THE UNIVERSITY OF MELBOURNE

Quick Guide
to the

Academic Board

at

The University of Melbourne

http://about.unimelb.edu.au/academicboard/

2017 Edition

Foreword

The Academic Board has long been an integral part of the governance structure at the University of Melbourne. This Quick Guide has been prepared so that existing and new members of the Board are clear about what the Board does, why it is important, why they should care about it and perhaps become involved in its activities. More detailed information about the Academic Board and its functions are on its website – http://about.unimelb.edu.au/academicboard.

It is one of the 'Expectations of a Professor' at the University of Melbourne that those holding this rank should contribute to policy formation and to management in those parts of the University in which they are engaged. Involvement in the Academic Board is cited in that list of expectations as a way for professors to contribute to the University community as a whole. The Academic Board officers are grateful to those professors and others who bring their good will, hard work and collegiality to the tasks of the Board, and always welcome new expressions of interest from those who have not yet become involved.

Suggestions about any aspects of the Board's work may always be made to the Academic Board officers or to the Chairs of the committees of the Board; the email addresses of these individuals are contained within the document that follows. We welcome any opportunity to share information or address concerns with Board members and the wider University community.

Nilss Olekalns

President, Academic Board, 2017 - 2018

Contents

1. Purpose of the Academic Board and its role in University governance

The Academic Board is established by the University Council, via the University of Melbourne Statute, as enabled by the *University of Melbourne* Act 2009 and the Acts that have preceded it since 1853.

The University Council is the peak governing body of the University, responsible for ensuring that the stated aims of the institution are achieved. It is accountable for the quality of the University's policies, programs and academic performance, as well as for the financial well-being and probity of the institution in all its activities. The Council delegates the organisation and running of the institution to the Vice Chancellor. Under the *University of Melbourne* Act 2009, which establishes the University and the functions its Council must perform to govern it, the Council may establish an Academic Board as well as the suite of faculties and departments through which the academic work of the institution occurs. Specifying the responsibilities of the Academic Board, in the University of Melbourne Statute that follows from the Act, we see that Academic Board is responsible to Council for "quality assurance in academic activities including maintenance of high standards in teaching, learning and research". The Statute sets out the powers and duties of the Board as --

   (a) setting policy and monitoring academic standards for course and subject entry, assessment and completion requirements;
   (b) approving courses and subjects for delivery that meet the standards;
   (c) setting policy and monitoring selection requirements for prizes, scholarships and other forms of academic recognition;
   (d) requesting and receiving from academic units recommendations, advice and reports related to Board functions;
   (e) providing recommendations, advice and reports on its responsibilities and functions to Council;
   (f) contributing to University reviews of academic units in relation to academic matters;
   (g) acting as the University's final appeal body for student grievances and any other matters in accordance with the statutes and regulations; and
   (h) developing, approving and reviewing policies and procedures related to Board functions in accordance with statutes and regulations.

In addition to the above, the Board has the power to establish committees of the Board to advise it on matters related to its functions, and develop, for Council approval, a schedule of delegations of its powers and functions to committees or individuals.

The Statute also requires the Board to contribute to the achievement of strategic plans approved by Council, and the objects of the University.

Responsibility for formulating and reviewing policies, rules and guidelines in relation to academic matters and playing an active role in assuring the quality of teaching, scholarship and research in the University are, then, the roles of the Academic Board. To be confident that the policy structures properly sustain academic quality and assurance and are appropriate to the University's needs, the Board monitors their implementation and effectiveness. Much of this monitoring takes place through reviews, conducted through the Board's various committees. The review process is formative and collegial and aims to provide constructive feedback on the quality of the Univerity's educational provision.

The Academic Board runs its own affairs, but reports to Council and must provide Council with timely and systematic reports regarding its contribution under the duties and functions delegated to it by Council in the Statute. Of course it liaises closely with the academic management at all levels across the University.

2. The Academic (or Professorial) Board in the past compared to the present.

Written by Professor Ruth Fincher, President of Academic Board 2013 and 2014

Consulting some of the published histories of the University, we see the following commentary on the establishment, activities and purposes of the Academic (previously Professorial) Board.

