ACADEMIC SENATE

INFORMATION FOR MEMBERS – 2020

This booklet has been prepared for the information of members of the Academic Senate and others interested in its terms of reference, standing orders, committees and membership.
WELCOME FROM THE CHAIR

Welcome to the Academic Senate of the University of Tasmania.

As the principal academic body of the University, Academic Senate has a broad role in academic decision making and providing advice on academic matters. Under the Ordinance of Academic Senate, it is responsible for providing advice to Council and the Vice-Chancellor on policies relating to academic matters. Academic Senate also monitors and receives reports on policy implementation, academic standards and academic performance. Finally, Academic Senate provides the primary collegial forum for discussion, debate and recommendations on academic matters in addition to its role in maintaining intellectual freedom, academic integrity and the general academic wellbeing of the University and its members.

The membership of Academic Senate is representative of the University's academic community and comprises members of the University Executive Team, Heads of Academic Units, the Pro Vice-Chancellor (Aboriginal Research and Leadership), the Chief Operating Officer, Chairs of Academic Senate Committees, Student Representatives (the President, Postgraduate President, Campus President North and an International Students Officer of the Tasmania University Union), 22 elected members of academic staff, including an elected Research Fellow. The Pro Vice-Chancellor (Culture and Wellbeing), the University Librarian and the Executive Director, Student Operations are observers of Academic Senate.

As a whole of institution governance body, members of Academic Senate are encouraged to represent and consider the interests of the University as a whole when undertaking their role in the oversight and monitoring of academic policies, standards and quality assurance of teaching and learning and research in the University.

In my role as Chair of Academic Senate, I am also an ex-officio member of Council and a number of its Committees, thus representing Senate and University colleagues on all major decision-making committees.

As Chair I am keen to work with University colleagues (whether members of Senate or not) including student representatives to enable Academic Senate to assume a strong University academic planning and priority-setting role. I am committed to regular whole-of-University soundings on academic standards and wellbeing issues and would welcome the input, suggestions and comments of colleagues. This may be through annual Academic Senate presentations or by contacting me directly.

Please feel free to contact me regarding any academic matters.

Regards,

Professor Natalie Brown
Chair
Academic Senate
The governing body of the University of Tasmania is the University Council, which is established by the *University of Tasmania Act 1992*.

The Council is chaired by the Chancellor, who is appointed by the members. The current Chancellor is the Hon. Michael Field AC and the current Deputy Chancellor is Mr Harvey Gibson.

Council has ultimate responsibility for the strategic directions of the University, its operations and any decisions relating to these, including policy and planning and making University legislation. It is advised by its committees, its working parties, and (in relation to academic matters) the Academic Senate.

**UNIVERSITY COUNCIL**

- Audit & Risk Committee
- Built Environment & Infrastructure Committee
- Ceremonial & Honorary Degrees Committee
- Finance Committee
- Remuneration and Nominations Committee
- University Foundation Committee

**ACADEMIC SENATE**

*Committees*
- Student Experience Committee
- University Course & Unit Proposals Committee
- University Learning & Teaching Committee
- University Research Committee
- University Admissions Committee

*Ad hoc Committees:*
- Nominations Committee
- Standing Academic Committee

*Panels*
- Complaints & Complaints Appeals Panels
- University Appeals Panel

**VICE-CHANCELLOR**

- University Executive Team
- University Strategic Forum
- University Leaders Network
Delegations of Authority

The *University of Tasmania Act 1992* (the Act) defines the Council as the governing authority of the University. The Act gives the Council ultimate responsibility for the strategic directions of the University, its operations and any decisions relating to these.

While it sets and monitors the broad budget and planning framework, the Council does not directly involve itself in the University's day-to-day operational management.

Under the Act, the Council can delegate those of its powers necessary for the effective management of the University and its affairs to the Vice-Chancellor and the University Executive Team. It can also choose to delegate other of its powers and authority to bodies such as Council Committees and Academic Senate. Council retains sole authority over some specific areas.

Through these Delegations of Authority, the Council devolves decision-making to University budget centres and responsible bodies. This allows effective and responsive management of the University's day-to-day operations.

Delegations of Authority are the mechanisms by which formal authority or power is granted to University managers, or bodies, to act or make decisions on behalf of the University. Delegations are specific to particular positions or bodies and define particular allowed actions. Delegations allow the officer holding that position, or the responsible body, to commit the University and/or incur liabilities for the University.

The major means by which Council delegates its powers, authorities, duties and functions are through the *Council Charter*, *University Ordinances* and the *Delegations Policy*. The Act enables the Council to make Ordinances to prescribe or regulate matters which fall under its responsibilities.

The Council, Vice-Chancellor and Academic Senate are referred to as University of Tasmania 'governing entities. They are the three positions or bodies which are defined under the *Act* as sharing responsibility for governing and managing all aspects of the University's activities (strategic, operational and academic).

The University's Strategic Plans are available from:  

These Plans identify the context, direction and goals of the University’s activities.
UNIVERSITY GOVERNANCE FRAMEWORK

Members should be familiar with the range of legislative and policy tools used by the University to assist in the administration of its activities. The following table contextualises components of the UTAS Governance Framework within the hierarchy of: legislation and governance instruments; associated local documents; approval authorities; and authorisation sources that apply either across the University or to specific areas.

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<td>Guidelines</td>
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<td>Local decisions/statements of principle to implement University Plans, Principles and Policy</td>
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<td>Work Instructions</td>
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<td>University-wide or local</td>
</tr>
<tr>
<td>Information</td>
<td>Various</td>
<td>Various</td>
<td>University-wide or local</td>
</tr>
</tbody>
</table>

ROLE OF ACADEMIC SENATE

Delegated Authority

The University of Tasmania Act 1992 specifies that Academic Senate is to advise Council on academic matters within the University. This is expanded further in Ordinance 13 – Academic Senate (See Appendices)

3.2 Academic Senate’s role includes:

- Providing advice to Council and the Vice-Chancellor on policies (including ordinances and rules) relating to academic matters such as general entry requirements, admissions, enrolments, academic assessment, student progress, discipline, academic standards, prizes and scholarships;
- Providing advice as to the longer-term implications for academic activities or plans for the allocation of resources to faculties and academic services;
- Providing advice on processes to assist the university’s academic staff in achieving and maintaining excellence in all areas of academic activity;
- Commenting on reports received from the Vice-Chancellor relating to management actions of significance to the academic community;
- Providing advice to Council as requested, on any matter affecting the academic wellbeing of the University;
- Monitoring and receiving reports from the Pro Vice-Chancellors, College Executive Deans and the Heads of Academic Units on policy implementation, academic standards and academic performance;
- Providing the primary collegial forum for discussion, debate and recommendations on academic matters; and
- Maintaining an environment that supports intellectual freedom and academic integrity.

In addition, Council has delegated additional functions to Academic Senate. These are:

- Approval of proposals from Colleges and Academic Units relating to awards, including: course duration; content and structure; entry requirements; methods of delivery and assessment; and names and abbreviations of units and courses;
- Determination of the qualifications to be required of candidates before they may be admitted to degrees and other awards;
- Power to make rules relating to prizes, scholarships and bursaries;
- Power to make rules of awards and rules relating to admission, academic assessment and student progress; and
- Power to make rules relating to graduate research and supervision.

Academic Senate reports to Council annually on the exercise of its delegations.

The National Committee of Chairs of Academic Boards/Senates has developed a paper - The Purpose and Function of Academic Boards and Senates in Australian Universities (see Appendices). The paper provides a useful overview of the role of Academic Boards/Senates in university governance generally and academic governance specifically.
Quality Framework

The overall national quality assurance system has seen three related developments: the change in the role of TEQSA to be the regulator, with quality assurance now devolving to institutions; the abolition of the Australian Qualifications Framework Council but the retention of the overall Australian Qualifications Framework which the University must comply with; and the development of the Higher Education Standards Framework (HESF).

As a self-accrediting higher education provider, the University of Tasmania must ensure that all approved (accredited) academic programs are compliant with national frameworks, such as the HESF and that they meet our own internal guidelines for University accreditation.

Key principles that flow from the HESF are: that there must be regular reviews of courses and programs (seven year cycle); that peer review (of moderation, of course materials and perhaps of teaching itself) and benchmarking are used to provide evidence for quality enhancement; and that universities, as distinct from other providers, are self-accrediting, noting that selected professional courses are also accredited by professional accrediting bodies.

TEQSA has published a Guidance Note on Academic Governance which describes and explains the expected academic governance and oversight of academic activities in higher education. The TEQSA Guidance Note: Academic Governance indicates:

*The standing of a provider’s academic governance practices is seen by many as key to maintaining and sustaining a provider’s educational reputation. Prominent among the practices of the provider that are reflected in its reputation are the academic benchmarks (‘academic standards’) that are set and monitored by the provider through its academic governance processes.*

Under Ordinance 13, Academic Senate has responsibility for providing advice to Council and the Vice-Chancellor in relation to academic standards and the maintenance of excellence in all areas of academic activity. Academic Senate also monitors and receives reports from the University Executive, Heads of Academic Units and Directors of National Centres on academic standards.
ACADEMIC SENATE – GUIDING PRINCIPLES

In 2010, as a result of an external Review, Academic Senate adopted the following Guiding Principles. The principles as a whole guide the Academic Senate in fulfilling its role and undertaking its delegated activities.

“The principles are not in any order of hierarchy or importance but rather are a set of statements which collectively provide a common starting point for a shared perspective on revised academic governance arrangements.”

**Subsidiarity:** The delegation for decisions is as low as possible within the organisation without compromising quality.

**Effectiveness:** Academic Senate business must be conducted through committees in a way that is outcome–orientated and directed towards supporting institutional goals whilst at the same time meeting obligations of effective governance.

**Clarity:** As the key body for matters of academic standards and quality, the Academic Senate must have clear delegations and lines of reporting within the remit of its responsibilities.

**Relevance:** The business conducted by the Academic Senate and the mechanisms by which this business is conducted must meet the requirements of effective governance and the needs of the University.

**Transparency:** The business and activities of the Academic Senate must exhibit transparent processes to ensure accountabilities and responsibilities of the various stakeholder groups across the University are met.

**Evidential:** Decisions made by the Academic Senate and/or its committees in relation to academic standards and quality must be based on evidence with application of scholarly analysis.

**Participatory:** The Academic Senate should maintain its role as a peak body, utilising the expertise and goodwill of staff across the University through the work of committees and working parties. Regular meetings of the Academic Senate should consider prepared committee or commissioned reports with debate and decisions based on recommendations from those reports. The Academic Senate itself should not act as a working party where views of members are considered to the exclusion of informed and scholarly submissions by its committees and working parties. Effective academic governance is a form of participatory democracy with the purpose of ensuring informed participation through the expertise of various constituencies.

**Flexibility and responsiveness:** At a time when universities need to be responsive to external demands and market opportunities, Academic Senate’s processes need to be flexible and responsive so that new programs can be developed quickly. At the same time quality and standards should not be compromised but rather enhanced through more effective and timely practices which also reduce duplication.

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ACADEMIC SENATE MEMBERSHIP

Membership of the Academic Senate is prescribed by Ordinance 13 – Academic Senate. The membership of Academic Senate is truly representative comprising members of the Vice-Chancellor’s Executive, College Executive Deans, the Dean of Graduate Research, the President and officers of the Tasmania University Union and 22 elected members of academic staff, including an elected Research Fellow. The Pro Vice-Chancellor (Culture and Wellbeing), University Librarian, Executive Director, Student Operations and Head of the Tasmanian Institute of Learning and Teaching are observers with speaking rights.

