

THE UNIVERSITY OF MELBOURNE
ACADEMIC BOARD
MEETING NO. 9/2008

A meeting of the Academic Board was held on Thursday, 16 October 2008 at 2.15 p.m. in the Council Chamber, First Floor, Old Quadrangle.

Present:

President, Professor Pip Pattison, in the Chair

Deputy Vice-President, Professor Ron Slocombe

Provost, Professor Peter McPhee

Deputy Vice-Chancellor (Research), Professor Peter Rathjen

Pro Vice-Chancellor (Graduate Research), Professor Richard Strugnell

Pro Vice-Chancellor (Research), Professor Lynn Yates

Vice-Principal and Academic Registrar, Ms Gillian Luck

Professor Iven Mareels, Professor Mark Considine, Professor Margaret Abernathy, Professor Susan Elliott, Ms Mariann Fee, Professor Lynn Meek, Professor Richard James, Professor Richard Speed, Professor John Lyon, Ms Liz Bare, Ms Tammi Jonas, Mr Maloti Ray, Professor Neville McBrien, Associate Professor Chris Cobbett, Professor David Gardner, Associate Professor Bruce Parry, Professor Gordon Lynch, Professor Mark Hargreaves, Associate Professor Barry Hughes, Associate Professor Ray Misson, Professor Ken Ghiggino, Professor Tony Goodwin, Professor Camille Cameron, Professor Chris Lloyd, Professor John O'Toole, Professor Philip Batterham, Professor Ruth Fincher, Associate Professor Janet Hergt, Professor Alistair Moffat, Professor Meg Morris, Professor Francis Separovic,

Observers:, Ms Amanda Dupupet, Associate Professor Aleks Owczarek

Minutes

A.0 Formal matters

A.0 Apologies

Apologies were received from the Vice-Chancellor Professor Glyn Davis, Professor Frank Larkins, Professor Liz Sonenberg, Professor Geoff Stevens, Professor Doreen Thomas and Ms Barbara Green.

A.1(a) Tabling of Additional Papers

The following papers were tabled:

Revised Agenda

C.5 - Appendix B of Selection Procedures Committee Report

C.7 - TALQAC Report

Citations for two Honorary Degree recipients

A.1(b) Starring of Additional Items

No additional items were starred

A.2 Minutes

The Board approved the minutes of meeting 8/08 held on 25th September 2008. The Board also approved the minutes of the Special Meetings on Unsatisfactory Progress in Courses held on 29/08/2008, 1/09/2008, 2/09/2008, 5/09/2008 and 12/09/2008. (Papers A.2(a) to A.2(f) refer)

A.3 Matters Arising from the Minutes

There were no matters arising from the minutes

A.4 Academic Board Report to Council from Previous Meeting

The Board received the Report from the 21 August Board meeting to the 20 October Council meeting

B.1 President's Report

The Board received a written report from the President.

B.1.1 Award of Honorary Degree of Doctor of Veterinary Science

The Board approved the award of an honorary degree of Doctor of Veterinary Science to a person named in the tabled citation

Award of Honorary Degree of Master of Veterinary Science

The Board approved the award of an honorary degree of Master of Veterinary Science without examination to a person named in the tabled citation

The President encouraged members of the Board to vote for the proposals for the award of an honorary Doctor of Laws to two persons whose citation was circulated via email. The President informed members that voting had been extended till midday Monday, 20th October 2008 and apologised for the simplified format of the ballot utilised this time due to time constraints, assuring members that their vote would remain confidential. In future all ballots will be conducted via the Electronic Voting System.

B.1.2 Vice-Chancellor's Colloquium on Teaching and Learning 2008

The President encouraged members to attend the Colloquium, scheduled for 2 December 2008, an annual event designed to acknowledge recipients of teaching awards in addition to focusing on a theme of particular significance to the University. With the establishment of Graduate Schools and the aim to raise aspirations for graduate education in Australia to higher levels, the 2008 theme is *Moving Towards Graduate Education*. There will be a focus on the qualities and skills needed by graduates in a range of prominent professional fields. Keynote speakers include Michael Gawenda, Inaugural Director of the University's Centre for the Advanced Study of Journalism, Heather Schnagl, Principal Ivanhoe Girls Grammar and Paul Bassat, Joint CEO and Co-Founder, SEEK.