Soon after its first meeting on May 3, 1853, the Council of the University 'provided for the establishment of a professorial board, consisting of the professors, any lecturer who might be appointed to assist the professors, and the vice-chancellor *ex officio.* The board was to consider "all questions relating to the studies of the members of the University" – to consider, not to decide. That was the Council's prerogative' (*Selleck* 2003: 27-8).

Through the late nineteenth century and first three decades of the twentieth century (when the University was much smaller than it is now) spats between the two major governing bodies of the University, the Council and the Professorial Board, and ongoing re-distributions of roles and responsibilities between them, occurred regularly. ('The two oligarchies' (one internal and one external) is the term used to refer to the University Council and the Professorial Board in the mid 1930s by Priestley when becoming the first full-time Vice Chancellor of the University (*Poynter and Rasmussen* 1996: 11)). Examples are given by McIntyre and Selleck (2003): in 1889, Council proposed the appointment of a new position that would be termed Provost (a Chief Executive or Vice Chancellor for the University), but the Professorial Board opposed and defeated this proposal (pp. 24-5); in the early 1900s public examinations for university entrance in Victoria were introduced and the Professorial Board was given control over their content and operation (pp. 49-50); by the late 1930s, Vice Chancellors and Chancellors needed to work with the University's "key academic forum", that is, the Professorial Board, to obtain the trust of academic staff (p. 90).

The Professorial Board was responsible for the high standards of the University in the 1930s, which Priestley commented upon, when the number of professors in the institution was 35. 'The Board, which could discuss and make recommendations to Council "on any matter pertaining to the University", with special responsibility for its studies, had a reputation for being quarrelsome within itself and disputatious with Council, though individually the professors were reasonable men' (*Poynter and Rasmussen* 2003, 38).

In the late 1970s (after decades in which the Professorial Board had created academic policy but also used its budgets committee to make internal decisions about how Faculties and Departments would spend their money) the 'professorial panoply of power was severely dented when Deanships were made open to non-professorial appointments and shaken severely when Chairmen replaced Heads of Departments and the position was made open to any senior member of the academic staff recommended by the Vice Chancellor' (*Poynter and Rasmussen* 2003: 396-7) In 1978, the name of the Professorial Board was changed to that of Academic Board, which it has remained.

Now, a concluding comment made from the standpoint of the late 1990s reflected that 'Universities are now managed, not governed '(*McIntyre and Selleck* 2003: 178). The Academic Board is certainly not the internal oligarchy of the University that it was claimed to be in the 1930s when professors numbered 35 (In 1963, there were 62 professors (*Poynter and Rasmussen* 2003: 274)). And we now have a highly professional, large, University management, accountable as the Academic Board is to the University Council for maintaining high standards in the institution, and charged with making the University perform ever better. In this environment, what then is the singular role of the Academic Board in the University, when the professoriate numbers about 500? Doesn't the University's management structure, centrally and in Faculties and Departments, now set and oversee the standards of the institution's academic work, as well as undertake (implement) that academic work? The answer is, of course, yes and no.

The quality of the University's academic work in teaching and research certainly depends upon the high standards of its teaching/research staff as they undertake their academic work, along with high standards in the selection of all students. There are requirements also of oversight of that work, however, in order for its quality to be assured and indeed for an assurance to be given to the University Council that standards are being set and followed appropriately. The Academic Board is tasked with this oversight role, in the statutes and regulations. Alongside and with the University's management workforce, the Academic Board brings the scrutiny of its members (the senior academic members of the University) to bear on the academic policies, procedures and practices of the institution, including in teaching, research, and student selection. This is done through reviews carried out by the committees of the Academic Board, which meet regularly throughout the year and are made up of Academic Board members from all Faculties. A level of evenness across the University's Faculties is assured in its academic practices, and a level of cross-Faculty equity, because of these reviews; in the Board's committee work a practical standard for the University is applied to all Faculties based on knowledge of best practice in all parts of the institution. Reports to the regular, 6-weekly meetings of the Academic Board are made by these committees, often with recommendations, and discussion of committee findings takes place there.