Membership as at February 2020

EX OFFICIO

Vice-Chancellor
Provost
Deputy Vice-Chancellor (International)
Deputy Vice-Chancellor (Research)
Dean of Graduate Research
Pro Vice-Chancellor (Aboriginal Leadership)
Chair, Student Experience Committee
Chair, University Learning and Teaching Committee
Acting Chair, University Course & Unit Proposals Committee
Chief Operating Officer
Principal (University College) or nominee
Executive Director, Student Operations (pending Council approval)
President, TUU
Postgraduate President, TUU
Campus President (North), TUU
International Students Officer, TUU

Prof Rufus Black
Prof Jane Long
Prof Peter Frappell (Acting)
Mrs Stephanie Taylor
Prof Mitch Parsell
Assoc Prof Leonie Ellis
Mr David Clerk
Assoc Prof Andrea Carr
Mr Andrew Gillies
Mr Braydon Broad
TBC
Mr Joji Kinivuwai
Miss Maisha Jaleel

Executive Deans
Arts, Law and Education
Business and Economics
Health and Medicine
Sciences and Engineering

Prof Kate Darian-Smith
Assoc Prof Stuart Crispin (Interim)
Prof Denise Fassett
Prof Brian Yates

Heads of Academic Units
Australian Maritime College
Creative Arts and Media
Education
Engineering
Health Sciences
Humanities
Institute for Marine and Antarctic Studies
Law
Medicine
Menzies Institute for Medical Research
Natural Sciences
Nursing
Pharmacy and Pharmacology
Psychological Sciences

Mr Michael van Balen
Assoc Prof Meg Keating (Acting)
Prof Victoria Carrington
Prof Andrew Chan
Prof Nuala Byrne
Prof Lisa Fletcher
Mr Terry Bailey
Prof Tim McCormack
Prof James Vickers
Prof Alison Venn
Prof Simon Ellingsen (Acting)
Prof Karen Francis
Assoc Prof Glenn Jacobson
Prof Lisa Foa
Social Sciences
Tasmanian Institute of Agriculture
Tasmanian School of Business and Economics
Technology, Environments and Design
Wicking Dementia Research and Education Centre

Dr Nicholas Farrelly
Dr Michael Rose (Interim)
Prof Melanie Bryant
Prof Elaine Stratford (Acting)
(Dean of Medicine)

**Chairs of College Boards**
Arts, Law and Education
Business and Economics
Health and Medicine
Sciences and Engineering

**ELECTED MEMBERS**

**Chair**
Prof Natalie Brown 31.12.2021

**Deputy Chair**
Assoc Prof Kristyn Harman 31.12.2022

**Research Fellow**
Dr Rebecca Fuller 31.12.2021

**Members of academic staff**
Dr Andrea Adam 31.12.2021
Dr Bill Baker 31.12.2020
Assoc Prof Karen Barry 31.12.2021
Dr Louise Grimmer 31.12.2020
Assoc Prof Kristyn Harman 31.12.2021
Prof Roger Hughes 31.12.2020
Dr Matthew Kirkcaldie 31.12.2021
Assoc Prof Trevor Lewis 31.12.2020
Dr Christopher Mabin 31.12.2021
Dr James Montgomery 31.12.2021
Dr David Nichols 31.12.2020
Dr Heinrich Oosthuizen 31.12.2021
Dr Renée Ross 31.12.2020
Assoc Prof Lana Shabala 31.12.2020
Dr Sonya Stanford 21.12.2020
Dr Susan Turland 31.12.2020
Assoc Prof Anne-Marie Williams 31.12.2021
Dr Debbie Wills 31.12.2021
Dr Graham Wood 31.12.2021

**Observers**
University Librarian
Pro Vice- Chancellor (Culture and Wellbeing)
Pro Vice- Chancellor (International)
Pro Vice- Chancellor (Launceston)
Pro Vice- Chancellor (Cradle Coast)
Pro Vice- Chancellor (Southern Transformation)
Director, Academic Quality and Standards

**Secretary**
Ms Sarah Keating (University Governance)
RESPONSIBILITIES

Role of Chair and Deputy Chair

The Chair is responsible for chairing meetings of Academic Senate and the Standing Academic Committee to ensure that the meetings and discussions are conducted smoothly and inclusively.

The Chair is also an ex officio member of the University Council and a number of its Committees (Finance Committee, and Ceremonial and Honorary Degrees Committee), and attends the University Strategic Forum.

Either the Chair or Deputy Chair of Academic Senate is a member of each Academic Senate Committee: Student Experience Committee; University Course and Unit Proposals Committee; University Admissions Committee; University Research Committee; and University Teaching & Learning Committee.

In addition to the above, the Chair is also involved with academic staff promotions and a broad range of other activities and working parties within the University (for example, Appeals Panels and Scholarship Selection Committees).

The Deputy Chair assists with Appeals Panels and acts as Chair when required.

Members’ Roles and Responsibilities

Members of Academic Senate provide important input into discussions regarding academic and policy matters at the University.

The roles and responsibilities common to both elected and ex-officio members of the Academic Senate are:

- To contribute to decisions and recommendations in the best interests of the University taking into account the University's Strategic Plan and other relevant Plans.

- To consider the implications of Academic Senate’s decisions and recommendations on the University as a whole. While members will bring their expertise, insights and particular interests to Academic Senate meetings, it is expected that members will act for the benefit of the University, not necessarily the interests of their Academic Unit, discipline or area.

- To maintain an understanding of the role and scope of Academic Senate within governance and the University more generally.

- To regularly attend Academic Senate meetings having prepared by reading and considering the relevant documents prior to each meeting.

- To maintain familiarity with, and an understanding of Ordinance 13 – Academic Senate and Academic Senate Standing Orders.

- To serve on Academic Senate Committees, Working Parties and Panels which may be of interest or as required.
Members also have roles and responsibilities specific to their membership category as follows:

**Heads of Academic Units**
- To promote the role and activities of Academic Senate within their Academic Unit (in general).
- To specifically include discussion of Academic Senate meetings (past and future) on the Agenda of Academic Unit Staff Meetings.
- To disseminate the discussions, decisions and recommendations from Academic Senate meetings to their Academic Unit.
- To gather/collate the views of members of their Academic Unit in relation to decisions to be made at upcoming Academic Senate meetings, including in relation to proposed policies, procedures and guidelines.
- To follow trends and important developments affecting the University.
- To develop/encourage/foster an understanding of academic governance within their Academic Unit.
- To seek/provide advice, as required, regarding the University’s governance framework and approval protocols.
- To encourage staff to nominate for membership of Academic Senate and its Committees.

**Elected Members**
- To promote the role and activities of Academic Senate within their College.
- To disseminate the discussions, decisions and recommendations from Academic Senate meetings to members of their College, Division or cohort in the case of Research Fellows.
- To gather/collate the views of members of their College/cohort in relation to decisions to be made at upcoming Academic Senate meetings, including in relation to proposed policies, procedures and guidelines.
- To follow trends and important developments affecting the University.
- To develop/encourage/foster an understanding of academic governance with their peers.
- To seek and/or provide advice, as required, regarding past decisions of Academic Senate and/or the background for upcoming decisions.
- To seek/provide advice, as required, regarding academic governance frameworks and approval protocols.
- To encourage their peers to nominate for membership of Academic Senate and its Committees.
Students

- To promote the role and activities of Academic Senate within the Tasmania University Union and with students generally.

- To disseminate the discussions, decisions and recommendations from Academic Senate meetings to students.

- To gather/collate the views of students in relation to decisions to be made at upcoming Academic Senate meetings, including in relation to proposed policies, procedures and guidelines.

- To follow trends and important developments affecting the University.

- To develop/encourage/foster an understanding of academic governance with their peers.

- To seek/provide advice, as required, regarding the University’s academic governance framework and approval protocols.

Academic Senate has six general meetings each year and members should commit approximately eight hours for preparation and attendance at meetings. Additionally, a Planning Day is held each year in December.

Role of the Secretary

The Secretary provides high level, professional secretariat and executive services to Academic Senate, Standing Academic Committee and ad hoc Steering Committees and Working Parties as required. This includes providing briefings and strategic advice to the Chair and members of Academic Senate on a range of issues, e.g. interpretation and implementation of academic policies.

The Secretary also provides advice relating to academic governance protocols and approval processes, the Governance Policy Framework and Academic Senate Delegations to the broader University community in addition to the Chair and members of Academic Senate.

The Secretary is responsible for monitoring and benchmarking academic governance structures and processes and recommending and implementing improvements as required.

In addition, the Secretary acts as the Returning Officer for Academic Senate elections.
ACADEMIC SENATE MEETINGS

Meeting Dates

Meeting dates for Academic Senate are approved at the September Academic Senate meeting for the following year. These dates are set in conjunction with Council and other University Committees and with course approvals and reporting requirements in mind.

Where possible meetings are not scheduled for the first week of semesters or during examination periods.

Agenda

Four weeks before each Academic Senate meeting the Secretariat will call for agenda items by email. Items for inclusion in the Agenda are due approximately two weeks prior to the meeting. One week prior to the meeting the Agenda and supporting documents will be available from the Academic Senate Wiki. This site is available to all staff within the University. An email is sent to Academic Senate members providing the link and advice of availability.

If members wish to contribute an item to the Agenda, they should first check with the Secretariat to ascertain:

- Whether the item is within the remit of Academic Senate;
- Whether the item should be directed to an Academic Senate Committee or other University Committee prior to discussion at Academic Senate;
- Advice on appropriate format and recommendations; and
- Whether relevant policies or procedures should be considered.

Members are discouraged from tabling documents as this does not allow adequate time for consideration and informed deliberation.

Agenda items should be accompanied by the following detail: responsible party; recommendation; an executive summary; relevant term of reference; rationale; any issues involved; implications of the recommendation; and consultation and implementation as appropriate. A Briefing Note Template is available from the Secretariat.

Meetings

Attendance

The quorum for general meetings of Academic Senate is 25 members.

It is acknowledged that members of Academic Senate have teaching and/or other commitments which may result in the need to arrive late or leave early from the meeting. Please advise the Secretariat in advance if this is the case as it allows the Chair to monitor the quorum during the meeting.

Attendance and apology sheets are distributed at the start of the meeting. If members arrive after circulation of the sheet, they will need to advise the Secretary during the meeting so their attendance can be recorded. Individual attendance is reported in the Academic Senate Annual Report provided to Council each calendar year. Further, Academic Senate has agreed that members who consistently miss meetings should have their membership of Academic Senate revoked. The Standing Orders provide for suspension of membership (ex officio) or termination of membership (elected members).
where members do not attend meetings without a leave of absence (apology). Members must advise that they are an apology for the meeting by close of business three days before the meeting if they are unable to attend.

Apologies must be received in a timely manner as catering is provided. If an apology is not received prior to confirmation of catering numbers, it results in both wastage of food and unnecessary expense. **Members who consistently fail to provide a timely apology will be charged for the cost of catering.**

**Procedures**

In order that members contribute to the discussions at Academic Senate meetings in an effective manner, it is important that all members read the Academic Senate Standing Orders (see Appendices) which set out the procedures for conducting meetings.

Face to face meetings commence at 10.30am and run for a maximum of 3.5 hours including breaks. Meetings held by videoconference commence at 9.30am.

Agenda Items marked with an asterisk (starred items) are those items for discussion at the meeting. During the Introductory Items at each meeting, members will be asked if there are additional items to be starred and therefore discussed.

Meetings are conducted formally ‘through’ the Chair. All members are welcome to participate in discussion. Participation should be pertinent and avoid repetition of other members’ contributions.

**Minutes**

The Minutes of each meeting are generally available on the Academic Senate Wiki within two weeks of the meeting. In the interim a brief summary is placed on the wiki to indicate the motions carried, amended or withdrawn.
### Meeting Timelines

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<th>Meeting Dates for 2020</th>
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<td>University Club, Sandy Bay</td>
<td>5 February</td>
<td>14 February</td>
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<td>Friday 1 May</td>
<td>Videoconference between Harvard Room 2/Centen134 (Sandy Bay) &amp; NH AMC F06 Board Room (Newnham)</td>
<td>16 April</td>
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<td>Friday 12 June</td>
<td>Videoconference via Zoom</td>
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<td>Friday 17 July</td>
<td>Videoconference between Harvard Room 2/Centen134 (Sandy Bay) &amp; NH AMC F06 Board Room (Newnham)</td>
<td>2 July</td>
<td>10 July</td>
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<tr>
<td>Friday 4 September</td>
<td>D201, D202 &amp; D203 Seminar Rooms, Cradle Coast</td>
<td>20 August</td>
<td>28 August</td>
</tr>
<tr>
<td>Friday 13 November</td>
<td>University Club, Sandy Bay</td>
<td>29 October</td>
<td>6 November</td>
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<tr>
<td>Planning Day: Thursday 3 December</td>
<td>Sir Raymond Ferrall Centre, Newnham</td>
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ACADEMIC SENATE COMMITTEES

Academic Senate is assisted in its role of academic governance by its Committees.

Principal Academic Senate Committees are listed on the following pages together with their composition, current members and terms of reference.

Academic Senate Committees report to Academic Senate.

A call for expressions of interest in membership of Academic Senate Committees is made at the last meeting of Academic Senate each year.

