated and without a genuine representative voice.

Strategic Alignment

Engaging in genuine collaboration with student representatives, to provide the University with a connection to the authentic student voices will support all aspects of the UNE Strategic Plan 2016-2020. It also anticipates potential legislative imperatives that may be imposed through legislation, or mandated by TEQSA.

Budget/Financial Implications

While there is no immediate financial and budgetary implications for the establishment of a student representative committee, there are potentially budgetary implications for the success of genuine student representation. It is anticipated that the Student Consultative Committee Working Group will be in a position to make recommendations to the University around the support required for the SCC for future years.

Risk Management and Implications

A. Has a risk assessment been done? If not, please comment.	Y
Comment:	
B. Is the risk assessment in accordance with the Corporate Risk Management Framework? If not then please comment.	Y
Comment:	
C. Is the risk assessment up to date? If not, please comment.	Y
Comment:	
D. Please provide a brief summary of any relevant strategic risks, significant operational risks or significant project risks that the Council/Committee should be made aware of.	Y

Page **3** of **4**

Comment:

Failure to progress this activity presents the following risks:

1. UNE is only partially compliant with HESF standard 6.3.3 requiring that students have the opportunity to participate in academic governance. Current student representation through SARG and Council mean that UNE is partially compliant with the standard;

2. The current fragmented and uncoordinated nature of student representation presents and unacceptable level of risk that student feedback is insufficiently used in our academic planning and curriculum development activities;

3. Failure to respond to dissolution of UNESA poses significant reputational risk with UNE students and the wider community around the University's capability to support sustainable student representation.

Treatment for each of these risks will be managed through the establishment of the Student Consultative Committee, with appropriate support provided by the University.

Participation in the national Student Voice Project manages the potential reputational risk, as UNE is seen to be committed to develop a sustainable model for student representation, based on national best-practice standards.

Accountability

The Pro Vice-Chancellor Academic Innovation is accountable to the Vice-Chancellor for the establishment of appropriate structures through which students are represented at different levels of the University.

Attachments

Attachment 1: Creating a National Framework for Student Partnership in University Decision-Making and Governance.

Creating a National Framework for Student Partnership in University Decision-Making and Governance

Principles

Professor Sally Varnham

National Senior Teaching Fellow

September 2017

Creating a National Framework for Student Partnership in University Decision-making and Governance: Principles

A National Senior Teaching Fellowship awarded to Professor Sally Varnham enabled her to conduct a national collaboration. This exercise aimed to develop a set of principles and a framework to facilitate and support student partnership in tertiary institutions and in the sector in Australia.

The activities were:

1.   A series of workshops in which there was participation from 43 organisations and around 300 higher education staff, student leaders and students' associations and agency representatives.
2. Input from workshop groups at a range of conferences with a wide diversity of participants;
3. Presentations at conferences conducted as conversations with groups of students; and presentations to specific groups within universities, for example, Academic Boards, and Learning and Teaching groups. These all involved significant audience interaction and discussion.

The outcome of this sector wide input has been developed into this series of principles. These principles articulate both the will, and the means for the Australian higher education sector to move forward to embrace student voice in decision-making and governance in institutions and to develop a culture of student partnership in the sector generally.

These principles are intended to support an expectation of institutional development of a strategy of student engagement across the broad spectrum of an institution's operations, from learning and teaching to direction and strategy.

The principles and framework provide aspiration and guidance for institutions. Consequently, they are presented in a format providing stepped levels of detail and accompanied by ideas for facilitation which emerged from wide collaboration input.

 It is important to recognise the diversity of the Australian sector and its students and for any principles to be sufficiently wide so as to enable facilitation of student partnership processes by institutions which suit their particular characteristics.

1

The Principles (short form)

Principle 1: Building authentic partnerships

Tertiary education institutions, staff and students should work together as partners at all levels of decision-making and governance for the enhancement of quality of learning and teaching, the student experience and outcomes for students. Institutions should create and promote a culture of partnership which is supported by all members of the institution's community.

Principle 2: Communication – honesty and transparency

Transparency and honesty on the part of institutions, staff and students are essential to building trust. An open and trustful relationship is necessary to encourage all members of the institution to work together.