It is evident that a view has always existed at the University of Melbourne that the Academic Board, that large body of the institution's senior academic staff drawn from across all its Faculties, is essential in ensuring the quality of the University academically. It brings an ongoing cross-Faculty scrutiny, from people still deeply involved in the core research and teaching activities everywhere in the institution, to our academic activities. An additional benefit of Academic Board processes is that great collegiality and cross-University understanding is produced amongst its committee members because of the work they regularly do together. If this quality in our institution is impossible to quantify and perhaps not therefore valued in some quarters, in the thinking of others it is vital to our ongoing success.

In a recent speech marking his retirement, a Dean of one of our major Faculties portrayed the Academic Board as 'the soul' of the University, reflecting his commitment both to his Faculty and to the University as a functioning and collegial whole. There are many Academic Board committees, which undertake much work. Many people participate in them. Sometimes the comment will be made that this is inefficient – we could perform academic oversight adequately by using our management structures better, including on-line administrative systems. That is one view, and certainly it is true that effective management systems are vital for the University to function properly and with continued excellence. The view held by many, especially those who have been involved in Academic Board activities, is that the presence and work of the Board is also most valuable for both protecting our University's high academic standards with detachment and objectivity, and for making sure that academic staff from across the institution are involved in carrying forward that quality assurance and believing in it.

References:

McIntyre, S and Selleck, R 2003 *A Short History of The University of Melbourne*. Carlton, Melbourne University Press

Poynter, J and Rasmussen, C 1996 *A Place Apart, The University of Melbourne: Decades of Challenge*. Carlton, Melbourne University Press

Selleck, R 2003 *The Shop: The University of Melbourne 1850-1939*. Carlton, Melbourne University Press

3. Contemporary activities of the Academic Board: its members and office bearers, its regular meetings, its committees, its appeal hearings

Academic Board members

Under The Academic Board Regulation - the members of the Academic Board are:

- the Chancellor
- the Vice-Chancellor
- the deputy vice-chancellors (including any deputy vice-chancellor appointed as provost)
- the pro vice-chancellors
- the senior vice-principal
- the university librarian
- the academic registrar
- the university secretary
- the professors
- the full-time salaried professorial fellows
- deans of faculties
- heads of academic departments
- heads of schools (including graduate schools)
- the president and one education officer of UMSU and the president of the GSA and one nominee of the president of the GSA
- two members elected by and from the professional staff who will hold office for a term of two years; and
- any other persons whom the Board determines

The three office-bearers of the Academic Board are elected every two years for a term of two years by the members of the Board. For 2017 - 2018, the Academic Board officers are:

President: Professor Nilss Olekalns. Email: nilss@unimelb.edu.au

(Faculty of Business and Economics)

Vice-President: Professor Pip Nicholson. Email: p.nicholson@unimelb.edu.au

(Melbourne Law School)

Deputy Vice-President: Professor Janet Hergt. Email: jhergt@unimelb.edu.au

(Faculty of Science)

Regular (about 6-weekly) Meetings of the Academic Board

On one Thursday afternoon roughly every 6 weeks, the Academic Board meets at the Parkville campus. Meetings are chaired by the President of the Academic Board. A formal agenda is followed, and minutes are kept which are available to the University community on-line. At each meeting, reports and recommendations from each of the Academic Board committees, and from the Vice Chancellor, Provost and Deputy Vice Chancellor (Research), are received, discussed and (if necessary) voted upon. Question time is a standing item at each meeting in which any member of the Academic Board can ask any other member a question on any academic matter. There is provision made for a short presentation and question time where matters of significance to the University's academic community, and therefore the Board, may be discussed. (Recent examples of 'matters of broad academic significance' discussed have been open access journals, flexible academic programming, on-line learning, and annual performance review, confirmation and promotion for academic staff, pathways and breadth).

Student Appeals

Each year the Academic Board hears appeals from students against decisions about their academic progress, made by those in charge of their course of study, or against decisions of other bodies or individual officers of the University. There are strict grounds on which students can appeal to the Academic Board. In the first instance appeals from students are assessed, and allowed or disallowed to be heard, by the Academic Secretary. Where an appeal is allowed the Academic Secretary must establish a Student Appeal Panel to hear the appeal. Each appeal hearing is usually chaired by one of the Board officers, and each appeal panel consists of the chair and two other members of the Academic Board; emails are sent to Board members asking members to sit on the appeal panels. Many of the University's professors participate in appeal hearings each year. If a student is not satisfied with the decision of a Student Appeal Panel, they may take their concerns to the office of the Ombudsman Victoria.