Membership of the Distinguished Service Medal Selection Committee also includes a member of Academic Senate.
Standing Academic Committee 2019/20

Chair of Academic Senate                  Prof Natalie Brown
Deputy Chair of Academic Senate           Assoc Prof Kristyn Harman
Elected Dean                               Assoc Prof Stuart Crispin
Elected Academic Staff member             Assoc Prof Anne-Marie Williams
Elected Head of Academic Unit              Prof Simon Ellingsen
Elected student member from the student presidents  Mr Braydon Broad
Secretary, Academic Senate                 Ms Sarah Keating

Ordinance 13 – Academic Senate sets out the Terms of Reference for the Standing Academic Committee:

- To provide advice to the Chair and to Academic Senate;
- To assist with the management of the Academic Senate Agenda;
- To initiate position papers on major academic issues;
- To consider reports and provide advice to Academic Senate;
- To make decisions on behalf of Academic Senate; and
- To advise Academic Senate of all action taken by the Committee.

The Chair of Academic Senate may refer to the Standing Academic Committee:
- Any urgent matter to be reviewed; and
- In exceptional circumstances, any decision to be made outside the normal Academic Senate meeting cycle.

The Chair of Academic Senate must report to the next meeting of Academic Senate any matters that have been decided.
Student Experience Committee 2020

Terms of Reference
In alignment with the University’s Learning and Teaching, Student Experience and Student Support Strategies, the Student Experience Committee (SEC) represents the peak body responsible for the provision of advice and recommendations on the development, implementation and review of strategies, policies and initiatives to address the needs of students and enhance the overall student experience at the University of Tasmania.

SEC reports to Academic Senate with the following Terms of Reference:

1. Promote a positive student experience through the coordination and connection of strategic activity in all facets of the student lifecycle from supporting transition into and through preparatory, undergraduate and postgraduate studies, and into and from the workplace.

2. Support the advancement of an organisational culture which enables engagement with the student voice and promotes activity to facilitate student partnerships, participation, feedback, representation and leadership.

3. Promote an inclusive student experience through the enhancement of the learning and teaching, physical, technological and social environment.

4. Support an enriched student experience through the development of strategies, policies and initiatives which promote inclusion, diversity, safety, internationalisation, local and global connections.

5. Monitor, analyse and report on the outcomes of student surveys relevant to the student experience, including, but not limited to the University Experience Survey, the Student Experience Survey, the Service Quality Survey, the International Student Barometer, the Student Services and Amenities Survey, and the Library Survey.

Taskforces
The Student Experience Committee objectives will also be supported by the work of its taskforces which will be established, as required, to target specific issues within set timeframes.
SEC Membership 2020

Position
Chair, Executive Director, Student Experience
Chair or Deputy Chair of Academic Senate
Provost or nominee

Academic Executive Director
Deputy Vice-Chancellor (International) or nominee

Dean of Graduate Research
Director, Student Learning, Retention and Success
Pro Vice-Chancellor (Aboriginal Leadership)
University Librarian

Four members appointed by Academic Senate (2 members of Academic Senate and 2 members from the broader academic community) one of these members must be from a remote campus*

One Associate Dean (L&T)
Deputy Chair, Executive Director, ISD
Student President TUU or nominee
Postgraduate President or nominee
Campus President North
Campus President South
Executive Director, Student Operations
ITS Representative
Observer: Director, Digital Futures
Secretary

Member
Ms Steph Taylor
Assoc Prof Kristyn Harman
Prof Jane Long (nominee Mr Grant Kennett)
Prof Mitch Parsell
Mr Rob Wilson (nominee Ms Josie Gawron)
Prof Peter Frappell (Acting)
Adjunct Associate Prof Jane Skalicky
Dr Greg Lehman
Ms Janette Burke (nominee Ms Wendy Hoyle)
Dr Heinrich Oosthuizen (Academic Staff member Term expires 31 Dec 2021)
Dr Mohammed Salahudeen (Staff member Term expires 31 Dec 2021)
Dr Renée Ross (Academic Senate Member Term expires 31 Dec 2020)
Ms Tracy Douglas (Staff Member Term expires 31 Dec 2020)
Dr Seedwell Sithole
Mr Mike Hunnibell (Acting)
Mr Braydon Broad
TBC
Mr Joji Kinivuwai
Ms Sophie Crothers
Mr Andrew Gillies
Mr Adrian Dillon
Mr Tyson Wienker
Mr Damien Maurice

*To be filled through a University wide Expression of Interest process. Selection by the Chair of Academic Senate and Chair of Student Experience Committee based on nominee’s expertise in the student experience portfolio together with considerations related to diversity of members (campuses and career levels).

The Committee may invite observers with speaking rights as required for particular items under consideration.
University Course & Unit Proposals Committee 2020

Terms of Reference

The University Course & Unit Proposals Committee is responsible for making recommendations to Academic Senate in relation to proposals for new pre-degree, undergraduate courses and postgraduate coursework courses and significant amendments to existing courses. The Committee will:

1. Ensure that pre-degree, undergraduate and postgraduate coursework courses and units meet the requirements of the Australian Qualifications Framework and the Higher Education Standards Framework, including:

   1.1 Accurate and complete course specifications which incorporate detail on expected learning outcomes, methods of assessment and indicative student workload, entry requirements and pathways, exit pathways, articulation arrangements, pathways to further learning, the proportion and nature of research or research-related study, expected learning outcomes for each course of study are consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.

   1.2 Methods of assessment are consistent with the learning outcomes being assessed and are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

   1.3 Where credit or recognition of prior learning is proposed, the integrity of the course of study and the qualification are maintained.

2. Provide recommendations, including details and outcomes of Committee deliberations, to Academic Senate regarding the approval of all new pre-degree, undergraduate and postgraduate coursework courses and related course and unit proposals and significant amendments to existing pre-degree, undergraduate and postgraduate coursework courses. This includes providing advice that:

   2.1 Entry requirements and pathways are appropriate.

   2.2 Reports have been received from the relevant Associate Dean/ Director, Learning and Teaching that the content and learning activities of each course of study are consistent with the level of the course and the expected learning outcomes at year and course level.

   2.3 Reports have been received from the relevant Associate Dean/ Director, Learning and Teaching that teaching and learning activities foster progressive and coherent achievement of expected learning outcomes throughout the course of study, irrespective of campus or mode of delivery.

   2.4 Specified learning outcomes for each course of study encompass discipline-related and generic outcomes.

   2.5 Staff responsible for academic oversight and teaching are equipped for their roles and that the academic staff profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.

   2.6 Reports have been received from the relevant Associate Dean/ Director, Learning and Teaching that specified learning resources related to the learning outcomes, are up to date and accessible by students.

3. Approve minor amendments to pre-degree, undergraduate courses and postgraduate coursework courses and units and report to Academic Senate.

4. Ensure that articulation arrangements of University College courses and units and relevant Bachelor level courses and units have been considered and approved by relevant Colleges/Institutes.
5  Provide feedback on new pre-degree, undergraduate and postgraduate coursework course proposals and significant amendments to existing courses.

6  Where relevant, refer matters to other Academic Senate Committees.

The University Course and Unit Proposals Committee objectives will also be supported by the work of taskforces and working groups which will be established, as required, to focus on specific issues within set timeframes.

UCUPC Membership 2020

Chair
Prof Mitch Parsell

Deputy Chair (Acting Chair for 2020)
Assoc Prof Leonie Ellis

Ex-officio
Chair or Deputy Chair of Academic Senate
Assoc Prof Kristyn Harman

Associate Deans (Learning and Teaching) for each Academic College
College of Arts, Law and Education
Assoc Prof Heather Monkhouse

College of Business and Economics
Dr Seedwell Sithole

College of Health and Medicine
Prof Rosalind Bull

College of Sciences and Engineering
Assoc Prof Tina Acuna

University College
Assoc Prof Andrea Carr

Executive Director, Student Operations (or rep)
Ms Clare Moore

Director, Student Services
Ms Kate Lee

Tasmanian Institute of Learning & Teaching Rep
Dr Steve Drew

Student Representative
Mr Joel Philpott

Academic Senate appointments
(until Dec 2020)
(until Dec 2021)
Assoc Prof Trevor Wilmshurst
Dr Sonya Stanford

Observers
Head of Fees and Compliance
Ms Clare Moore (above)

Curriculum Analyst
Mr Jeremy Wadlow

Deputy Director, CSD (North/ North-West)
Ms Tania Harvey

DVC (International)
Mr Rob Wilson (acting)

Secretariat
University Governance
Mr Damien Maurice
University Learning and Teaching Committee 2020

Terms of Reference
The University Learning and Teaching Committee oversees the learning and teaching goals of the University. It is central for the development and oversight of the University’s learning and teaching strategy and for the maintenance of excellence in learning and teaching. The University Learning and Teaching Committee:

- Provides the vision and strategic direction for learning and teaching;
- Develops policies and processes related to learning and teaching; and
- Provides oversight of quality assurance in relation to learning and teaching.

The University Learning and Teaching Committee will also refer relevant matters to other Academic Senate Committees, as appropriate.

In order to achieve these objectives, the University Learning and Teaching Committee has responsibility for the following.

1. Vision and Strategic direction
   1.1 Providing advice and recommendations to Academic Senate on strategic planning for learning and teaching, including development of, monitoring and reporting on an annual basis against, the Strategic Plan for Learning and Teaching.
   1.2 Developing strategies for supporting, rewarding and promoting quality teaching and student learning.
   1.3 Providing strategic and policy oversight for Curriculum Strategy.
   1.4 Providing input to University and College/Institute planning as it relates to learning and teaching.
   1.5 Receiving and considering issues that impact on the strategic direction of learning and teaching arising from Senior Management.

2. Learning and teaching related policies and processes
   2.1 Developing policies, procedures and guidelines related to learning and teaching.
   2.2 Developing, implementing and monitoring quality assurance processes related to teaching.
   2.3 Developing and implementing policies, procedures and guidelines related to admission to pre-degree, undergraduate and postgraduate coursework courses.
   2.4 Receiving and considering recommendations for amendments on policy and process arising from Senior Management Committees.

3. Learning and teaching quality assurance
   3.1 Considering the outcomes of annual course reviews and reporting in relation to significant or systemic issues which arise as well as outstanding practices and innovations.
   3.2 Monitoring and regularly reporting to Academic Senate regarding student retention and success.
   3.3 Ensuring Work-Integrated Learning, placements and other community-based learning arrangements are quality assured.
   3.4 Monitoring, analysing and reporting to Academic Senate on the outcomes of student surveys relevant to learning and teaching, including Graduate Outcome Survey and Unit Evaluations.
   3.5 Monitoring, analysing and reporting to Academic Senate the outcomes of student complaints and discipline processes, paying particular attention to matters relating to academic integrity'.
4. Providing oversight of quality assurance of all third-party arrangements for learning and teaching, as identified by the Tertiary Educational Qualification Standards Agency definition of third party, agent of partner arrangements, including:

4.1 Receiving and reviewing Transnational Education Programs Quality Assurance Reports and Progress Reports, making recommendations Academic Senate regarding risks and quality assurance matters identified.

4.2 Receiving dashboard reports on third-party arrangements from organisational units, Global Engagement and Colleges/Institutes.

5. Monitoring and providing advice to Academic Senate in relation to University entry standards at an institutional level, including:

5.1 Current research on higher education entry issues and the predictive validity of selection mechanisms on retention and attainment within courses of study.

5.2 Compulsory and post-compulsory education and training issues of significance to University entry, including consultation with the Tasmania Qualifications Authority and other relevant bodies.

5.3 Alternative entry pathways and related bridging, transition and supplementary support program issues.

Sub-Committees
Technology Enhanced Learning and Teaching (TELT) Governance Group

University Learning and Teaching Committee objectives will also be supported by the work of taskforces and working groups which will be established on an ad hoc basis to target specific issues within set timeframes.

University Learning and Teaching Committee reports to Academic Senate.
ULTC Membership 2020

Chair
Prof Mitch Parsell

Deputy Chair
Dr Angela Boyes

Ex officio
Chair/Deputy Chair of Academic Senate
Prof Natalie Brown

Associate Deans (Learning & Teaching) for each Academic College
College of Arts, Law and Education
Assoc Prof Heather Monkhouse
College of Business and Economics
Dr Seedwell Sithole
College of Health and Medicine
Prof Ros Bull
College of Sciences and Engineering
Assoc Prof Tina Acuna
University College
Assoc Prof Andrea Carr

Head of TILT
Assoc Prof Leonie Ellis
Director, Student Retention and Success
Adj. Assoc Prof Jane Skalicky
Executive Director, Student Operations
Mr Andrew Gilles
Deputy Vice-Chancellor (International) (or nominee)
Mr Rob Wilson
Director, Academic Quality & Standards
Dr Angela Boyes
University Librarian
Ms Janette Burke
Director Digital Futures
Mr Tyson Wienker
Sub-committee Chairs where they do not already hold another ex-officio position

Student representatives
TUU President
Mr Braydon Broad
TUU Postgraduate President
TBC
TUU Deputy President
Mr Joel Philpott

Members appointed by Academic Senate for 2-year term
To 31 December 2020
Assoc Prof Adele Holloway
Dr Donald Reid
Dr James Montgomery
To 31 December 2021
Dr Graham Wood

Observers
Senior ITS Representative
Ms Hilary Soloff

Secretariat
University Governance
Mr Damien Maurice
University Admissions Committee 2020

Purpose and Function

To provide oversight of admissions, credit and recognition of prior learning in relation to domains 1.1, 1.2 and 2.2 of the Higher Education Standards Framework (Threshold Standards) 2015, and other relevant legislation and regulatory requirements, such as:

- Education Services for Overseas Students Act 2000 (ESOS Act);
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018);
- National Standards for Foundation Programs;
- Genuine Temporary Entrants Requirements; and
- Standards for Registered Training Organisations 2015 (RTO Standards).