Principle 3: Strong Student leadership

Strong student leadership plays a critical role in developing partnership nationally and within institutions. Student leaders play key roles in providing professional representation of student interests. Effective knowledge management, transfer and handover between outgoing and incoming leaders is crucial.

Principle 4: Training and Support – as a partnership

Appropriate training and support is vital to enabling students to participate professionally and effectively in decision making and governance. This function is a joint responsibility of both staff and students and requires appropriate resourcing. Support should also be available to staff to assist their partnership with students.

Principle 5: Every student's voice – diversity and inclusivity

Systems for engagement should provide opportunities for every student to present views on issues that affect them. It is important that institutions consider processes for incorporating the voice of underrepresented student groups in the diverse Australian sector.

Principle 6: Valuing student voice- recognition of formal and informal engagement

All forms of engagement and representation should be valued. The difference students make to institutional decision-making and governance, the quality of learning and teaching and the student experience and outcomes should be clear. Institutions should consider coherent schemes for recognition of student engagement.

Principle 7: A National Presence- for facilitation and support

A national presence supported by the sector is needed to sustain and strengthen the culture of partnership to support and build capacity in tertiary institutions, staff and students.

2

The Principles (long form)

Principle 1: Building authentic partnerships

Tertiary education institutions, staff and students should work together as partners at all levels of decision-making and governance for the enhancement of quality of learning and teaching, the student experience and outcomes for students. Institutions should create and promote a culture of partnership which is supported by all members of the institution's community.

1.1   A clear understanding of 'partnership' is essential. It is a process of student engagement which has at its core staff and students working together in all aspects of an institution's operations, to foster enhancement of student learning and teaching, and the student experience. It requires:

- The engagement of students in all areas both formally and informally from the beginning of their tertiary education careers.
- Staff and student organisations working together to make opportunities for engagement clear to all students.
- The involvement of students in defining where and how student voice is articulated.
- Institutions working with students from the beginning of a decision-making process, to identify issues and to reach decisions on solutions, strategy and direction.

Principle 2: Communication – honesty and transparency

Transparency and honesty on the part of institutions, staff and students are essential to building trust. An open and trustful relationship is necessary to encourage all members of the institution to work together.

2.1   Institutions should work with students to determine the most effective means of communicating with different cohorts of students in changing technological and physical environments. It would be beneficial for senior managers to come to where the students are regularly so they can engage directly with different student cohorts.

2.2   Students need to be provided with access to all information and data required to enable them to effectively participate in decision-making and governance activities.

2.3   It is important that students can see that their voice counts. Transparency around how decisions are made is a key element of effective partnership. This requires also communication with students regarding the outcomes of their input and their engagement in working together.

3

2.4   Success stories of situations in which the institution and students have worked
        together on resolution of issues should be shared.

Principle 3: Strong Student leadership

Strong student leadership plays a critical role in developing partnership nationally and within
institutions. Student leaders play key roles in providing professional representation of student
interests. Effective knowledge management, transfer and handover between outgoing and incoming
leaders is crucial.

3.1   Institutions are encouraged to recognise and acknowledge the student voice as
        mature and professional which with appropriate training and support is equal to the
        task of contributing respectfully and responsibly to institutional decision-making and
        governance.

3.2   Student leaders and representatives need to commit to supporting knowledge
        management and participate in knowledge transfer to incoming representatives.

3.3   Having processes which ensure that student leaders and representatives do not all
        change at the one time provides an opportunity to secure knowledge within the
        leadership and representative group.

Principle 4: Training and Support – as a partnership

Appropriate training and support is vital to enabling students to participate professionally
and effectively in decision making and governance. This function is a joint responsibility of
both staff and students and requires appropriate resourcing. Support should also be
available to staff in assist their partnership with students.

4.1   A course/year or subject representative system (or equivalent) is an important means
        of laying the foundation for partnership by helping to build expertise and confidence
        across a wide base of students**.**

4.2   Mentoring by senior executives and existing student representatives is recommended.

4.3   Institution staff and student bodies working together on training and support is a
        partnership function as well as helping to build a partnership ethos. Staff and
        students should together develop a system whereby student bodies are provided with
        resources to enable them to perform this function effectively and efficiently.