4. The Committees of the Academic Board

The committees of the Academic Board in 2017 are listed below, together with their terms of reference, membership, and reports of work completed in 2016. The members of these committees are required to conduct their discussions and decision-making in the interests of the University as a whole, not act as advocates for their own faculties. Meeting between 6 - 8 times per year, each committee is chaired by a professor appointed by the Academic Board on the recommendation of the President. Formal minutes are taken by the Academic Secretary, or nominee.

The Board's committees have positions for non-members of Academic Board, both from the academic and professional staff, and student members.

Academic Programs Committee

Composition and Terms of Reference

1.   Composition

Ex Officio members

President of the Academic Board

Vice-President of the Academic Board or the Deputy Vice-President of the Academic Board

A chairperson appointed by the President of the Academic Board

Provost or nominee

Director, Student Enrolment

Chair of the Selection Procedures Committee (or nominee)

Chair of the Melbourne Custom Programs Committee

Academic Secretary or Academic Governance Officer

Two faculty-based Academic Support Officers (or equivalent), nominated by the President, Academic Board

The President of UMSU or nominee and one additional nominee

The President of GSA or nominee and one additional nominee

Elected members

Six members of the Board elected by the Academic Board for a term of three years; two members to retire each year

Six members of the academic staff not being members of the Academic Board, elected by the Academic Board for a term of three years; one member to retire each year

Appointed members

Up to six members of the Academic Board appointed as members of the Committee by the President of the Academic Board for a term of up to two years in order to take into account matters such as the balance of membership by discipline

Up to six additional members, not being members of the Academic Board, nominated for a term of up to two years by the President of the Academic Board having regard to gender balance and disciplinary expertise of the membership.

2.   Chairperson

The Board must appoint a person to chair the Committee for a period of up to two years. A person so appointed will be eligible for re-appointment. The Board must also appoint one or more Deputy Chairperson(s), in consultation with the Chairperson.

3.   Quorum

A quorum for the committee is 30% of the current membership; 50% of those in attendance must be academic staff members.

4.   Terms of Reference

4.1   To develop policies, in consultation with the Academic Secretary and the Board officers on assessment and examinations, for recommendation to the Board, taking into account national and international best practice in order to ensure that academic programs are of high quality and standards.

4.2   To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate and graduate coursework studies to ensure they are supporting the University's strategic objectives.

4.3   To recommend to the Academic Board policies and procedures regarding proposals for new, amended, discontinued and suspended coursework programs and courses, including criteria to be used in the development of proposals and the timeline for submission.

4.4   To review and make recommendations to the Academic Board regarding requirements to be satisfied by candidates for the award of a coursework degree, diploma or certificate.

4.5   To monitor and review delegations to deans to ensure that delegations related to course and subject approval are appropriately exercised and to make recommendations to the Board regarding those delegations

4.6   To monitor, for quality assurance and compliance purposes, non-award courses at undergraduate and graduate level offered under the name of the University.

4.7   To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to coursework studies as requested by the committee.

4.8   To provide advice to the Academic Registrar on academic issues on the conduct and monitoring of examinations, including examination conditions.

4.9   To refer to the Teaching and Learning Quality Assurance Committee (TALQAC) matters concerning appropriateness and quality of assessment including quality assurance of examination and assessment processes.

4.10   To receive reports from its sub-committees, Melbourne Custom Programs Committee and the Examinations sub-committee.

4.11   To periodically review these terms of reference and make recommendations to the Board to provide for the regulation of its own procedures.

5.   Reporting

5.1   The Academic Programs Committee must report to the next meeting of the Board after each meeting of the committee.

5.2 To provide an annual report on its activities under its terms of reference to the Academic Board.

6. Secretariat

The Academic Secretary, or nominee, will provide secretariat support to the committee.

The Chair of the APC in 2017, appointed by Academic Board, is Professor David Shallcross (email: dcshal@unimelb.edu.au).

Report of work undertaken in 2016

A REPORT OF ACCOMPLISHMENTS

1. Course and subject management and approvals

In 2016 APC considered and made recommendations to the Academic Board to approve:

- 52 new courses;
- 125 course changes;
- 6 award title changes;
- 13 course suspensions; and
- 36 course discontinuations

This included high profile and extensive proposals for the new Bachelor of Design and the redesign of the Master of Teaching courses.