The University Admissions Committee will report in a dual line to both the University Executive Team and Academic Senate, making recommendations with regards to:

1. The University’s general and specific entrance requirements, (including prerequisites and English language requirements) for: foundation; sub-bachelor; undergraduate coursework; postgraduate coursework; and higher degree by research courses.
2. The application and success of special entry access schemes.
3. New and existing course-level articulation and credit transfer arrangements with domestic and offshore providers, with reference to the AQF qualifications pathways.
4. Admission and selection policy matters related to the University’s relationships with external stakeholders, such as: the Office of Tasmanian Assessment, Standards and Certification (TASC); Tasmanian and interstate VET providers; and third-party delivery partners.
5. The development, adoption, implementation and review of relevant policies and guidelines, in the context of relevant external legislation and regulatory requirements.
6. The publication of admissions advice (including inherent requirements), with reference to government requirements around admissions transparency.

In addition, the University Admissions Committee will:

7. Monitor compliance with University policies and procedures related to student admissions.
8. Receive and act on reports on external domestic and transnational pathways.
9. Receive and act on reports on external benchmarking related to admissions, including ATAR and IELTS (or equivalent) thresholds.
10. Receive and act on biannual reports on admissions data from Student Operations.
11. Advise on other matters referred to the Committee by the Vice-Chancellor and/or Academic Senate.
UNIVERSITY ADMISSIONS COMMITTEE MEMBERS

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<tr>
<th>Title</th>
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<tr>
<td>Provost and Chair</td>
<td>Professor Jane Long</td>
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<td>Deputy Vice-Chancellor, Research</td>
<td>Professor Anthony Koutoulis</td>
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<tr>
<td>Deputy Vice-Chancellor, International</td>
<td>Mr Rob Wilson (acting)</td>
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<tr>
<td>Chief Operating Officer</td>
<td>Mr David Clerk</td>
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<td>Chief Strategy Officer</td>
<td>Mr Craig Barling</td>
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<tr>
<td>Chair, Academic Senate</td>
<td>Professor Natalie Brown</td>
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<tr>
<td>Executive Director, International</td>
<td>Mr Greg Marshall (acting)</td>
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<tr>
<td>Executive Director, Student Operations</td>
<td>Mr Andrew Gillies</td>
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<tr>
<td>Director, Academic Quality and Standards</td>
<td>Dr Angela Boyes</td>
</tr>
<tr>
<td>Secretariat</td>
<td>Ms Sarah Keating</td>
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The Committee may not make arrangements for alternates but may make co-option arrangements for members with specific expertise.

Observers may be invited with Chair’s permission.

Chair and Acting Chair

The University Admissions Committee is chaired by the Provost.

The Provost may appoint an Acting Chair from the membership, in the absence of the Chair, who assumes the same rights and responsibilities accorded to the Chair, including attendance at meetings to speak to the Report of the Committee.

Executive Committee

The University Admissions Committee will have an Executive Committee, empowered to act executively between meetings where urgent business requires such action, and to form ad-hoc working parties on such matters as determined by the Executive Committee.

Executive Committee actions and approvals are reported to the University Admissions Committee at its next scheduled meeting.

The Executive Committee comprises:

- Provost as Chair of University Admissions Committee or an Acting Chair appointed by the Chair.
- Any other two members of the Committee appointed by the Chair.

Quorum

A quorum consists of one third of the membership plus one. Where there is no quorum the Committee may still meet to ensure that the work of Committee continues. Any recommendations made at such meetings would need to be endorsed by a subsequent meeting where a quorum was present. Equivalent quorum and approval requirements apply to resolutions without meeting (via electronic communication).

Secretariat arrangements

The Committee Secretary maintains minutes of meetings of the Committee and a record of reports and associated material as part of the official University records.
Schedule of meetings
The University Admissions Committee normally meets between 3-4 times per year. Videoconferencing facilities are used wherever possible to minimise travel requirements. The Committee should not meet unless there is sufficient business to warrant a meeting being held. When there is insufficient business to justify a committee meeting but there is an urgent matter for consideration, the Committee Secretary may gain a decision by consulting committee members via electronic communication.

Sub-Committees and Working Parties
The Admissions Committee is assisted by the Articulation and Credit Schedule Subcommittee. The Committee may establish working parties to assist its work.

Reporting
The University Admissions Committee reports to both the University Executive Team and Academic Senate on a quarterly basis.

HESF Domains
The Higher Education Standards Framework (Threshold Standards) 2015 domains relevant to this committee include:

Domain 1. Student Participation and Attainment

1.1 Admission

1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
   a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
   b. policies, arrangements and potential eligibility for credit for prior learning, and
   c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

3. Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security
checks, particular language requirements and particular requirements of work placements.

1.2 Credit and Recognition of Prior Learning

1. Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.

2. Credit through recognition of prior learning is granted only if:
   a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
   b. the integrity of the course of study and the qualification are maintained.

Domain 2 Learning Environment

2.2 Diversity and Equity

1. Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.

2. Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

3. Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Approved by: Initial TOR approved by Academic Senate 6 September 2019
Amendments to members endorsed by UAC 12 November 2019
University Research Committee 2020

Terms of Reference
The University Research Committee (URC) oversees the research and research training goals of the University. It is central in the development of the University’s research strategy and for the maintenance of excellence in research and research training. The URC is a committee of Academic Senate. The functions of the URC are to:

- Provide advice and recommendations to Academic Senate on strategic research planning including the development and implementation of the University’s Strategic Research Plan.
- Report to and advise Academic Senate on decisions, recommendations and matters of interest emanating from the URC in relation to its terms of reference.
- Provide high-level advice to the Deputy Vice-Chancellor (Research) on matters relating to research and research training in support of implementation of the Strategic Research Plan.
- Guide the development and implementation of the University’s strategic research priorities and objectives.
- Develop, monitor, review and endorse policies, procedures and guidelines relating to the University’s research activities, including research and research training.
- Provide leadership and advice on mechanisms to improve monitoring, benchmarking, funding and reporting of the University’s research performance.
- Monitor and provide advice on the University’s research infrastructure needs.
- Provide advice on the attraction of, and the environment provided for researchers from HDR students to Professor.
- Guide, monitor, review and endorse the activities of its subcommittees and working parties.
- Facilitate regular communication between the URC and the broader research community on issues relating to research and research training.
- Monitor, analyse and report to Academic Senate on the quality of the student experience, including:
  - the outcomes of student surveys relevant to research, including, but not limited to the Higher Degree by Research Candidate Survey and the Higher Degree by Research Supervisor Survey
  - Matters related to student complaints.
- Monitor, review and develop strategies to maintain and improve the quality of research and research training.
- Ensure the compliance of research and research training activities with relevant legislation and codes of practice.

The URC is informed by several sub-committees, including:
- Research Integrity and Ethics Committee

The URC may establish additional standing sub-committees and working groups as well as short-term advisory groups as needed.

Mode of Business
- By attendance at scheduled meetings.
- Schedule to respect geography and campus distribution.
- Business may be conducted by electronic ballot when urgent matters require attention.
Membership

**Chair**
Deputy Vice-Chancellor (Research)  
Prof Anthony Koutoulis

**Ex officio**
Chair, Academic Senate  
Prof Natalie Brown  
Acting Dean of Graduate Research  
Prof Peter Frappell

**Associate Deans of Research**
Maximum of four members  
Prof Elizabeth Leane  
Prof Brett Paull  
Prof Natalie Stoeckl  
Assoc Prof Anna King

**Nominated by Academic Senate** *
Maximum of four members  
To 31 December 2020  
Assoc Prof Bruce Lyons  
To 31 December 2020  
Prof Elaine Stratford  
To 31 December 2020  
Dr Louise Grimmer  
To 31 December 2021  
Assoc Prof Karen Barry

**Appointed by the Chair**
Maximum of two members  
Vacant

**HDR Candidate**
Postgraduate Council  
TBA

**Research Fellow**
One member  
Dr Louise Richardson-Self

**Observers with Speaking Rights**
Executive Director – Research Operations  
Mr Nigel Blundell

**Observes**
University Librarian  
Ms Janette Burke  
Senior Executive Officer  
Dr Denbeigh Armstrong  
Acting Division Manager  
Mrs Nicola Hodgman

**Secretary**
Executive Officer, ODVCR  
Ms Tanya Adrych

* To be filled through an Expression of Interest process. Selection by the Chair of Academic Senate and Chair of URC based on ensuring a balanced skill set on the Board, representation of an early career researcher and reflection of Academic Senate’s objectives.
2020 Student Complaints Panel

(In accordance with Clause 5.1 of the Ordinance of Student Complaints – from which a Student Complaints Tribunal is formed)

**Academic staff**
(All members to hold office until the first meeting of the Academic Senate in 2021)

Dr Bill Baker  
Prof Luke Bereznicki  
Prof Rosalind Bull  
Prof Juan Canales  
Assoc Prof Alison Canty  
Mr John Cooper  
Dr Sarah Dempster  
Ms Tracy Douglas  
Prof Lisa Foa  
Assoc Prof Anne-Marie Forbes  
Dr Michael Garry  
Assoc Prof Lyn Goldberg  
Mrs Jessica Hammersley  
Dr Cherie Hawkins  
Prof Andrew Hills  
Prof Roger Hughes  
Dr Danchi Jiang  
Dr Robin Katersky-Barnes  
Dr Carolyn King  
Dr Stephen Myers  
Assoc Prof Meredith Nash  
Prof Catherine Palmer  
Ms Jane Pittaway  
Dr Chris Rayner  
Prof Ben Richardson  
Dr Renée Ross  
Dr Farida Saghafi  
Dr Nigel Swarts  
Dr Nicki Tarulevicz  
Dr Pieter Van Dam  
Assoc Prof Xiaolin Wang  
Ms Samantha Webb  
Prof Rob White  
Assoc Prof Anne-Marie Williams  
Dr Jenna Ziebell  
Prof Graeme Zosky
Senior Administrative staff
Dr Angela Boyes
Ms Yulia Burashnikova
Ms Karina Groenewoud
Ms Kate Lee
Ms Sally Paynter
Ms Fiona Wilson
Mr Rob Wilson

Students (or their nominee)
Miss Gabrielle Carswell
Miss Sophie Crothers
Mrs Shirene Munday
Mr Joel Philpott
Mr Josh Rowlands

Functions and responsibilities
To establish, as required, a Student Complaints Tribunal to consider and determine specific complaints brought by students under Part 3 of Ordinance 8 – Student Complaints. The Committee consists of three members of the Student Complaints Panel including a student and, in the case of a review of an administrative decision, one senior member of the administrative staff.

Student Complaints Tribunals must:

(a) act fairly; and
(b) give each party the opportunity to state their case and to correct or contradict any relevant statement that they believe to be prejudicial to their case; and
(c) make sure that all documents that are to be relied on by a party at the meeting have been made available to the other parties.

3.2.3 The committee may make any decision that it considers appropriate in relation to the complaint, including substituting its decision for any decision of the appropriate person, and must make that decision within 5 days after the meeting.