4.4   Student leaders and representatives within an institution comprise a group which
        requires cohesion and oversight in terms of training and support. This includes
        leaders of student bodies such as student association/union and guild executives,
        students on representative councils and student representatives on faculty and
        university/institution boards and committees and other institution bodies.

4.5   Because student bodies typically have transient officers, it is desirable for their offices
        to have professional support to assist transition and knowledge transfer from year to

4

year.

Principle 5: Every student's voice – diversity and inclusivity

Systems for engagement should provide opportunities for every student to present views on issues that affect them. It is important that institutions consider processes for incorporating the voice of underrepresented student groups in the diverse Australian sector.

5.1   Institutions need to recognise the difference between representing and being representative. It is important to support opportunity for all students to be heard and their views to be promoted by their representatives.

5.2   Student representatives should see their role as to gather opinion so that they can fairly stand in the stead of all students in decision making processes.

5.2.1 Student representatives should not be perceived as representing certain groups. Student cohorts are heterogeneous and different groups within the student body may well hold different views for many issues. The role of student representatives is to represent their fellow students to the extent the impact of the issue under consideration is likely to have on the student community. This should include the impact the issue may have on specific groups.

Principle 6: Valuing student voice- recognition of formal and informal engagement

All forms of engagement and representation should be valued. The difference students make to institutional decision-making and governance, the quality of learning and teaching and the student experience and outcomes should be clear. Institutions should consider coherent schemes for recognition of student engagement.

6.1   The considerable time that students invest in representative activities should be formally and tangibly recognised.

6.2   Students value having their efforts recognised and the best way is the reporting and celebration of the outcomes produced through student partnerships.

Principle 7: A National Presence- for facilitation and support

A national presence supported by the sector is needed to sustain and strengthen the culture of partnership to support and build capacity in tertiary institutions, staff and students.

7.1   Functions of the national presence could include:

development of policy and national processes to support the development of partnership;

5

a website that can be used to share information, good practice and resources, and support collaboration;

a national conference engaging students and institutions to promote best practice sharing and problem solving;

and national support for training.

7.2   National education sector awards for celebrating student partnership achievements would assist in demonstrating sector wide commitment to student partnership.

Putting the principles into practice – tips and observations

The points below have been developed from input from the wide range of members of the tertiary sector who attended the collaborative workshops, presentations and workshops at conferences and other events including by invitation at specific universities
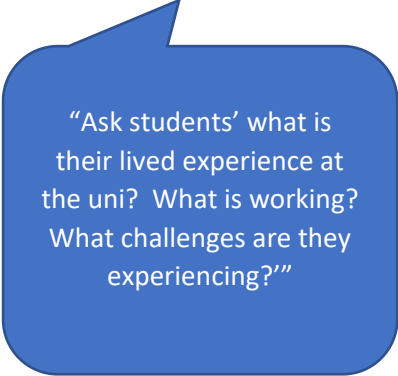
Principle 1: Building authentic partnerships

Tertiary education institutions, staff and students should work together as partners at all levels of decision-making and governance for the enhancement of quality of learning and teaching, the student experience and outcomes for students. Institutions should create and promote a culture of partnership which is supported by all members of the institution's community.

"Universities are the students and the students are the university".

1.1   At the heart of student partnership is a commitment of all members of the institutional community working together or co-creating at all levels of the institution in a spirit of cooperation and mutual respect, where the voice of students is valued and opportunities for student input are promoted to and understood by all students.

1.2   It needs to be recognised as a relationship where all involved are actively engaged and stand to gain from the process of working together. It is to be distinguished from listening to or consulting with students. It can include all levels of an Institution's operations, from learning and teaching to strategy, direction and governance.

1.3   Partnership means all parties working together from the outset through ideas and towards solutions. Involving students from the beginning of decision making, in the identification of issues and ideas and working together towards outcomes is recognised as important. The inclusion of students in all projects, or co-creation, from the start of the idea is strongly recommended.

6

> "Ask students' what is their lived experience at the uni? What is working? What challenges are they experiencing?'"