The committee, through shepherding and the executive approval process also approved 587 late changes to subjects and courses.

2. Policy

The committee considered and recommended to the Board approval of the new Student Academic Integrity Policy and amendments to the Academic Progress Policy.

3. Assessment working group

The committee has established a working group to examine various aspects of assessment in coursework programs and will produce a paper with recommendations to be considered by relevant Board committees.

B REPORT OF WORK IN PROGRESS

4. Course and Subject audit

The committee is currently auditing courses and subjects for compliance with University policy.

5. Examinations sub-committee

The Examinations sub-committee has been established to consider reports on each examination period and make recommendations on examinations related policy and implementation as required.

6. Curriculum Approval and Publication System

The committee is involved with the development of the Curriculum Approval and Publication System (CAPS). The system, and training in its use, will be available early in 2017.

Information Technology Committee

This committee was disestablished in 2016

Prior to disestablishment, the Chair of the ITC was Professor Justin Zobel

Report of work undertaken 2016

In 2016, the Information Technology Committee continued to provide a forum for exploration of information technology issues and opportunities, with strong contributions from both academic and professional staff. Key activities of the committee have been to provide guidance on assessment of IT services, assist in setting goals for new IT developments, and to help shape the academic community's adoption of new systems.

Issues and systems examined during 2016 include Workspace, Network improvement, CAPS (curriculum approval and publication system), lecture capture and live-streaming, UniWireless, UoM File, email migration, web page maintenance, Easy Access to University Applications, security concerns, BYOD ('bring your own device'), the Research ICT Strategy, and web conferencing. LMS concerns have been a particular focus.

Academic Board has decided that the IT Committee be wound up at the end of 2016, with the work that it undertakes to be continued under new structures.

Libraries and Academic Resources Committee

1.   Composition

Ex Officio members

- President of the Academic Board or nominee

- Vice-President, Academic Board or nominee

- University Librarian

- Manager, Academic Skills

- Chair of the IT Committee

- A Chairperson appointed by the President of the Academic Board

- Academic Secretary or Academic Governance Office.

- Up to three members nominated by the University Librarian, for a term of two years.

- The president of UMSU or nominee

- The president of GSA or nominee

- Manager, Grainger Museum

- University Archivist

Elected members

- Four members of the Academic Board elected by the Academic Board for a term of two years (Two members to retire each year)

Appointed members

- Up to two members of the Academic Board appointed as members of the Committee by the President of Academic Board for a term of up to two years in order to take into account matters such as the balance of membership by discipline

- Up to six additional members, not being members of the Academic Board, nominated by the President of the Academic Board for a term of up to two years having regard to gender balance, disciplinary expertise and faculty distribution of the membership

2.   Chairperson

Academic Board must appoint a person to chair the Committee for a period of up to two years. A person so appointed will be eligible for re-appointment. Academic Board must also appoint a Deputy Chairperson, in consultation with the Chairperson.

3.   Quorum

A quorum for the committee is 30% of the current membership; 50% of those in attendance must be academic staff members.

4.   Terms of Reference

4.1   In collaboration with the University Librarian, the Academic Registrar, Academic Divisions and other Board committees, to develop appropriate qualitative and quantitative indicators of the quality of the University's scholarly information services and resources (including libraries and

information technology), taking into account national and international recommended practices, and to oversee, monitor and review their use.

4.2   To monitor the quality of the University's scholarly information services and resources and to ensure these are appropriate to academic teaching and research programs, taking account of international developments and best practice in order to ensure that services and resources are of the highest possible quality and standards.

4.3   To advise the University Librarian, the Academic Registrar and Academic Board on priority areas for resourcing and development of scholarly information services and resources.

4.4   To advise the Board on policy matters relating to access to and use of all University's scholarly information services and resources including library use and user services.

4.5   To receive reports from University of Melbourne Archives Committee and the Grainger Museum.

5. Reporting

5.1   The Library and Academic Resources Committee must report to Academic Board after each meeting.

5.2   The committee must provide an annual report on its activities under its terms of reference to the Academic Board.

6. Secretariat

The Academic Secretary, or nominee, will provide secretariat support to the committee.