B.1.3 The Board noted action taken executively by the President on behalf of the Board. (Appendix A of the report)

B.2 Vice-Chancellor's Report

The Board received a written report from the Vice-Chancellor. Acting Vice-Chancellor, Professor McPhee, highlighted selected sections of the report (Paper B.2 and appendix refer)

B.2.1 Arts Update

The Board received a progress report from the Faculty of Arts on the implementation of the Arts Revival Plan

B.2.2 THES Rankings

The Acting Vice Chancellor reported that the University was ranked 38 in the recently released THES Rankings, after ANU at No. 16 and the University of Sydney at No. 37. While this is a significant drop the University discipline rankings have maintained their place in the top 30. There is lack of clarity about the 'international staff' measure utilised and this will be investigated further.

B.2.3 MBS Economist Rankings

The Melbourne Business School has moved from 88 to 26 world wide and is the number one full time MBA program in Australia, an outstanding achievement for the School.

B.2.4 Australian Teaching Awards

The Acting Vice Chancellor congratulated Professor Stephanie Trigg from the School of

Culture and Communication and Dr Catherine Bennett from the Centre for M.E.G.A Epidemiology who have been named among 22 winners of the Australian Learning and Teaching Council's 2008 Australian Awards for University Teaching Excellence (previously known as the Carrick Awards). Professor Trigg's award recognises her pioneering teaching in the area of contemporary medievalism and Dr Bennett's in the field of postgraduate programs in infectious disease epidemiology.

B.2.5 Professor Eric Reynolds

Professor Reynolds, Head of the Dental School, has been honoured with election to the Academy of Technological Sciences and Engineering.

The Board acknowledged the achievements of the academic staff with a round of applause.

B.3 Provost's report

The Board received a written report from the Provost, presented by the Acting Provost, Professor Elliott. (Paper B3 and appendices refer)

B.3.1 Review of the location of the School of Behavioural Science

The Acting Provost reported that a review of the location of the School of Behavioural Science conducted by Professors Slocombe and Damousi had recommended that the School remain in the Faculty of Medicine, Dentistry and Health Sciences (MDHS), a position supported by a majority of the School of Behavioural Science Committee and the Head of School.

B.3.2 Faculty of VCA and Faculty of Music Integration

The Acting Provost reported that the Curriculum Working Group of the Music Implementation Steering Committee is on target to formulate the broad course structure for the new Bachelor of Music by the 17th October deadline. The curriculum outline will inform the business plan of the new degree and map delivery across the two campuses. A new Bachelor of Music Course Standing Committee will be appointed in November to develop the relevant course detail for Academic Board approval.

The selection process for the new Dean of the Faculty of the VCA and Music has also commenced with interviews likely to occur before the Christmas break.

B.3.3 Master of Avian Health and Medicine (Online)

Professor Elliott reported that the Master of Avian Health and Medicine (Online), a joint program with the Faculty of Veterinary Science and the College of Veterinary Medicine, University of Georgia, designed for veterinarians working in the global poultry industry, has been approved by the Board of Regents at Georgia.

B.3.4 Meetings with Deans and Associate Deans to discuss learning and teaching performance

The Provost and Pro Vice Chancellor (Teaching, Learning and Equity) met with Deans and Associate Deans to discuss Faculty/School progress against learning and teaching targets. Discussions included Semester I 2008 QoT Outcomes, challenges of collaborative teaching and managing student expectations in relation the breadth component of their degree. Faculties/Schools reported on new initiatives and strategies to improve levels of student satisfaction through increased emphasis on teaching and learning objectives in staff performance development, improved cooperation between Faculties and enhanced student centre services especially in relation to graduate programs.