1.4 Some institutions are engaging with students in project based partnerships which provide opportunity for all to work together in identifying problems, needs or opportunities and working together on solutions.

1.5 The institution needs to report the outcomes of student partnership back to all stakeholders.

1.6 It is important that students actively embrace partnership opportunities, and commit to promoting sustainable student representation through supporting effective knowledge management and transfer between representatives.

1.7 While there is a place for politics in student representation, student partnership requires a professional approach that transcends differing political ideologies and promotes the recognition of the needs and interests of different student cohorts.

1.8 Australia's tertiary sector is characterised by diversity. In considering representation it is important to recognise that student cohorts are wide ranging, embracing traditional fulltime undergraduate school leavers through to mature age part-time, post graduate, online, Aboriginal and Torres Strait Islander, and international students Institutions need to develop effective and appropriate processes with this diversity uppermost.

1.9 Just as student cohorts are diverse, so are Australia's higher and further education institutions. These factors mean that principles of student partnership need to be flexible to accommodate differences and robust enough to embrace the needs of diverse stakeholders. At the same time, there is a need to leverage the expertise held by the stakeholder groups within institutions.

1.10 Staff encompasses academic, professional and management groups as well as many other support roles. Support and management roles include direct functions of student engagement.

1.10.1 The divide between student and staff is blurred with many staff engaging in further studies and students engaging in part time or casual work within institutions. Student cohorts are transient and student representatives change regularly. Whatever their role or position, all are *members* of the institution and have valuable perspectives to offer.

1.11 Engagement between academics and students across the institution, beginning with a system for course/class or year representation encourages ongoing dialogue towards course enhancement. It also enables the professional development of a wide range and number of students for their taking representative positions on faculty and institutional bodies. Several institutions have initiated such systems, together with forming Staff/Student Liaison bodies.

7

> "policy, practice, procedures, curriculum, built environment, amenities... procedures in place at topic, course, school, faculty level to give students a foot in the door in institutional representation"

1.12   It would be valuable for institutions to work in partnership with student representative bodies to carry out an audit to identify what opportunities for student engagement in decision making they provide and where there are gaps and challenges that need to be addressed.

1.13   Institutions are encouraged to develop a student partnership agreement with their students.

Principle 2: Communication – honesty and transparency

Transparency and honesty on the part of institutions, staff and students are essential to building trust. An open and trustful relationship is necessary to encourage all members of the institution to work together.

2.1   Communication is vital at all levels.   Ideally this should include communication from the institution as to the opportunities available for student representation and partnership, communication during decision making processes being undertaken at the institution, and communication of the outcome of these processes including the impact of students' views on the decisions and solutions.

> "Part of the sales pitch before students even choose to come to university. Set the expectation that this is how we do things. The effect of student partnership needs to be visible".

2.2   Increasing the visibility of student leaders and representatives to the institution's community is important to assist and encourage all students to become involved, particularly those who may not normally be interested. Some examples are: the institution's senior management introducing student leaders at commencement and orientation; dedicated spaces for networking accessible to the student community; student advisory forums targeted to identify issues and involve all in reaching solutions; having a pool of paid student casual ambassadors and student project offers; a webpage dedicated to student partnership opportunities; places online and on campus to advertise roles and opportunities for further professional development to work towards leadership positions.

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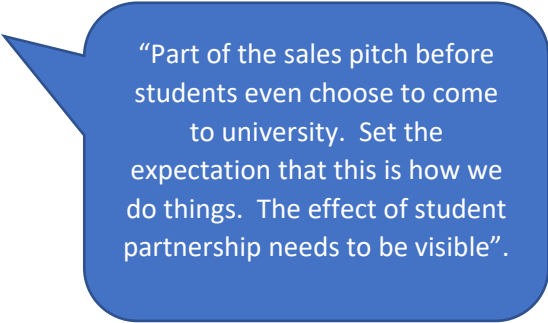
2.3   Existing resources are useful but there is also a need to investigate how best to communicate with different student cohorts by asking students what works best for them. Student leaders, clubs and organisations and existing student networks can assist greatly in this, for example for advice on the media students are using, including online and distance students.