The Chair of the LARC in 2017, appointed by Academic Board, is Professor Andrew Kenyon (email: a.kenyon@unimelb.edu.au).

Report of work undertaken in 2016

A   REPORT OF ACCOMPLISHMENTS

Four meetings of LARC were held during 2016

1.   2016 Priorities

(a)   Library redevelopments – including ongoing needs for student spaces.

(b)   Digital literacy – A working group was established to enable Committee input into efforts to promote digital literacy for both students and staff at the University of Melbourne.

(c)   Collection storage and space – strategy and planning issues were bought to the committee for comment.

(d)   Digital repository and research publications – the Committee considered its role in helping to raise awareness of the Institutional Repository and Open Access

(e)   Digital preservation, including updates on the University's Digital Preservation Strategy 2015-2025, became a regular agenda item and LARC members contributed to various projects and working groups that were occurring under the Strategy.

B   REPORT OF WORK IN PROGRESS

2.   The Digital Literacy Working Group

The group was established in 2016 and will continue to meet in 2017 (see item 1e).

Research Higher Degrees Committee

1.   Membership

Ex Offico members

- President of the Academic Board or nominee

- Pro Vice-Chancellor, Graduate Research

- A Chairperson appointed by the Academic Board

- Two nominees of the President of the Graduate Students Association (GSA) both of whom must be enrolled in a research higher degree

- Academic Secretary or Academic Governance Officer

- Research Higher Degree Candidature Manager

- Director of the Centre for the Study of Higher Education or nominee

- Chair of the Academic Programs Committee or nominee

Elected members

Six members of the academic staff, who are active in research and supervision of higher degree candidates, elected by the Academic Board for a term of three years

Appointed members

- Up to six members who are active in research and supervision of higher degree candidates to be appointed annually by the President of the Board in consultation with the Chair having regard to gender balance and disciplinary expertise of the membership

- Two representatives from Associate Deans, Research Training, one from STEM and one from HASS disciplines, nominated by the Chair in consultation with the President

- Up to three members appointed by the Committee for the duration of a particular inquiry or project

- Up to two additional members, not being members of the Academic Board, nominated annually by the President of the Academic Board having regard to gender balance and disciplinary expertise of the membership

2. Chairperson

Academic Board must appoint a person to chair the Committee for a period of up to two years. A person so appointed will be eligible for re-appointment. Academic Board must also appoint two Deputy Chairpersons, in consultation with the Chairperson, one of whom will chair the committee's scholarships sub-committee.

3. Quorum

A quorum for the committee is 30% of the current membership; 50% of those in attendance must be academic staff members.

4. Terms of Reference

4.1   To advise the Board on all matters of policy relating to research higher degrees.

4.2 To review and make recommendations to the Board on proposals for new and amended research courses and programs, including coursework in research higher degrees, and proposals to discontinue or suspend research courses and program

4.3 To provide advice to the Academic Programs Committee (APC) on the research components of coursework higher degrees on matters including research supervision, the appointment of examiners, and, the content and assessment of the research component.

4.4 To advise the Academic Board on resolutions, policy and procedures relating to all graduate research courses, programs and studies to ensure they are supporting the University's strategic objectives.

4.5 To regularly monitor research programs to ensure consistency and compliance with University statutes, regulations, policies and procedures and, where appropriate, make recommendations to the Academic Board.

4.6 To monitor the implementation of the research higher degree programs in graduate research courses.

4.7 To monitor the delegations to the deans to ensure that they are regularly reviewing the appropriateness of existing research programs and any delegations for approving minor program or course changes.

4.8 The Committee, on its own initiative or on referral from the Board, may recommend to the Board criteria to be used by faculties in the development of proposals for new research degrees and programs.

4.9 On receipt of annual reports from deans, advise the Board on matters affecting candidature and examination, including approval of admissions to candidature, confirmation of candidature, variations in conditions of candidature, and the appointment of examiners.

4.10 To monitor any tools used for monitoring of candidature progress.

4.11 To advise and make recommendations concerning the selection of students into research programs including but not limited to:

- policies, procedures and guidelines;
- entry requirements;
- pathways to research programs;
- English language standards, and
- oversight and input into any tools used for the purpose of selection.