See Ordinance No. 8 – Student Complaints.
2020 Graduate Research Complaints Panel

Experienced and registered research higher degree supervisors

Prof Dirk Baltzly
Prof Luke Bereznicki
Prof Rosalind Bull
Prof Juan Canales
Assoc Prof Alison Canty
Assoc Prof Andrea Carr
Assoc Prof Helen Chick
Mr John Cooper
Ms Tracy Douglas
Prof Lisa Foa
Dr Michael Garry
Assoc Prof Lyn Goldberg
Mrs Jessica Hammersley
Dr Clayton Hawkins
Prof Andrew Hills
Prof Roger Hughes
Dr Stephen Ives
Prof Keith Jacobs
Dr Danchi Jiang
Assoc Prof Andrew Legg
Dr Stephen Myers
Prof Michael Negnevitsky
Prof Catherine Palmer
Ms Jane Pittaway
Dr Roberto Ojeda Rabanal
Dr Chris Rayner
Prof Ben Richardson
Dr Renée Ross
Dr Farida Saghafi
Dr Nigel Swarts
Dr Ali Tolooiyan
Dr Pieter Van Dam
Assoc Prof Anthea Vreugdenhil
Assoc Prof Xiaolin Wang
Ms Samantha Webb
Prof Rob White
Dr Jenna Ziebell
Prof Graeme Zosky

Research Higher Degree Candidates

Mr Ali Ghahremanlou
Miss Danni Ding

(In accordance with Clause 5.2 of Ordinance No. 8 – Student Complaints)
Research Higher Degree Candidates to serve until the first meeting of Academic Senate in 2018

Secretary
Appointed by Safe and Fair Community Unit
**Functions and responsibilities**

To establish, as required, a Graduate Research Complaints Committee to consider and determine specific complaints brought by students under Part 3 of Ordinance 8 – Student Complaints. The Committee consists of three members of the Graduate Research Complaints Panel including a student.

Graduate Research Complaints Committees must:

(a) act fairly; and
(b) give each party the opportunity to state their case and to correct or contradict any relevant statement that they believe to be prejudicial to their case; and
(c) make sure that all documents that are to be relied on by a party at the meeting have been made available to the other parties.

3.2.3 The committee may make any decision that it considers appropriate in relation to the complaint, including substituting its decision for any decision of the appropriate person, and must make that decision within 5 days after the meeting.

See [Ordinance No. 8 – Student Complaints](#).
2020 Complaints Appeals Panel

(In accordance with Clause 5.3 of the Ordinance of Student Complaints)

**Chair**
Chair of Academic Senate or nominee of the Chair

Prof Natalie Brown

**Academic staff members**
appointed by and from Academic Senate
(must be all Academic Senate members)

Dr Andrea Adam
Assoc Prof Karen Barry
Dr Rebecca Fuller
Dr Louise Grimmer
Dr Matthew Kirkcaldie
Assoc Prof Trevor Lewis
Dr Christopher Mabin
Dr James Montgomery
Dr David Nichols
Dr Heinrich Oosthuizen
Assoc Prof Lana Shabala
Dr Sonya Stanford
Dr Susan Turland
Dr Debbie Wills

**Two student members**
(appointed by and from Academic Senate)

Mr Braydon Broad
Mr Ali Ghahremanlou
Miss Maisha Jaleel
Mr Joji Kinivuwai

**Secretary**

Appointed by Safe and Fair Community Unit

Panel members hold office until the first Academic Senate meeting of the year, in the year after their appointment. Members are eligible for re-appointment.

**Functions**

To establish, as required, an Appeals Committee to consider and determine specified complaints brought by students under the Ordinance.

The Committee will include the Chair together with three members of the Complaints Appeals Panel including a student.

Appeals Committees must:
(a) act fairly; and
(b) give each party the opportunity to state their case and to correct or contradict any relevant statement that they believe to be prejudicial to their case; and
(c) make sure that all documents that are to be relied on by a party at the meeting have been made available to the other parties.

See [Ordinance 8 - Student Complaints](#).
2020-2022 University Appeals Panel

Membership

Varies from case to case – see Part 11 of Ordinance No 21 Student Behaviour and Conduct.

(a) Chair or Deputy Chair of Academic Senate
(b) A Head of Academic Unit.
(c) One senior professional member of staff
(d) A representative of the Tasmania University Union Incorporated for the campus at which the student is enrolled, or that Campus President’s elected student representative nominee; or
(e) In the case of a postgraduate student, the Postgraduate President of the Tasmania University Union Incorporated, or their elected student representative nominee.

Secretary Appointed by Safe and Fair Community Unit

Functions

To hear appeals under the provisions of Ordinance No 21 Student Behaviour and Conduct.

The University Appeals Panel must:

(a) act fairly; and consider all available evidence;

(b) give each party the opportunity to state their case and to correct or contradict any relevant statement that they believe to be prejudicial to their case; and

(c) make sure that all documents that are to be relied on by a party at the meeting have been made available to the other parties.

See Ordinance 21 - Student Behaviour and Conduct.
**ACCESSING INFORMATION**

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<th><strong><a href="http://www.utas.edu.au/academic-governance/academic-senate">http://www.utas.edu.au/academic-governance/academic-senate</a></strong></th>
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<td>• Academic Senate Rules</td>
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<td>• Agenda and papers (PDF)</td>
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| **Governance Framework** | **http://www.utas.edu.au/university-council**
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Queries about Academic Senate and its Committees may be directed to the Secretary: Sarah Keating, University Governance, extension 1845 (Sarah.Keating@utas.edu.au).
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ORDINANCE NO. 13

ACADEMIC SENATE

The Council of the University of Tasmania makes this ordinance under the University of Tasmania Act 1992.

PART 1 - INTRODUCTION

1. Commencement and revocation

1.1 This ordinance takes effect on 20 August 2005.

1.2 Ordinance 59 (Academic Senate) is revoked, together with any amendments to it.

2. Reconstitution of Academic Senate

2.1 The Academic Senate continues in existence as set out in this ordinance.

4 Role of Academic Senate

3.1 Under the University of Tasmania Act 1992 the role of Academic Senate is

a) to advise Council on academic matters within the University

b) to provide the primary collegial forum for discussion, debate and recommendations on academic matters

c) to maintain an environment that supports intellectual freedom and academic integrity.

3.2 Academic Senate’s role includes –

  d) providing advice to Council and the Vice-Chancellor on policies (including ordinances and rules) relating to academic matters such as general entry requirements, admissions, enrolments, academic assessment, student progress, discipline, academic standards, prizes and scholarships

  e) providing advice as to the longer-term implications for academic activities of plans for the allocation of resources to faculties and academic services

  f) providing advice on processes to assist the university's academic staff in achieving and maintaining excellence in all areas of academic activity

  g) commenting on reports received from the Vice-Chancellor relating to management actions of significance to the academic community

  h) providing advice to Council as requested, on any matter affecting the academic wellbeing of the university

  i) monitoring and receiving reports from the Provost, Deputy Vice-Chancellors, Pro Vice-Chancellors, Principal of the University College, the Deans of Faculties, Heads of Institutes, Directors of National Centres and Heads of Schools on policy implementation, academic standards and academic performance.

3.3 Academic Senate’s role also includes the exercise of delegations from Council as set out in clause 4.
5 Council delegations to Academic Senate

4.1 Council delegates additional functions to Academic Senate, to be exercised in accordance with the principles, plans and policies approved by Council.

4.2 The functions delegated are –

a) Approval of proposals from colleges and faculties, institutes, centres and schools relating to awards, including: course duration, content and structure; entry requirements; methods of delivery and assessment; names and abbreviations of units and courses

b) Determination of the qualifications to be required of candidates before they may be admitted to degrees and other awards

c) Power to make rules relating to prizes, scholarships, bursaries

d) Power to make rules of awards and rules relating to admission, academic assessment and student progress

e) Power to make rules relating to graduate research and supervision.

4.3 Academic Senate is to report to Council once a year on the exercise of delegations under this ordinance, in addition to its other reporting duties as required by Council.

6 Membership

5.1 The members of Academic Senate are -

a) the Chair and Deputy Chair elected under clause 7

b) the Vice-Chancellor

c) the Provost

d) the Deputy Vice-Chancellors

e) the Principal, University College

f) the Executive Deans of Colleges and the Pro Vice-Chancellor (Researcher Development)

g) Pro Vice-Chancellor (Aboriginal Research and Leadership)

h) the Heads of Academic Units

i) the Chairs of Academic Senate Committees

j) the Chairs of the College Boards

k) the Chief Operating Officer

l) 16 members elected by the Colleges of Arts, Law and Education, Health and Medicine, Sciences and Engineering and the Tasmanian School of Business and Economics (4 elected by each College), of whom 8 are female and 8 are male

m) 2 members elected by the University College, of whom 1 is female and 1 is male

n) 2 members of Academic Staff from central organisational units not aligned to a College, of whom 1 is female and 1 is male, elected by the Academic Staff of the University

o) the President, the Postgraduate President, the Campus President (North) and the International Students Officer of the Tasmania University Union Inc.

5.2 An act or proceeding of the Academic Senate is not invalidated by any vacancy in its membership.

5.3 Elected members are elected in accordance with Schedule 1.
6 Secretary

6.1 The Chair in consultation with the Vice-Chancellor is to appoint the secretary to the Academic Senate.

7 Chair and Deputy Chair

7.1 There are to be a Chair and a Deputy Chair of the Academic Senate.

7.2 The Chair is to be elected by the members of the Academic Senate, and must hold the rank of Level D or E academic in the university to be eligible for election.

7.3 The Deputy Chair is to be elected by and from the members of the Academic Senate, and must hold the rank of Level D or E academic in the university to be eligible for election.

7.4 The election of a Deputy Chair is to take place 1 year after the election of Chair.

7.5 The Chair and Deputy Chair hold office, subject to this ordinance, for 3 years from 1 January in the year following their election.

7.6 The office of Chair or Deputy Chair becomes vacant if the holder of the office –
   (a) ceases to be a Level D or E academic of the university; or
   (b) resigns in writing to the secretary.

7.7 A person is not eligible to hold the office of Chair at the same time that they hold any of the offices listed in clause 5.1 paragraphs (c) – (k) inclusive.

7.8 A person is not eligible to hold the office of Chair for more than two consecutive terms.

8 Casual vacancies - Chair and Deputy Chair

8.1 The Academic Senate may, by election by its members, fill any casual vacancy in the office of Chair.

8.2 The Academic Senate may, by election by and from its members, fill any casual vacancy in the office of Deputy Chair.

8.3 A person elected under subclause 8.1 or 8.2 holds office for the remainder of the term of the former Chair or Deputy Chair, as appropriate.

9 Meetings

9.1 The Chair is to chair any meetings of Academic Senate at which the Chair is present.

9.2 The Deputy Chair is to chair any meetings of Academic Senate at which the Chair is not present.

9.3 The members present at a meeting of Academic Senate at which neither the Chair nor the Deputy Chair is present are to elect one of the members present to chair the meeting.
10 Meeting procedures

10.1 The quorum for a meeting of Academic Senate is 25 members.

10.2 Subject to this ordinance, Academic Senate may determine its own procedure, including the frequency and venue of meetings and the procedure to be adopted at meetings.

11 Standing Academic Committee

11.1 Academic Senate will appoint a Standing Academic Committee.

11.2 The membership of the Standing Academic Committee is –

   a) Chair of Academic Senate
   b) Deputy Chair of Academic Senate
   c) One Executive Dean, elected by Academic Senate
   d) One elected staff member from the elected Academic Staff members elected by Academic Senate
   e) One elected student president, elected by Academic Senate
   f) One elected Head of Academic Unit elected by Academic Senate.

11.3 The terms of reference of the Standing Academic Committee are –

   a) to provide advice to the Chair and the Academic Senate
   b) to assist with the management of the Academic Senate Agenda
   c) to initiate position papers on major academic issues
   d) to consider reports and provide advice to the Academic Senate
   e) to make decisions on behalf of Academic Senate as outlined under clause 11.4.
   f) to advise Academic Senate of all action taken by the Committee.

11.4 The Chair may refer to the Standing Academic Committee:

   11.4.1 any urgent matter to be reviewed; and
   11.4.2 in exceptional circumstances, any decision to be made outside the normal Academic Senate meeting cycle.

11.5 A meeting of the Standing Academic Committee is to deal only with those items of business that the meeting was convened to consider.

11.6 The Chair must report to the next meeting of Academic Senate any matters that have been decided by the Standing Academic Committee.

11.7 Members of the Standing Academic Committee hold office for two years.

11.8 Academic Senate is to appoint a new Standing Academic Committee by the last meeting of each year.

11.9 The quorum for a meeting of the Standing Academic Committee is 5 members.

12 Resolutions by circulation

12.1 If a majority of members who are eligible to vote on a resolution have signed a document containing the statement that they are in favour of the resolution in the terms set out in the document, then a resolution in those terms must be taken to have been passed at a meeting of Academic Senate held on the day
on which the last of the members making up the majority signed the
document.

12.2 A document for this purpose may consist of several documents in the same
form, each signed by one or more of the members.

12.3 A document may be in the form of facsimile transmission or electronic mail.

12.4 If circulation under this clause results in a tied vote, or if (in the opinion of the
Chair) a member of Academic Senate raises a significant concern about the
matter being circulated, the Chair will refer the matter to the Standing
Academic Reference Group.