"Empower student organisations to run campaigns regarding opportunities for regular students to be involved in decision making opportunities and empowering student associations to create support structures for student clubs to engage with opportunities"
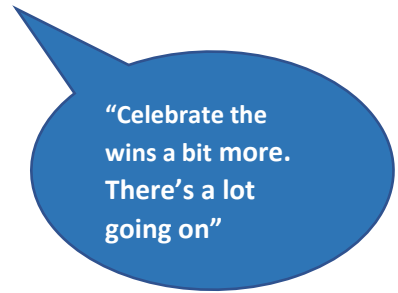
"Addressing the broader issue of student communication is the first step… including students in identifying how they like to be communicated with.. but good communication channels need resourcing"

2.4   Websites need to be up to date, comprehensive and user friendly so information can be accessed readily.

## Principle 3: Strong Student leadership

Strong student leadership plays a critical role in developing partnership nationally and within institutions. Student leaders play key roles in providing professional representation of student interests. Effective knowledge management, transfer and handover between outgoing and incoming leaders is crucial.

3.1   Mentoring and support can be provided by experienced representatives and dedicated support officers. These roles can be beneficial in providing continuity between different cohorts of student leaders.

3.2   Institutional management can also provide valuable mentoring and guidance for student representatives.

"Celebrate the wins a bit more. There's a lot going on"

9

3.3   For student organisations to establish 'ownership' as partners with institutions, it is essential that they implement effective and efficient processes for changeovers including knowledge transfer to new officers. Ideally there should be a permanent employee within student organisations to oversee this process.
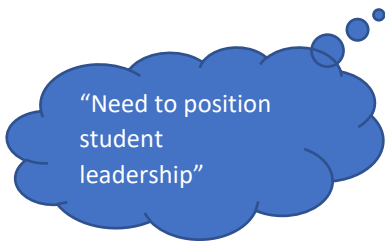
"Need to position student leadership"

Principle 4: Training and Support – as a partnership

Appropriate training and support is vital to enabling students to participate professionally and effectively in decision making and governance. This function is a joint responsibility of both staff and students and requires appropriate resourcing. Support should also be available to staff to assist their partnership with students.

4.1   Specific training courses and tools can be used to prepare students for general representative roles with the level of complexity developing as roles become more sophisticated.

"Course representatives should form the foundation stone of developing student leaders. Having a system in place that trains and encourages this student representation widens the pool of student advocates"

4.2   Professional training providers can be used to prepare students for roles such as directorships.

4.3   Training and support for student representation and leadership nationally and within institutions should ideally be undertaken as a partnership exercise between the institution and students.
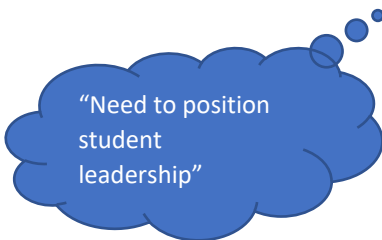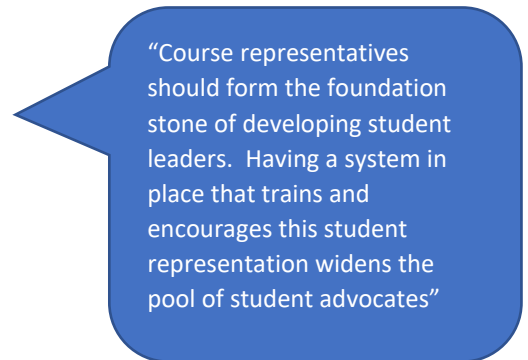
"Need to position student leadership"

Principle 5: Every student's voice – diversity and inclusivity

Systems for engagement should provide opportunities for every student to present views on issues that affect them. It is important that institutions consider processes for incorporating the voice of underrepresented student groups in the diverse Australian sector.

10

5.1   Specific to the differing character and needs of different institutions and student cohorts, it would be valuable for institutions to develop processes to enable the range of student representatives to have access to all students so that student input can be gathered.

5.2   This access could include the wide publication of issues affecting institutions and students and were possible engage students towards solutions and outcomes.