B.3.5 2008 MES Sample Results

The Acting Provost reported on the preliminary sample of outcomes provided by the UPO for the 2008 Melbourne Experience Survey which is still in progress and is expected to conclude at the end of October 2008. Results to date indicate that there has been a drop in students rating their overall experience as good to excellent from 69% in 2007 to 64% in 2008 and members were assured that a deeper analysis of this data would be undertaken to enable strategies to be devised to improve outcomes. Interdisciplinary subjects are still a challenge with the smooth integration of material uneven across subjects and students

expressing a need for more coherence in the course and more realistic work loads. While only 45% of students agreed that they had been provided with advice on how to enrich their subjects through internships, leadership and other Knowledge Transfer initiatives, an even smaller percentage (39%) reported being provided with useful information about graduate pathways and further study options, it was important to note that 51% agreed that they were given adequate course advice; an increase from 38% in 2007.

B.3.6 Managing Successful Student Events

The Acting Provost reported that despite the decline in Student Union membership with the introduction of Voluntary Student Unionism there has been a healthy level of activity in the student clubs and societies area. Many of the clubs were continuing to utilise the University name in their title yet functioning without formal Union affiliation or guidelines on responsible student event management, leaving the University vulnerable to significant risk in terms of loss of reputation. A web based Student Event Management Resource will be available from 2009 providing practical advice to student groups in relation to planning and managing events in a manner which is sensitive to the diverse student population and compliant with University legal and policy requirements.

B.3.7 Turnitin, e-portfolios and the University Handbook

The Acting Provost reported that the University's plagiarism detection software, Turnitin, is being integrated with learning management systems such as Blackboard, Moodle and Sakai. In Semester I 2008 the software was utilised for 284 subjects and 630 assessment tasks. A joint TALQAC and TALDEC Working Group will examine the response of subject co-ordinators to the receipt of Turnitin originality reports to ensure compliance with policy by academic staff.

The Semester I e-portfolio pilots were successful and the Blackboard e-portfolio function will now be available to staff and students from Semester I 2009. A series of seminars and symposia will assist to embed this in both undergraduate and graduate programs.

The 2009 Handbook to be launched on 20th October, will allow perspective students (subject to the consent of the coordinator) to gain 'guest access' to a subject enabling a deeper understanding of the subject (than one provided by the handbook entry) though it was noted that not all subject materials would be available for perusal. Most Breadth subjects will have a guest log in facility.

B.3.8 Provost and Heads of Colleges Meeting

Professor Elliott reported that the Joint Committee of Academic Board and Heads of Colleges Committee (JCABHoC) has been replaced by the Provost and Heads of Colleges Committee, with similar membership but broader terms of reference and a more frequent meeting schedule. The 2009 Chair will be Professor David Runia, Master of Queens College and Chair of the Inter-College Council.

B.3.9 Preliminary briefing to the Academic Board on Proposed Changes to Professorial Promotions – 2009

Professor McPhee reported that the Proposed Changes to Professorial Promotions – 2009 had been brought before the Board both for information and its input. The paper recommended that the new academic promotions criteria covering all levels up to and including level E be aligned, Faculty Promotion Panels not be required to rank applicants, leadership to be a compulsory weighting requirement for all Professorial promotions and the date of effect of the promotion is to be 1st January of the following year. It was also suggested that there be a stronger mentoring role required of Heads of Department in terms of supporting staff through the Performance Development Framework. Members were assured that the criteria to demonstrate leadership would be clarified to staff.

B.3.10 SAPC Report on Level E Appointments and Promotions

Professor McPhee reported that new Professorial appointments and promotions were approved by SAPC at the July, August and September meetings. A list of staff appointments and promotion decisions from 1st July to 23rd September 2008 was provided to the Board.

B.4 Deputy Vice-Chancellor (Research) Report

B.4.1 Grant Outcomes

The Acting Vice-Chancellor reported that the ARC outcomes have been positive given the high level of success achieved in 2007. The University came in second after Sydney in the receipt of Discovery Grants and 65% of the applications put in for Linkage Grants were successful. A consultant's services had been utilised to provide feedback on applications and this has produced dividends. It was noted that the University had just received the results of the NHMRC Grants and had ostensibly performed well.