12.5 The Chair will report the result of the resolution by circulation to the next
meeting of Academic Senate.

13 Committees

13.1 Academic Senate may establish any committees that it decides to be
appropriate.

13.2 In establishing a committee, Academic Senate is to specify the terms of
reference and membership structure of the committee and include that
information in a schedule to its meeting procedures.

14 Transitional Provisions

14.1 The elected members of Academic Senate holding office immediately before
this ordinance was amended by [insert reference to Council resolution]
continue to hold office, subject to this ordinance, for the remainder of their term.

14.2 The other members of Academic Senate in office immediately before this
ordinance was amended by [insert reference to Council resolution] including
the Chair, continue in office on the same terms and conditions.

14.3 The members of Academic Senate committees holding office immediately
before this ordinance was amended by [insert reference to Council resolution]
continue to hold office, subject to this ordinance, for the remainder of their
term.
Schedule 1 – Elected Members of Academic Senate

S1. **Term of office and staggered expiry**

Elected members hold office, subject to this ordinance, for either 1 year or 2 years from the 1 January immediately following the election.

Half the elected members of academic staff will be elected in any year to provide for staggered expiry of terms.

Members nominated by the Chair hold office, subject to this ordinance, for 2 years (as approved by Academic Senate when the nomination is approved) from 1 January immediately before the meeting at which their nomination is approved.

S2. **Electorates**

The electorate for members to be elected under 5.1 (l) and (m) are the full time and fractional members of the relevant College academic staff.

The electorate for members to be elected under 5.1 (n) are the full time and fractional members of academic staff.

S3. **Casual vacancies**

An elected academic staff member goes out of office –

a) when they cease to be eligible for election in the relevant category under clause 5.1
b) when they resign in writing to the secretary
c) when they become the Vice-Chancellor, the Provost, a Deputy Vice-Chancellor, a Pro Vice-Chancellor, an Executive Dean, an Associate Dean, a Head of Academic Unit, the Principal of the University College, or the Chair of a College Board.

S4. **Filling Casual Vacancies**

In the event that a casual vacancy occurs at least two scheduled Academic Senate meetings before the next scheduled election for Academic Senate positions, the casual vacancy is to be filled by election. The new member holds office for the remainder of the term of the former member, subject to this ordinance.
Made by Council on 19 August 2005.

Sealed with the seal of the University of Tasmania on 4 October 2005.

Professor Daryl Le Grew  Ms Belinda Webster
Vice-Chancellor  Director, Governance & Legal
ACADEMIC SENATE STANDING ORDERS

Meetings of Academic Senate

1. The dates and venues of meetings shall be determined by the end of the year for the following year, with provision for special meetings either by resolution of the Academic Senate or, in the case of emergency, by the Chair, or the Deputy Chair in the event of the Chair being unable to act.

2. The quorum for general meetings of the Academic Senate shall be twenty-five (25).

The Agenda

3. The order of business shall follow the agenda authorised by the Chair, or the Deputy Chair in the event of the Chair being unable to act. Members shall introduce new business only after completion of the business set out on the agenda, and only with the permission of the meeting. The nature of Other Business shall be disclosed at the start of the meeting.

4. The Chair, or the Deputy Chair in the event of the Chair being unable to act, shall determine whether each item on the agenda papers shall be marked as starred, that is requiring discussion, or unstarred, that is not requiring discussion. At the commencement of the meeting a star may be placed on any unstarred item at the request of any member. Unstarred items will not be debated by the Academic Senate, but will be resolved in the terms proposed in the notice papers.

Resolutions

5. Resolutions will only be put to vote provided one of the following two conditions are met:

   (a) the matter and associated information was distributed electronically in an agenda paper to the members at least three clear working days prior to the date of the meeting, or

   (b) the Academic Senate resolves to allow resolutions regarding an urgent matter not complying with 5(a) above.

Conduct of the Meeting

6. If the Chair is unable to be present for any part of a meeting the Deputy Chair shall preside. If both the Chair and the Deputy Chair are unavailable, the members present shall elect a temporary chair
for that meeting or part thereof. In the absence of both officers the Secretary shall conduct such an election.

7. Members serving in an ex officio position may appoint another officer, to attend and vote in their place. The appointment of a proxy must be notified to the Secretary in writing at least 24 hours prior to the commencement of the relevant meeting. The person appointed as proxy must be someone who is eligible to be appointed to that position on Academic Senate. The ex officio member is responsible for ensuring the proxy is fully briefed on the matters which will be considered at the meeting.

8. Observers are not permitted to vote.

9. Observers:
   - the Pro Vice-Chancellor (Research Infrastructure),
   - the Head, Tasmanian Institute of Learning & Teaching
   - the University Librarian
   - the Executive Director, Student Operations

10. The Chair may bring forward nominations for additional observers with speaking rights for approval by Standing Academic Committee and reporting to Academic Senate.

11. All remarks shall be addressed to the Chair, and any questions to another member shall be put through the Chair.

12. The Chair’s ruling on all points of order and procedure shall be final, unless a motion is moved, seconded, and carried “that the Chair’s ruling be disagreed with”. The mover may speak briefly in support of the motion, and the Chair explain why the ruling was given. The Chair will then put the motion.

13. A normal meeting of Academic Senate will last for 3.5 hours including all breaks. A motion of extension of business for 30 minutes may be moved by any member and, if seconded, put without discussion. No further motion for extension may be put in the same meeting.

**Motions and Amendments**

14. All proposals made to the meeting shall be in the form of motions or amendments thereto.

15. Motions appearing in the agenda paper provided to members in advance of the meeting are deemed to be moved by the Chair of the meeting and need no seconder. All other motions and amendments must be moved and seconded, unless otherwise provided for in these Standing Orders.
16. A motion or amendment may be withdrawn by the mover and seconder jointly, or in the case of agenda motions without a seconder, by the mover alone.

17. All motions and amendments must be moved and seconded. If no seconder is found, the motion or amendment lapses.

18. A motion or amendment may be seconded to allow discussion to take place, but the seconder need not support or vote for the proposal.

19. The mover of a motion or amendment may introduce a motion or amendment with brief prefatory remarks and must speak to the motion or amendment immediately after it has been moved and seconded. The Chair will then offer the opportunity to speak to the seconder, who may decline without losing the right to speak at a later stage of the debate.

20. No motion can be accepted by the Chair which is the same in effect as one already voted on and lost in the same meeting.

21. Once moved and seconded, a motion or amendment shall only be withdrawn with the joint consent of the mover and seconder.

22. When an amendment to an original motion is moved no further amendments shall be discussed until the first amendment is disposed of, but further amendments may be foreshadowed without discussion. Amendments are voted upon before the substantive or original motion is put to the meeting.

23. An amendment must be relevant to the question, and so framed that it forms, with the part of the original motion unaffected by it, a coherent and consistent proposal within the scope of the original motion. It must not be a direct negation of the original motion.

24. An amendment that the substantive motion be replaced by "that the matter be referred back for revision and reconsideration in the light of the discussion" does not constitute a direct negation of the motion. However, the Chair may decline to accept such a motion if the matter has previously been referred back and has been resubmitted. The Chair may move this amendment without a seconder.

25. If the first amendment is negative, the original motion again becomes open to amendment.

26. If the first amendment is carried, the motion as amended becomes the substantive motion, and is again open to amendment. When the substantive motion is put to the meeting and carried it becomes the resolution.
27. No member may speak on any motion after it has been put to the vote. No amendment may be moved after the substantive motion has been put to the vote.

28. Except with the permission of Academic Senate, no member may speak twice to a motion except in explanation or reply.

29. In order to close a debate on a particular question, a member may at any time move “that the question be now put”. Such a motion, when seconded, shall be put without debate, except that the Chair may express a view as to the appropriateness of the motion at that stage of the debate. If the motion is carried, the question shall be put forthwith without further amendment or debate. If the motion is not carried, debate on the original question may continue.

**Adjournment**

30. Any member who has not already spoken may move the adjournment of the debate or the adjournment of the meeting. The two adjournment motions may be amended, but only as to time and place. These motions may not be moved a second time until a reasonable period has elapsed.

**Voting**

31. Voting shall be by the voices or by show of hands of members.

32. The Chair shall have both a deliberative and a casting vote but is not bound to exercise them. The deliberative vote, if exercised, must be cast at the same time as that of the other members. Where voting is equal the Chair may either declare the motion lost or exercise a casting vote.

**Suspension of Standing Orders**

33. Any of these Standing Orders may be suspended for the time being. A motion to suspend shall, if seconded, be put without discussion.

**Resolution by circulation**

34. If a majority of the members who are eligible to vote on a resolution have signed a document containing the statement that they are in favour of the resolution in the terms set out in the document, then a resolution in those terms must be taken to have been passed at a meeting of Academic Senate held on the day on which the last of the members making up the majority signed the document. A document for this purpose may consist of several documents in the same form, each signed by one or more of the members. A document may be in the form of facsimile transmission or electronic mail.
(a) In the case of a tied vote, or members raising significant concerns about the matter circulated it would be directed to the Standing Academic Committee. The Chair will report the outcome of the resolution to the next meeting of the Academic Senate.

Standing Academic Committee

35. A Standing Academic Committee has been established which will provide a mechanism to allow urgent matters to be reviewed and decisions to be made outside the normal Academic Senate meeting cycle in exceptional circumstances. The Standing Academic Committee is to develop standard operating procedures that are to be reviewed annually.

Terms of Reference:
1. to provide advice to the Chair and the Academic Senate
2. to assist with the management of the Academic Senate Agenda
3. to initiate position papers on major academic issues
4. to consider reports and provide advice to the Academic Senate
5. to make decisions on behalf of Academic Senate as outlined under clause 11 of Ordinance 13 – Academic Senate
6. to advise Academic Senate of all action taken by the Committee

Membership:
1. Chair of Academic Senate
2. Deputy Chair of Academic Senate
5. One elected Executive Dean
6. One elected member from the elected Academic Staff Members
7. One elected Head of Academic Unit
8. One elected student member from the student presidents

Standing Academic Committee Meetings:
The Chair or the Deputy Chair may convene a meeting of the Committee in the case of urgency. The meeting is to deal only with those items of business that the meeting was convened to consider.

Reporting:
The Chair will report on all action on items of business to the next meeting of the Academic Senate.

Appointment of Officers and Committees

Ordinance No 13 – Of the Academic Senate prescribes the general arrangements for the Academic Senate including membership, elections and terms of office. These arrangements prescribed by the Ordinance are not Standing Orders and therefore not subject to suspension or change.
during a meeting. The following Procedures for Elections and Appointment should apply.

**Election Procedures**

1. The membership of committees shall be reviewed by the Academic Senate at its last ordinary meeting of the year to identify those committees for which elections are required.

2. Notice of elections to fill positions falling vacant and a call for nominations shall be provided in the agenda for this meeting. Information to be provided in this notice shall include vacant positions and the incumbents.

3. Call for nominations for vacant positions shall close fourteen (14) days after the last ordinary meeting of the Academic Senate.

4. Nominations shall be in writing and include the names and signatures of a proposer and seconder (both of whom must be members of the Academic Senate), and contain the written consent of the candidate.

5A. At the close of nominations, in the event of:

Nominations in excess of the number of vacancies, a secret ballot shall be conducted electronically not less than fourteen (14) days after the closing date for nominations; the preferential system of voting to be followed by use of consecutive, non-repeated numbers;

Nominations equal to the number of vacancies, the nominees shall be declared elected;

Nominations less than the number of vacancies for elected members of academic staff, the nominee/s shall be declared elected and further nominations called in the agenda for the first meeting of the Academic Senate in the following year, with an election to be conducted by secret electronic ballot if necessary.

Nominations less than the number of vacancies for members of Academic Senate Committees, each Committee with unfilled vacancies shall bring forth nominations to the Chair of Academic Senate for approval by the Nominations Committee and then for reporting to Academic Senate at its first meeting the following year.

5B. In the event that insufficient nominations are received for elected member of academic staff vacancies for which elections are required, following two calls for nominations, the vacancies may be filled by appointment by the Chair of the Academic Senate.
Terms of Office

6. The normal term of office shall be two years.

7. To provide continuity in representation, unless otherwise determined by Ordinance, in the first instance:

   Half, or the greater proportion in the case of an odd number, of the elected members shall serve for one year – the member/s elected first filling the full term of office.

   Half, or the greater proportion in the case of an odd number, of the appointed members shall serve one year with terms of office to be determined by the Academic Senate at the time of appointment.

8. A member of Academic Senate is taken to have vacated office if the member is absent, except on leave of absence granted by Academic Senate, from 3 consecutive meetings of Academic Senate. Where that member is an ex officio member, membership is suspended for three meetings. Where that member is an elected member, membership is terminated.