"Develop a process whereby student reps can freely communicate with the student cohort to obtain feedback and then all allow them to close the loop and provide feedback back to the students".

5.3   Representatives need to be supported to enable them to engage with diverse student cohorts both on and off campus.

"Go to student activities – meet students talk to students, make collegial connections"

" We have to be careful how we use the word 'representation' and seek instead diversity of perspectives. I wanted student voice from different angles, and I want to just go out to cafes and find their views, and also [I] worked with student services who are very connected to students' views"

Principle 6: Valuing student voice- recognition of formal and informal engagement

All forms of engagement and representation should be valued. The difference students make to institutional decision-making and governance, the quality of learning and teaching and the student experience and outcomes should be clear. Institutions should consider coherent schemes for recognition of student engagement.

6.1   There is currently across the sector a variety of means by which the different forms of student engagement are recognised in institutions. There is much to be gained from networking and collaboration between institutions to consider the most appropriate forms this recognition may take within the different bodies.

6.2   These means of reward and recognition in individual institutions should be included within an infrastructure formulated by all members of the institution in partnership.

Where appropriate these may include academic credit, payment, specific awards and transcript recognition, and internships to recognise student representative activities.

6.3   Opportunities exist to build representative and leadership experiences into specific units of study.

Principle 7: A National Presence- for facilitation and support

A national presence supported by the sector is needed to sustain and strengthen the culture of partnership to support and build capacity in tertiary institutions, staff and students.

7.1   An effective national presence needs to represent the interests of institutions, student groups and sector agencies and provides opportunity to coordinate resources needed to develop partnership throughout the sector.

7.2   Ideally such a presence should be a partnership between the various sector bodies, including (but not exclusive) the Tertiary Education Quality and Standards Authority (TEQSA), Australian Skills Quality Authority (ASQA) and state equivalent bodies, Universities Australia (UA), Department of Education and Training (Cth), National Union of Students (NUS), Council of Australian Postgraduate Associations (CAPA), Council for International Students Australia (CISA) and National Aboriginal and Torres Strait Islander Association (NATSIPA). Ideally any such presence would be supported not only by these bodies, but by all Australian institutions.

"Nationally the sector should affiliate and provide support to a national student representative body. Universities Australia should provide resources to the national body and involve them in governance to facilitate a national partnership between institutions and student unions"

7.3   This presence would provide a valuable vehicle for the sharing of experiences and best practice which are important aspects of facilitating, strengthening and sustaining partnership.
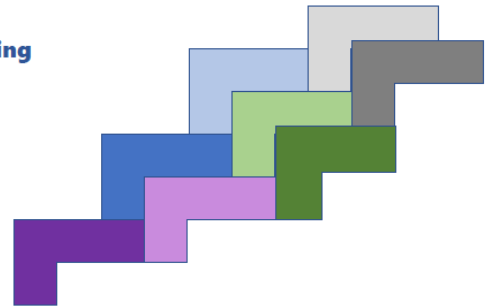
"Identify best practice. Create a suite of practical tools to support partnerships"

12

A potential name and logo for such an entity has been imagined as part of the fellowship activities:


The proposed logo reflects the process of building partnerships through engaging with the identified principles while embracing diversity. The steps reflect the process of all members of tertiary institutions stepping up to the challenge of engaging through partnership. The stepwise principles depicted in the logo below comprise a framework for building successful partnerships.