B.4.2 Research Misconduct Allegations

The Dean, MDHS, noted the increase in the number of authorship disputes which become particularly complex when honorary staff are involved. It was recommended that in addition to the investigation of measures such as the potential appointment of a Research Ombudsman, (possibly one for the humanities and one for science) it will be important to ensure that letters to honorary staff clearly outline how authorship will be managed. Professor Cameron, Chair of a Working Group designed to examine these issues, agreed to discuss these issues with Professor Angus.

B.5 Question Time

B.5.1.

Professor McCalman proposed that in the current economic climate, academics above Level A and professional staff above Level HEW 6 forego a pay rise in the interests of retaining staff and maintaining teaching and service levels to students. The University stands to lose vital intellectual capital if redundancies are imposed due to the international financial crisis which has had a severe impact on the revenue received from investments and over time will also result in a subsequent reduction in the income from philanthropy without equivalent decreases in teaching and research costs. A number of institutions both local and interstate have already indicated the implementation of a large number of involuntary redundancies in order to remain financially viable.

Professor McCalman recommended that NTEU members like herself request the Union to adopt a different approach, for example pursuing only flat increases for professional staff at HEW 6 and below as well as for Level A academic staff as even small increases of 3% pa over 3 years will add approximately \$60 million to salary costs. Foregoing a salary increase could be agreed to on the condition that if there is a quick recovery, there is a return to the status quo.

Professor McCalman drew on her research experience noting that if however there is a prolonged recession, there is sufficient evidence that salary containment and reduction can make a critical difference to saving jobs. With the global financial and climate crisis creative solutions and strong rather than vulnerable Universities are required. The crisis may in time lead to a remarkable rise in the growth and relevance of professional and academic expertise in Australia and overseas presenting new opportunities for graduate students, Knowledge Transfer and applied research opportunities.

While a number of Board members expressed support for the strategy, staff did express concern that it had the potential to detract quality research staff to the University as the remuneration would not be competitive with those offered at other institutions noting the international mobility of this group.

Board members agreed to the following action: Professor McCalman would write to the NTEU outlining the proposal, this will be circulated via email to all members first. The proposal will be brought back to the Board at the November meeting at which time Mr Waugh and Professor Abernathy, who are involved in EBA negotiations with the Union, will provide an update.

Professor McCalman noted she would be overseas from 20th November and therefore unable to participate in discussion until her return in late November.

B.6 General Discussion Items

B.6 (a) Student Engagement Project: Internships, Field Trips and Placements: Planning Toolkit

Ms Rachinger, General Manager Student Engagement, reported on the Student Engagement Project undertaken with Growing Esteem Transition Funds, in response to the likely increase in the volume of internships, field trips, leadership activities and placements arising from implementation of the Melbourne Model.' Project staff liaised with units across the University such as the Insurance Office, Environment, Health and Safety, Faculties/Schools, Careers and Employment and the Leadership and Volunteering Unit to put together a valuable resource in the form of a website to ensure the correct steps are undertaken for a safe and compliant placement.

Key pages of the website were outlined to members:

Home page: <http://services-test.acs.unimelb.edu.au/aes/off-campus/>

Program types – Internships:

<http://www.arts.unimelb.edu.au/pasi/development/programs/internships/index.html>

Tips for program design – risk assessment:

<http://services-test.acs.unimelb.edu.au/aes/off-campus/design /risk.html>

Ensuring inclusive program design:

<http://services-test.acs.unimelb.edu.au/aes/off-campus/design /ensuring.html>

Examples of good practice:

<http://services-test.acs.unimelb.edu.au/aes/off-campus/goodpractice/Information.html>

Library of resources – Downloadable forms

<http://services-test.acs.unimelb.edu.au/aes/off-campus/resources/forms.html>

The website will go live in the first week of November and updates and input will be sought from the University community to ensure the site remains current and new initiatives as well as best practice are showcased.

B.6(b) Proposed Changes to Statute and Regulation 5.1

The University Secretary, a member of the TRIMM Working Group, introduced Item B.6(b) Proposed Changes to Statute and Regulation 5.1.