Appointment Procedures

9. The membership of University committees shall be reviewed by the Academic Senate at its last ordinary meeting of the year to identify those committees for which members appointed by Academic Senate are required.

10. The Chair of Academic Senate, or the Deputy Chair if the Chair is unable to act, shall consult with the Vice-Chancellor, Provost, Deputy Vice-Chancellors, and such other members of the University as appropriate and bring forward a nomination for each vacancy for confirmation by the Academic Senate at the first meeting of the following year.

Nominations Committee

In October 1998 Academic Senate established an Academic Senate Nominations Committee to ensure campus and gender balance in nominations for all committees on which Academic Senate is represented. The composition of the Nominations Committee is:

- the Chair of Academic Senate
- the Deputy Chair of Academic Senate
- up to two other members of Academic Senate to ensure gender and campus balance
The establishment of the Nominations Committee is an adjunct to (not a replacement for) the continuing practice of open nominations and elections to vacancies on Council, Academic Senate and University committees.
Guidance Note: Academic Governance

Version 2.3 (11 October 2017)

What is academic governance?

Academic governance is the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of a higher education provider’s academic activities (teaching, learning and scholarship, and research and research training if applicable) at an institutional level. The collective oversight of the academic community is usually exercised through a single body (e.g. an academic board, with or without sub-committees) and/or a variety of other structures (e.g. faculty boards, teaching and learning committees or course advisory committees).

Traditional functions of academic governance include rigorous scrutiny and peer review of academic activities, carried out independently and separately from the staff who are directly involved in those activities. They also include the provision of academically-informed advice to assist corporate decision making and monitoring, e.g. for institutional approval of a course of study or analyses of the progress of student cohorts. The nature of academic governance presupposes that it will incorporate academic expertise and experience sufficient to provide leadership, judgement and scrutiny at the level of academic activity concerned.

A degree of separation between corporate governance and academic governance has been a long-standing tradition of academic governance, at least in universities. Irrespective of the structural arrangements for academic governance in a particular provider and the extent of separation of functions, there is some interdependency between these functions and executive management. Maintenance of some links between academic and corporate governance is necessary to address this interdependence, to achieve coherency of governance overall and to meet the requirements of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework). Notwithstanding these links, the need for competent independent academic governance remains a critical feature of the governance arrangements, and the roles of management and academic governance need to be defined and distinct.

The standing of a provider’s academic governance practices is seen by many as key to maintaining and sustaining a provider’s educational reputation. Prominent among the practices of the provider that are reflected in its reputation are the academic benchmarks (‘academic standards’) that are set and monitored by the provider through its academic governance processes.

1 Note that the HES Framework does not specify any particular form or structure for academic governance (e.g. by specifying an academic board); rather the focus is on the outcomes of academic governance irrespective of the structures and processes adopted by a provider.
Relevant Standards in the HES Framework

The principal Standards in the HES Framework that are concerned with academic governance are in Part A, Section 6.3. These link directly to the Standards for corporate governance (Sections 6.1-6.2) through reporting arrangements to the governing body, the provision of academic advice to the governing body and in supporting the overall institutional accountability processes for quality assurance of higher education. The Standards for academic governance draw on the outcomes of institutional quality assurance systems (Sections 5.1-5.4) to deal with academic monitoring at a more overarching level. There are also links to Section 7.2 and Standard 7.3.3 relating to information dissemination and management. Academic governance links to and embraces the Standards for research and research training (Sections 4.1-4.2), if applicable to the provider. Academic governance arrangements may also consider issues dealt with in a number of other standards, including those relating to:

- facilities and infrastructure
- diversity and equity
- wellbeing and safety
- staffing (especially staff qualifications), and
- learning resources and educational support.

The effectiveness of a provider’s capability of academic governance also has a direct bearing on applications to TEQSA for self-accrediting authority (Part B2 – Criteria for Seeking Authority for Self-Accreditation of Courses of Study) and for course accreditation.

Intent of the Standards

The overall intent of the Standards (as reflected in 6.3.1) is to establish a system of academic governance that will provide competent academic oversight and monitoring of all academic activities at the institutional level. This overarching arrangement encompasses but extends beyond local monitoring of an individual course or unit of study, e.g. by subject coordinators, up to the institutional level. The system will include:

- approving and (in the cases of providers with self-accrediting authority) accrediting courses
- setting (or providing advice on setting) the provider’s institutional academic benchmarks (colloquially known as ‘academic standards’, such as success rates, required staff qualifications, etc.)
- developing and reviewing the academic policies that guide all academic activities
- providing competent institutional academic leadership
- offering academic advice to corporate decision making, and
- allowing for student participation in academic governance (6.3.3).

Standard 6.3.2 adds largely self-explanatory elaboration to the scope of ‘academic oversight’. This Standard also draws in part, at a more overarching level, on the
Standards for institutional quality assurance (Domain 5). All in all, the academic governance system is central to a provider’s capacity to assure itself that its higher education operations are functioning well and as intended. Some of that assurance will arise directly from the academic governance system itself (e.g. reports and analyses of student success) while other aspects of academic governance may have a more distributed impact, e.g. through the institutional policy frameworks that guide individual academic activities. An institution may strengthen its setting of internal 'standards' through external referencing such as peer review and benchmarking.

Risks to Quality

The concern of the academic governance Standards, and of TEQSA, is that a provider’s higher education activities are reputable, of high quality, comply with institutional policy requirements, deliver expected outcomes for students and that all qualifications awarded are credible for the level of qualification involved. An effective and robust system of academic governance is an essential component of every higher education provider’s overarching governance structures and processes. The system provides the framework for establishing, monitoring and sustaining quality and integrity in higher education provision, and ensuring quality learning experiences and outcomes for students.

In the absence of a competent system of academic governance it is difficult or impossible for a provider to assure itself of the quality of its educational activities and to provide institutional academic leadership (e.g. through setting benchmarks, policy frameworks, scrutinising and approving courses of study, ensuring the meaningfulness of academic grades, determining admission requirements). This will inevitably lead to poor outcomes for students and consequent damage to the reputation of higher education.

An inadequate policy framework also leads to unclear expectations and requirements for both staff and students with predictable consequences, such as inconsistencies in student experiences and drifting quality of processes and outcomes that should be consistent, such as the credibility of qualifications awarded. Inappropriate corporate decision making may result from insufficient or incompetent academic advice or a lack of awareness of academic issues (e.g. if the governing body makes academic decisions without sufficient academic input), with attendant risks to students and corporate/reputational risks. Insufficient vigilance and monitoring of academic and research integrity will inevitably lead to some lapses, with likely reputational fall out for the provider and/or the Australian higher education sector. The academic governance system also provides a locus of ownership for reviews of:

- courses
- institutional benchmarks
- academic achievement, and
- quality assurance arrangements.

These reviews may otherwise be fragmentary and lack the ownership necessary to advance improvement actions arising from reviews.
What TEQSA will look for

This part of the guidance note covers the full extent of the Standards, and corresponding evidence that TEQSA may require, in relation to academic governance.

For new applicants seeking initial registration and course accreditation, TEQSA will require evidence to be provided in relation to all relevant Standards.

For existing providers, the scope of Standards to be assessed and the evidence required may vary. This is consistent with the regulatory principles in the TEQSA Act, under which TEQSA has discretion to vary the scope of its assessments and the related evidence required. In exercising this discretion, TEQSA will be guided by the provider’s regulatory history, its risk profile and its track record in delivering high quality higher education.

TEQSA’s case managers will discuss with providers the scope of assessments and evidence required well ahead of the due date for submitting an application.

The evidence required for particular types of application is available from the Application Guides on the TEQSA website.

Providers are required to comply with the Standards at all times, not just at the time of application, and TEQSA may seek evidence of compliance at other times if a risk of non-compliance is identified.

TEQSA needs to see the arrangements for academic governance in sufficient detail to form a view on whether the academic governance mechanisms appear capable of credibly fulfilling the requirements of the HES Framework at an institutional level. TEQSA will look for evidence of relevant and sufficient collective academic capability to provide effective leadership and competent scrutiny and advice (see Standard 6.3.1). TEQSA will also consider whether the arrangements are consistent with the scope and scale of the provider’s operations and the level of academic activity involved (e.g. bachelor degree level versus higher degree by research). TEQSA will want to see the internal academic benchmarks (‘academic standards’) adopted by a provider, its analysis of how it is tracking against those benchmarks (6.3.1b, 6.3.2e), knowledge of trends, and any improvements achieved.

TEQSA needs to be satisfied that the provider’s mechanisms for course approval provide rigorous scrutiny of proposed courses by credible and experienced observers, that the findings of such scrutiny are considered thoroughly, and that the oversight mechanisms are sufficiently independent of those who are involved in delivery of the courses of study. All courses must undergo periodic review, and those charged with academic governance responsibility must exercise oversight of the outcomes of the review cycle, particularly in so far as they bear on the continuing accreditation of a course.

Depending on the scale of the provider and the availability of internal expertise, this may require the use of external experts, e.g. for peer review and practitioner/professional input. The Standards do not require providers to appoint external members to academic approval bodies, however small providers with limited internal academic resources may need this.

The HES Framework expects institutional monitoring and review to be a prominent feature of academic governance in support of a culture of continuous improvement. TEQSA may wish to see a schedule of policy reviews and the improvements achieved (6.3.2a). Evidence of follow up on the findings of past reviews is also important in the case of providers that are already registered.

TEQSA will:
• assess any delegations of academic governance authority (6.3.2b, see also 6.2.1f) and require evidence that these are being observed (e.g. in a course approval process)

• consider examples of the provider’s course approval process (especially though outputs such as course proposals or course review reports, and evidence of how these were scrutinised) that illustrate its consistency and effectiveness (6.3.2c)

• review records of monitoring and risk analyses in relation to academic integrity (6.3.2d) and

• want to see evidence of scrutiny of proposed innovations (6.3.2f).

TEQSA may also assess the provider’s own evaluations of the effectiveness of academic governance and monitoring systems (6.3.2g) and examples of reports to the governing body that demonstrate effective monitoring of higher education activities (6.3.2h). Where and how students have an opportunity to participate in academic governance will need to be demonstrated (6.3.3). A provider’s evidence can be strengthened through reports of external referencing that is undertaken to compare and verify internal directions and settings, e.g. through credible peer review processes and/or relevant external benchmarking exercises.

In considering the links between academic and corporate governance, TEQSA will expect the provider to demonstrate that the governance system enables the corporate governing body to arrive at an informed and reliable view of the quality and outcomes of the provider’s higher education activities and the adequacy of its academic governance and other academic quality assurance systems, including the effectiveness of the academic policy framework.

Subject to the particular types of structures and processes adopted by a provider, TEQSA may draw on agendas, records and actions arising from various bodies in assessing the scope and effectiveness of a provider’s academic governance. This will include reports to and delegations from the corporate governing body and independent reviews of the effectiveness of the academic governance processes that are required of the governing body (see 6.1.3d).

Scope of assessments

If, as a result of looking in detail at the provider’s academic governance activities and systems, TEQSA is satisfied that the arrangements for academic governance meet the requirements of the HES Framework and that there is evidence of continuing sustainability and effectiveness, this may allow TEQSA to reduce its evidence requirements for other Standards and/or for subsequent regulatory activities. On the other hand, if concerns are raised in relation to the provider’s capabilities in academic governance, this may require TEQSA to probe other areas of the provider’s operations in more detail where the provider is not already doing so effectively as part of its own internal monitoring.

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2 For providers without self-accrediting authority, examples may be drawn from course accreditation applications.
Resources and references


<table>
<thead>
<tr>
<th>Version #</th>
<th>Date</th>
<th>Key changes</th>
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<tr>
<td>1.0</td>
<td>18 September 2014</td>
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<tr>
<td>2.0</td>
<td>13 April 2016</td>
<td>Updated for the HESF 2015 and made available as beta version for consultation.</td>
</tr>
<tr>
<td>2.1</td>
<td>19 August 2016</td>
<td>Incorporated feedback from consultation, including elaboration on academic approval body membership and periodic course review.</td>
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<tr>
<td>2.2</td>
<td>28 September 2017</td>
<td>Inclusion of Chairs of Academic Boards Forum website to resources.</td>
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<td>2.3</td>
<td>11 October 2017</td>
<td>Minor amendment to “what will TEQSA look for?” text box.</td>
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THE PURPOSE AND FUNCTION OF ACADEMIC BOARDS AND SENATES IN AUSTRALIAN UNIVERSITIES

A Policy paper originally formulated at the National Conference of Chairs of Academic Boards and Senates held at the University of New South Wales (2005) and revised at subsequent conferences in Adelaide (2012) and Sydney (2013)

Acknowledgements and authorship:
This paper is a revised version of a 2005 paper by Professor Anthony Dooley, then Chair of the Academic Board of the University of NSW. Following discussion at the 2012 and 2013 conferences it was revised by Associate Professor Paul Wormell (University of Western Sydney) and Associate Professor Peter McCallum (University of Sydney) to take account of the Higher Education Standards Framework, the establishment of the Tertiary Education Quality and Standards Association and the revised Australian Qualifications Framework, and feedback from the conference participants.