13
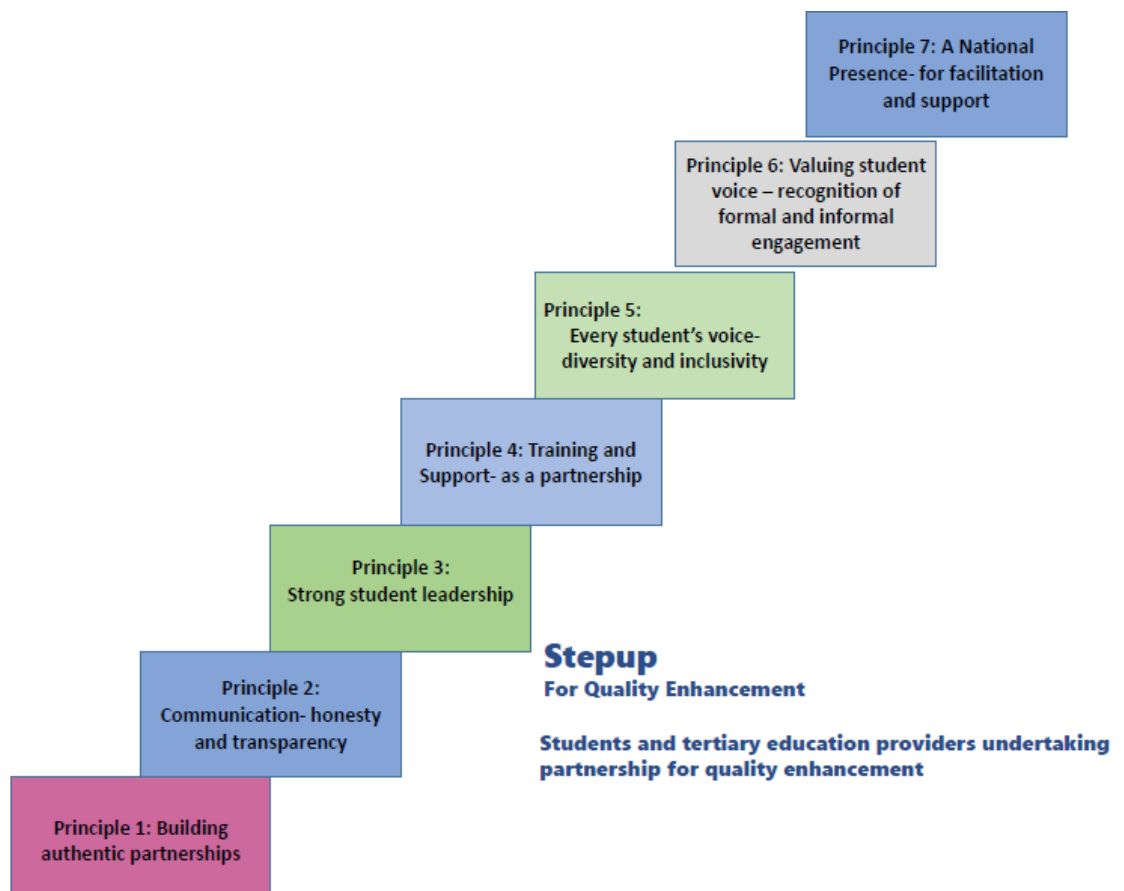
5. GENERAL BUSINESS

6. MEETING FINALISATION

6.1. Council Open Work Plan 2019

Council is asked to NOTE the 2019 Council Open Work Plan.

For Noting

Presented by Brendan Peet

Report Name	Owner	Status/ Comment
Meeting 1: Thursday,31 January 2019		
#19004 Chancellor's Report to Council	Chancellor	
#19005 Vice-Chancellor's Report to Council	VC	
#19006 Chair Academic Board Report	Chair AB	
2019 Open Council Work plan	CLGO	
Meeting 2: Friday, 15 March 2019		
#19015 University Activities in Focus- Faculty Humanities Arts Social Sciences and Education	Dean HASSE Faculty	
#19016 Chancellor's Report to Council	Chancellor	
#19017 Vice-Chancellor's Report to Council	VC	
#19018 Chair Academic Board Report	Chair AB	
#19019 Approval of Annual Report (Year Ended 31 December 2018)	VC	
#19020 Approval of Annual UNE Group Financial Statements (Year Ended 31 December 2018)	CFO	
#19231 Administrative Change to Principal Dates 2020	PVCAI	
2019 Open Council Work plan	CLGO	
Meeting 3: Friday 24 May 2019		
#19039 University Activities in Focus – Student Wellness Week	COO	
#19035 Chancellor's Report to Council	Chancellor	
#19036 Vice-Chancellor's Report to Council	VC	
#19037 Chair Academic Board Report	Chair AB	
~~#19038 UNE Alumni Association~~	~~DACE~~	
2019 Open Council Work plan	CLGO	