Ms White noted that the key objectives of the planned changes were to improve the structure of the Statute and give Faculties greater capacity to determine their own governance structures within the guidelines set out in the draft statute. It is anticipated that:

- a) the proposed Statute 5.1 will replace Statutes 5.1, 5.2, 5.3, 6.1 and the lengthy regulations relating to Deans, Faculties, Departments and Schools.
- b) Some of the proposed changes include the constitution of Faculty Governance structures which may maintain the 'representation of graduate opinion but not necessarily representation of the Committee of Convocation per se.'

Work has commenced on this Statute noting that Government Legislation seeking to amend the Melbourne University Act may only start realistically in 2009 and it is still to be decided how to formally proceed with enacting the Statute in the meantime.

The Dean of the Faculty of Economics and Commerce expressed concern that changes to Statute 5.1 may in fact affect the rights of Faculties and academic staff (having the effect of reducing the academic voice within the institution) including the rights/ability of Faculties to control their own Governance structures. The Dean sought clarification in terms of the weight that is to be given to Council and the Vice Chancellor to influence Faculty structures.

In terms of the language used, the Statute in its current form does not clarify when the word faculty is used (with a lower case 'f') if this in fact refers to the Dean acting for the Faculty or a collection of academics. Also the Dean of MDHS commented that the referent of the word

Board was not always clear, although it was noted that the term is defined as the Academic Board earlier in the Statutes.

Members urged that the Statute provide clarity and direction on governance of 'virtual institutions' involving research collaboration between Departments and across Higher Education institutions. A concern was expressed that control of these may rest with the DVC Research instead of with Faculties. It was also noted that the rhetoric on interdisciplinarity was not adequately reflected at the administrative level, and Budget processes to accommodate this concept were still deficient.

Ms White pointed out that the current timelines to ensure that the feedback of all relevant stakeholders is taken into account are not realistic:

- 16th October discussed at Academic Board
- 17th November feedback to CNGC
- 20th November further discussion at Academic Board

In response to requests for extensive consultation the following actions were recommended:

- i) The TRIMM Working Group meets with Faculties individually for an extended discussion
- ii) The Academic Board hosts a forum in November to examine in greater detail the implications, explicit and implicit, in the Statute with a list of questions circulated in advance of this session.

SECTION C – Committee Reports

C.1 Undergraduate Programs Committee

The Board received the report arising from meeting 8/2008 held on 2 October 2008. (Paper C.1 refers)

C.1.1 Course Changes (Appendices A and B of the UGPC report refer)

The Board approved amendments to the following courses:

- Bachelor of Film and Television (Appendix A)
- Bachelor of Arts Progression Rules (Appendix B)

C.1.2 Student Awards (Appendices C, D and E of the UGPC report refer)

The Board agreed to recommend to Council amendments to the following student awards:

- Karl David Yeomans Prize (Appendix C)
- Deutsche Bank Honours in Finance Exhibition (Appendix D)
- Deutsche Bank Finance Exhibition (Appendix E)

C.5 Selection Procedures Committee (Appendices A and B SPC report refers)

C.5.1. Amendments to Selection Resolutions

The Board approved the amendments to entry requirements for the following courses, as detailed in Appendix A:

Master of Education (Teaching Content through English) – 100 credit points

1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria –
 - an appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent, with at least one year of relevant professional experience in the areas of Mathematics, Science, or Technology at secondary level; or
 - an appropriate four-year education degree, or equivalent, with at least

one year of relevant professional experience in the areas of Mathematics, Science, or Technology at secondary level.

2. The Selection Committee may conduct interviews and tests and may call for referee reports and employer references to elucidate any of the matters referred to above.

Bachelor of Arts Extension – 400 credit points

1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria –
 - self identification as a person of Australian Aboriginal and/or Torres Strait Islander heritage and acceptance as such by an Indigenous community; this process will be validated by the CIE; and
 - completion of VCE or interstate equivalent; or eligibility under the non-school-leaver program.
2. The Selection Committee may conduct interviews and tests and may call for referee reports and employer references to elucidate any of the matters referred to above.