Revised November 2013

Preamble: Every Australian University now has a body, known variously as Academic Board, Academic Senate, Senate, or Academic Council. This body, referred to in this document as “the Board”, is the peak academic body within the University. It is distinct from the University’s principal governing body, which is known variously as the Council, the Senate, or the Board of Trustees. The latter body is referred to as “the Council” in this document.

The purpose of the present document is to formulate a statement of purpose and functions for Boards for Australian universities and to delineate the relationship between the Board, the Council, and the University Senior Executive. The document recognises the different legislative and institutional contexts in which academic boards operate, and the list of characteristics of an effective academic board is indicative rather than prescriptive, having different weights and applicability in different institutions. Its purpose is not to set standards for compliance but to articulate a broad statement of purpose and function which individual institutions will adapt to create effective governance adapted to their mission and circumstances.

Mission of the Board: The Board is the principal policy-making and advisory body on all academic matters relating to and affecting a university’s teaching, research and educational programs. It is responsible for assuring academic standards and quality, and, in fulfilling this function, ensures academic freedom, academic integrity and high standards in research, assessment and admissions. It carries out these functions in partnership with, but independently of, the Vice-
Chancellor’s executive management team, referred to below as the “University Executive”. It is separate from and accountable to the Council and works with the Vice-Chancellor, the University Executive and the Council in pursuit of the shared goals of the university to pursue truth and the creation and dissemination of knowledge.

The Board model of academic governance is founded upon consultation, collegiality and broad-based representation. This model has its origins in the historical tradition of a university as a community of scholars and remains of crucial importance in modern knowledge-based organisations in which ideas need to be continuously scrutinised and re-evaluated by experts, and in which governance is measured according to the extent to which it fosters education and free inquiry.

The Board is composed primarily of academics, who are representative of the academic diversity in the university. It also includes students as junior colleagues in the academic enterprise and provides an important venue for student involvement in academic decision-making. The Board will frequently also include professional staff as key partners in its mission.

Free and open debate fosters moral authority within the academic community, and the Board provides a forum to promote debate and information flow on a wide range of issues affecting research and higher education. Boards provide cross-functional and collegial mechanisms to address and resolve complex problems that cut across academic and administrative policy.

Through its representational structure, the Board upholds the voice and the interests of the academic community in a tripartite governance structure in Australian universities comprising the Academic Board, the Council and the Executive Management led by the Vice-Chancellor (see Figure 1).

![Diagram](image)

**Figure 1: The tripartite governance model of Australian Universities (after Shatlock (2012), Fig. 2)**

**Chair of the Board:** University Academic Boards are presided over by an individual, variously entitled Chair, President or Presiding Member. In this document, that person is referred to as Chair of the Board. While many University Acts or Statutes allow the Vice Chancellor or designated
Deputy/Pro-Vice-Chancellor to be Chair of the Board, most universities in practice have an elected Chair and one or two elected or appointed Deputy Chairs. It is desirable, and almost universal, that the Chair is an ex-officio member of the university Council. Frequent and full communication between the Chair, Deputy Chairs, Vice-Chancellor and Council is essential for the effective implementation of the university’s mission.

**Characteristics of a well-functioning Board:** In an institution where the Board is contributing well to fulfilling the aims of its university, one would expect to find many or all of the following characteristics, which are grouped under a series of headings.

This is not intended to be a checklist, or a list of standards. Depending on their institutional contexts, which may change with time, Boards will reflect these characteristics in different combinations and with different weightings. In a shared academic governance model, where a university organises its Board’s purpose and functions differently, this list of characteristics may assist the university and Board in assessing the effectiveness of their overall academic governance arrangements by ensuring that they are managed across the institution in an appropriately collegial manner.

**Governance:**

- The Board is properly constituted and has a clearly defined role, terms of reference and delegations that support the university’s mission and values; are consistent with the university’s enabling legislation; are approved by the university Council; and address relevant legislative and regulatory instruments such as the Higher Education Standards Framework.

- There is a well-defined statement which clarifies roles and delegations of the Board, the Council and the Executive. This statement establishes a shared governance role; distinguishes between the Board’s role in academic governance and the function of management; guarantees independence of the Board; ensures that it has a regular reporting relationship to the Council; and ensures good, evidence-based advice to the Council, the Vice Chancellor and the Executive on academic matters. The Board contributes to setting the institutional agenda rather than merely responding to agendas established elsewhere. As part of its role in safeguarding academic standards, the Board’s delegations include the power to request reports from or refer matters to Faculties, Schools, Departments and Boards of Studies.

- The Board has a balanced membership that allows expert, collegial and well-informed consideration of academic business; this includes senior officers and academic leaders of the university, and elected staff and student members who can provide a wide range of perspectives, voices and expertise.

- The Board has a majority of elected members who do not hold formal management positions within the university, and is capable of making academic decisions, within its terms of reference, that are independent of both the Council and Executive, while pursuing the university’s goals and respecting and supporting the distinctive roles and responsibilities of the Vice-Chancellor and other senior academic leaders. Where legislation permits, the Board has an independent Chair and Deputy Chair who are elected by the Board. The Board plays a key role as a forum for students to be involved in the development and evaluation of academic processes.
• The Board understands that it has a responsibility to make expert, well-informed, evidence-based decisions that serve the pursuit of truth wherever it may lead, of high academic standards and the best interests of the university as a whole. Acquiring this responsibility ensures that its decisions carry authority, are respected and are implemented.

• The work of the Board is aligned with the institutional mission, values and strategic plans. The Board plays a significant role in debating, developing and implementing institutional strategy in a range of academic areas including educational and information technology, international development and community engagement.

• Notwithstanding its alignment with institutional goals, the Board sets its own agenda, within its terms of reference, and is free to debate important academic matters with appropriate input from all levels of the university community.

• The Board has a key role in the formulation, approval and, in some cases, implementation of academic policy relating to teaching and learning, assessment, research, admission standards and other academic matters.

• While Boards typically do not have budgetary responsibility, they play a role in assessing the impact of budgetary decisions on academic matters and in reporting this to appropriate members of the University Executive.

• The Board has an established and effective standing committee structure, typically with memberships beyond the Board itself, to ensure distributed participation throughout the university. The standing committees have clearly defined roles, terms of reference, accountabilities and delegations and reporting lines. Much of the Board’s work will be conducted through these standing committees. The Board has effective relationships with its standing committees to achieve change in a timely manner and the relationship between these standing committees and the Council and University Executive is clearly defined. In some cases, key academic leaders such as Deputy and Pro-Vice-Chancellors play a role in these committees and serve as a key point of interaction between the Board and the Executive.

• The Board has in place processes for induction and training of new members, succession planning, and optimising the sharing of institutional knowledge.

• The Board has staffing and other resources that allow it and its standing committees to operate and meet their terms of reference and accountabilities. The resources include realistic workload allowances for Chairs and Deputy Chairs, and access to facilities and information that are needed to fulfil the Board’s responsibilities, including secretarial, record-keeping and communication support for the board and its committees.

• The Board keeps accurate and publicly available records of Board and standing-committee meetings.
• The Board undertakes regular internal and external reviews, and benchmarking with other providers, and modifies its processes in response to this feedback.

**Maintenance of Academic Standards:**

• The Board and its standing committees carry responsibility for quality in all academic activities, including learning and teaching, research and community engagement. The Board has a key role in the development and long-term preservation of balanced, clear, shared definitions of academic standards and integrity, and works collaboratively with other senior officers and units within the university to ensure academic quality across all activities.

• The Board has an accountable and transparent framework for implementation and review of policy; for the development and review of academic quality assurance measures; for facilitating compliance with its policies and procedures; and for ensuring action is taken when it finds non-compliance. Processes must ensure the integrity of academic programs and research, and be effective, timely, comprehensive and rigorous. Members of the Board and its standing committees should have an understanding of the role of policy and the processes of compliance.

• The Board has delegated authority for approval, accreditation and review of new and existing academic programs, including those offered by commercial entities owned or partially owned by the university and those offered in partnership with other institutions. As part of this function the Board has authority to determine compliance of academic programs with the Australian Qualifications Framework, as well as individual institutional qualifications standards, and authority to require such compliance where programs do not comply. The Board has ultimate academic oversight of all programs, onshore and offshore, and its processes play a key role in ensuring comparability of standards, both internally and externally, and in the maintenance of standards in academic partnerships.

• The Board has an important role in the assessment and evaluation of learning and teaching and in ensuring the quality and improvement in teaching and learning practice. The Board ensures transparency of the performance of particular academic areas or courses and makes sure this information informs policy implementation, revision and development. In fulfilling this role, the Board may use national, institutional or its own academic performance indicators; student feedback; course evaluations; and external evaluation of courses and subjects. These indicators may relate to academic standards, assessment modes; student satisfaction, academic progress; admissions policy; progression rates; articulation; plagiarism; blended and online learning; and English entry standards.

• The Board has an important role in debating and establishing research policy, and in encouraging and supporting research. It has a standing committee devoted to research, which deals with a range of issues from research integrity; support for researchers in grant applications; and research student issues, including supervision quality and mentoring.
• The Board has a role in broad benchmarking with other universities and may conduct regular reviews of Departments, Schools, Faculties or disciplines within the university.

• The Board plays a role in establishing performance criteria for probation and promotion. Board members have active involvement in senior academic appointments and promotions.

• The Board plays a key role in establishing the conditions of, and in the awarding of, scholarships and prizes.

**Communication within the Institution:**

• The Board brings a whole of institution perspective on academic matters and through effective communication, maximises efficiency and quality and removes unnecessary duplication. The Board promulgates essential academic information, and ensures wide input into academic governance. The Board has a key role in identifying and promoting academic priorities for the institution.

• The Board has high-level strategies and mechanisms for communication. Key communication strategies of the Board can be usefully classified as vertical – between the Council, Board and academic community, and horizontal – between the Board, Faculties, Schools, other academic units and support units. The former initiates actions both to inform the Council and Vice-Chancellor and to respond to their questions. The latter is crucial in ensuring that the academic community has extensive input into strategy and policy development and other Board matters. The Board actively fosters productive relationships between the Board and the university’s senior executive management committees, relevant organisational units and the academic community. The Chair of the Board plays a key role in both the vertical and the horizontal communications.

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1 Accreditation here means acquitting the responsibilities of universities as self-accrediting institutions to ensure the learning outcomes of qualifications meet internal and external expectations at a high standard. Professional accreditation bodies will also play a role in ensuring learning outcomes meet the needs of specific professions.

• In addition to promulgating meeting papers, the Board has in place strategies to ensure transparent communication, such as regular reports; summaries of agendas and minutes; a functional website; and a guide to academic policies. The Board holds professional meetings, where the processes are transparent, ethical and moral; the discussion participatory and robust; the debate vigorous, productive and informed by the full range of available expertise and experience. Board members have the opportunity to question the Vice-Chancellor and senior management on matters of importance.

• There is a clear definition of the role of elected members of the Board and how they should communicate with their electorates on behalf of the Board.

• The Board ensures that its committee structure supports communication within the institution and plays a key role in coordination and oversight.
of its committees. Appropriate cross-membership of committees is vital to ensure communication. It should demonstrate effective engagement in the implementation of relevant Board decisions by executive, departmental, and faculty-level committees.

- The university’s staff induction process educate staff about the Board’s role within the university.

**Relationships with External Stakeholders:**

- The Board has oversight of academic policies that regulate academic relations with stakeholders such as professional training placement policies; credit transfer and articulation arrangements; schools programs; and open foundation programs. The Board has appropriate structures and quality assurance processes to foster and ensure high standards in community-engaged learning activities.

- Academic Boards have involvement with the secondary-education sector as a consequence of their involvement in admission standards. Board Chairs may provide formal advice to external bodies such as Boards of Studies and curriculum and examination committees for the Higher School Certificate.

- The Board provides substantial input for external audits by the Tertiary Education Quality and Standards Association and is informed of the reports of professional accrediting bodies.

- The Board plays a role in monitoring its university’s admission and recruitment policies to ensure standards, equity and diversity.

**Reference:**