Meeting 4: Friday 26 July 2019		
#19054 University Activities in Focus - Faculty Medicine & Health	Dean M&H Faculty	
#19055 Chancellor's Report to Council	Chancellor	
#19056 Vice-Chancellor's Report to Council	VC	
#19057 Chair Academic Board Report	Chair AB	
#19058 ~~Student Association Bi-Annual~~ Student Representation at UNE Report to Council	~~Student Assoc.~~ PVCAI	
2019 Open Council Work plan	CLGO	

Report Name	Owner	Status/ Comment
Meeting 5: Friday 27 September 2019		
#19072 University Activities in Focus	TBC	
#19073 Chancellor's Report to Council	Chancellor	
#19074 Vice-Chancellor's Report to Council	VC	
#19075 Chair Academic Board Report	Chair AB	
#19076 Joint Medical Program Academic Calendar 2020	Chair AB	
#19077 Council and Committee meeting dates 2020	CLGO	
2019 Open Council Work plan	CLGO	

Meeting 6: Friday 22 November 2019		
#19078 University Activities in Focus		
#19079 Chancellor's Report to Council	Chancellor	
#19080 Vice-Chancellor's Report to Council	VC	
#19081 Chair Academic Board Report	Chair AB	
#19082 Bi-Annual Student Association Report	Student Association	
#19083 Update on Academic Matters	PVCAI	
#19084 Program of Induction for Council Members	CLGO	

#19206 2019 & draft 2020 Open Council Work plan	CLGO	

Report Details:

i. **2019 Work Plan & Draft 2020 Work Plan:** To provide the Council with an updated work plan for the open session of Council at each meeting to track progress against Council objectives during the year, as well as a draft work plan for endorsement for the coming year (in November).

ii. **Approval of Annual Report / Financial Statements (Year Ended 31 December 2018)**: To provide the Council with a draft copy of the annual report and financial statements for the year ending 31 December 2018. As well as a key statutory requirement these documents are a record of the performance of the University and University Group for the previous year. The report relates to the role and function of Council to (12) d. Approve the University's mission, strategic direction, annual budget and business plan.

iii. **Bi-Annual Student Association Report to Council:** To provide the Council with a report (twice annually) from the University's Student Association regarding student engagement and feedback the association's perspective. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.

iv. **Chair Academic Board Report:** The Chair of Academic Board report provides an overview of the work of the Academic Board committees, including an outline of the progress of the University towards meeting its strategic academic and student related priorities as well as key compliance requirements under HESF and ESOS Acts. This report relates to the role and functions of Council to (12) c. Oversee and monitor the academic activities of the University and (12) i. Ensure that the University's grievance procedures, and information concerning any rights of appeal or review conferred by or under any Act are published in a form that is readily accessible to the public.

v. **Chair Report – Alumni Association:** The University has an Alumni Association which may provide an update on convocation matters. The report relates to the role and functions of Council to (12) h. Establish policies and procedural principles for the University consistent with legal requirements and community expectations.

vi. **Chancellor's Report to Council:** To provide the Council with the Chancellor's report on activities undertaken on behalf of the Council since the previous meeting. It relates to the role and functions of Council to (3) provide strategic leadership to the University.

vii. **Council and Committee meeting dates 2020:** To provide Council with proposed meeting dates for the coming year. The report relates to planning of Council business and the role and functions of Council to (12) j. Regularly review its own performance.

viii. **Program of Induction for Council Members:** To provide Council members with a program of induction to support their understanding of the institution and its operational model. It relates to the role and functions of Council to (12) l. Make available for members of the Council a program of induction and of development relevant to their role as such a Member.

ix. **University Activities in Focus**: The item is an optional item on the agenda, and may not be provided to every meeting. The report is an opportunity to showcase innovative and progressive University activities which are helping to delivery on the University's strategic priorities. It relates to the role and functions of Council to (12) b. Oversee and monitor the University's performance.

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

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

6.2. * Next Meeting and Close

The next Council meeting is scheduled for Friday, 27 September 2019. This meeting will be held in the Council Room, Booloominbah, University of New England.

Presented by James Harris