U21 Diploma in Global Relations - 100 credit points

1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria –
 - enrolment at the University of Melbourne or at one of the participating U21 universities; and
 - a weighted point average, of at least H2B (70%) or equivalent across at least 100 points of undergraduate study at the University of Melbourne or at one of the participating U21 universities.
2. The Selection Committee may conduct interviews and tests and may call for referee reports and employer references to elucidate any of the matters referred to above.

Note: Students who have not completed the required 100 points at the due date of applications but who have completed at least 50 points at a weighted point average, of at least H2B (70 per cent) and are scheduled to reach 100 points before the proposed date of commencement of the certificate/diploma may apply. For such students a place may only be offered subject to successful completion of the required 100 points at a weighted point average, of at least H2B (70 per cent), before commencing the certificate/diploma.

C.5.2. Diagnostic English Language Assessment (DELA)

The Board approved the new English Language protocols and the Diagnostic English Language Assessment (DELA) arrangements, as detailed in Appendix B.

C.7 Teaching and Learning Quality Assurance Committee

The Board received the report arising from meeting 9/2008 of the Committee held on 9th October 2008. (Paper C.7 refer)

C.7.1 Melbourne Experience Survey: A Report on Students' Current Course Experience (Appendix A of the TALQAC report refers)

The Deputy Chair of TALQAC presented the Report which was based on data related to students' current course experience collected through the Melbourne Experience Survey (MES). New scales were formulated around the following tentative dimensions:

Content and Teaching Delivery Scale

While there was a generally favourable response regarding the content of courses, undergraduate students were more critical of course materials, with just over half (55% first year and 53% later year) finding study materials clear and concise. Undergraduates were also critical of the ability of teaching staff to explain subject material correctly: 51% first year and 55% later year students agreed that subject materials were explained correctly, compared to postgraduate students who recorded an agreement of 64% and 65% respectively.

Learning, Expectation and Assessment Scale

Only 33% of first and later year undergraduate students were clear about the standard of work expected of them compared to 40% and 43% of postgraduates. In relation to assessment, 56% of first year and 54% of later year undergraduate students agreed that their learning was adequately assessed. Agreement for postgraduate students was 60% and 63% for adequate assessment of learning.

Engagement and Support Scale

Undergraduate students were critical principally of the amount of time they felt staff put into commenting on their work 26% and 27% compared to 42% and 37% for postgraduate students. Less than 50% of undergraduate students, 40% and 45%, agreed that teaching staff gave them helpful feedback and this was just over the half way mark for postgraduate students, 56% and 55% respectively.

Skill Development Scale

Undergraduate students had more favourable responses for problem solving - 64% and 70%, analytical skills - 63% and 73% and work plan skills - 58% and 62%, with lower levels recorded for tackling unfamiliar problems, oral and written communication and team work skills. Equivalent postgraduate responses were 65% for problem solving, 68% and 74% for analytical and 64% and 59% for work plan skills.

Cultural and Community Experience Scale

Less than half, 46% of first year and 42% of later year undergraduate students felt part of a University community, though 53% and 57% felt part of a group committed to learning. Results were mixed for postgraduates with 38% first year and 32% later year students feeling they belong to a University community though a larger percentage, 66% and 64%, felt part of a group committed to learning.

Learning Facilities Scale

Approximately 80% of first year but only 69% of later year undergraduates agreed that the LMS provided good support for their learning compared to 69% and 60% for postgraduate students and 68% and 62% of undergraduates and 64% and 56% of postgraduates reported that teaching spaces were suitable for their learning needs.

Overall Satisfaction

For the overall satisfaction item, 72.4% first year and 71.3% later year undergraduates reported that they were generally satisfied with the quality of their course, with lower levels recorded for postgraduates, namely 70.2% and 69.2% respectively. The level is slightly below recorded CEQ levels and to gauge the success of initiatives undertaken as a result of the data received in the MES it will be useful to monitor the results of the CEQ for this group of students.

It was reported that TALQAC members expressed concern in relation to the issues around first year UG students in particular the low overall scale mean agreement for the 'engagement and support' scale of 38%, given the University's goals for the provision of exceptional student support as part of the Melbourne Model.

C.7.2. Melbourne Experience Survey: Report on Library, IT and Student Communications Services Supporting the Melbourne Experience (Appendix B)

The Deputy Chair presented the report based on data collected from the MES focussing on Library, IT and student communications management systems. It was noted that the MES was conducted during a period of rapid change for Information Services and as a result of extensive developments in a number of areas, systems such as the Student Portal are now more sophisticated than at the time of the survey.

Online Services: 73% of undergraduates and 72% of postgraduates reported they found the University services they need on the web and a similar number, 71%, reported that it was easy to access web based services using their own computer or mobile.

Student Portal: 79% of undergraduate and postgraduate students reported positively on the Portal and concerns such as straightforward navigation between the Portal and LMS have

since been acted on.

Unilife Directory: While students' perceptions of the Directory were poor with only 55% of undergraduate and 61% of postgraduate students agreeing that the information was easy to find (with other students asserting that this information was once clearly presented through SIS), positive changes have since been made.

LMS: There was strong endorsement of LMS with 85% of undergraduates and 80% of postgraduates agreeing that the system was easy to access.

IT Services and Support: This item produced a range of responses with student outcomes indicating considerable variability with IT services and support present in different locations and across organisational units. Concerns included access to IT facilities, general quality of equipment and software and variable levels of support from staff.

Library: Library outcomes show reasonable levels of satisfaction with items such as the library as a facility for study and research, opening hours, access to electronic resources and staff service. The useability of SuperSearch drew particularly low responses.

The Deputy Chair reported that student representatives on TALQAC noted that despite the endorsement of Online Services, some students stated in the Survey that they found it difficult to access essential University online services for a range of reasons. This raises the issue of students' presumed access to personal laptops (for use on campus) and internet access off-campus. Students without these personal resources are extremely dependent on serviced computer lab spaces which as the Survey indicated are not available at consistent levels of quality across all Faculties/Schools. Student representatives were of the opinion that it is important to analyse further the comments made in relation to difficulty with accessing essential University Online Services, so that appropriate strategies can be devised to assist this cohort.

C.7.3. Perceptions on Feedback in the QoT and MES (Appendix C)

The Provost presented a discussion paper to TALQAC inviting the Committee to consider strategies to improve both feedback and student perception of that feedback, and the possible links between feedback, student engagement and student satisfaction with the accessibility of academic staff.

The Deputy Chair reported that after discussion, TALQAC agreed to constitute a Working Group on student feedback in Semester I 2009 to commence in February with a summary audit of the range of current and recent University research on student feedback mechanisms (including best practice), noting current initiatives such as the Economics & Commerce project, investigate the issues in detail and report via Academic Board to the University community.

C.8 Teaching and Learning Development Committee

The Board received the report arising from meeting 7/2008 of the committee held on 2 September and meeting 8/2008 held on 7 October 2008. (Paper C.8 refers)

C.8.1. Steering Committee on Integrating Language and Disciplinary Teaching

Professor James reported that one of the aims of the *Steering Committee on Integrating Language and Disciplinary Teaching* had been to recommend approaches to integrating language in discipline teaching. The Board approved the constitution of an Advisory Group to co-ordinate and communicate between groups working on related projects and to be a source of expertise and advice to the University community. The Advisory Group will report to the MMC.

C.10 Postgraduate Coursework Programs Committee

The Board received the report arising from meeting 9/2008 of the Committee held on 3 October 2008. (Paper C.10 refers)

C.10.1 Proposals for Amendment to Existing Courses (Appendix A of the PCPC report refer)

The Board approved amendments to the following programme:

Melbourne School of Law

Melbourne Juris Doctor (L05) (Appendix A)

C.10.2 Assessment Statements in Subject Descriptions

The Board approved the attached Assessment Statements in Subject Descriptions paper for publication on the Academic Board web page (Appendix B)

SECTION D

D.1 Adoption or Receipt of Unstarred Item

The Board resolved that recommendations and reports that had not been starred should be adopted or received respectively.

KATHY MENEZES
Acting Academic Secretary
for G LUCK
Vice-Principal and Academic Registrar

Signed:

President

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