4.12 To advise and make recommendations concerning research scholarships, student awards and prizes, including but not limited to

- policies, procedures and guidelines;
- proposals for new or revised scholarships, awards and prizes;
- selection of candidates for scholarships, awards and prizes;
- the academic progress of recipients of research scholarships; and
- oversight and input into any tools used for the purpose of selection and award of students.

4.13   To monitor the distribution of APA and other RHD stipends in faculties and receive annual reports on the equity and transparency of the selection process of distribution of APAs and other stipends;

4.14   To receive and make recommendations to the Board on reports from the RHD Scholarships Sub-committee.

4.15   To periodically review these terms of reference and make recommendations to the Board to provide for the regulation of its own procedures.

5. Reporting

5.1   The Research Higher Degrees Committee must report to the next meeting of the Academic Board after each committee meeting.

5.2   To provide an annual report on its activities under its terms of reference to the Academic Board.

6. Secretariat

The Academic Secretary or nominee will provide secretariat support to the committee.

The Chair of the RHDC in 2017, appointed by Academic Board, is Professor Joy Damousi (email: j.damousi@unimelb.edu.au).

Report of work undertaken in 2016

A.   REPORT OF ACCOMPLISHMENTS

1.   Leave Provisions for Lapsed Students – Graduate Research Training Policy

RHDC reviewed the initial findings and recommendations of its Lapsed Category Sub-Committee highlighting concerns about the University of Melbourne dropping to fifth place in number of completions, in comparison with the other Go8 Universities. In view of the Growing Esteem's target of timely completions of 75% by 2020, and the fact that the future block grant income for research will put more emphasis on completions, the sub-committee highlighted the urgency to address the impact on lapsed candidatures in improving completion rates.

Board approved the following changes to the leave provisions:

- The University returns to its previous policy of allowing 12 months cumulative leave of absence during candidature (reduced from 24 months). The existing, separate provisions for maternity and parental leave would remain;

- That leave of absence may only be approved for substantiated reasons;

- Jury service leave will be managed within the 12 months leave of absence.

2.   Student Academic Integrity Policy

RHDC considered and endorsed a new Student Academic Integrity Policy (endorsement of the policy was also sought from TALQAC and APC) which was implemented from 21 July 2016, with the publication of the new University Statute and Regulations.

3.   Research Integrity Online Training for Graduate Researchers (RIOT) – Student Academic Integrity Policy

RHDC initiated the implementation of the RIOT training as a prerequisite (hurdle) for confirmation of graduate researchers, effective for all students commencing on or after 1 July 2016.

4. **Graduate Research Online-Only Thesis Deposit – Graduate Research Training Policy**

RHDC initiated three key changes to the submission of theses, since approved:

1. The criteria and process for embargoing access to theses in the Repository;

2. That the deposit of hard-bound theses cease to be a requirement for completion as of 1 October 2016;

3. The requirement for students to declare in the preface of their thesis, a list of all third-party copyright material used and whether permissions have been obtained for the use of that material.

5. **Proposed Change to the Graduate Research Training Policy Inclusion of Secondary/Review Publications (or parts thereof) into the Literature Review of a Thesis**

RHDC initiated changes to the policy to allow inclusion of the text of a review written predominantly by the candidate within the candidate's thesis, subject to inclusion of analysis of any relevant papers published between the time of publication of the review and the submission of the thesis.

6. **Assessing Indigenous Applications**

As part of the University's efforts to realise its reconciliation goals, and in order to assist prospective candidates, the RHDC initiated the appointment of academic shepherds for indigenous applicants. The shepherds would steer applicants through the selection process and develop the University's expertise in successfully guiding Indigenous applications.

7. **Monitoring of Allocation of RHD scholarships by Faculties**

RHDC continued to monitor faculty allocation of scholarships to ensure processes of equity and transparency were followed.

8. **Courses, Subjects and Programmes**

The committee reviewed and recommended the listed new and amended course, program and subjects to the Board:

a.   New graduate research programs:

- Doctor of Philosophy – Business and Economics [DR-PHILBE](Decision, Risk and Financial Sciences)

- PhD Infection and Immunity

- Indigenous Studies Research Program

- Enhanced Neuroscience PhD Program

- Refugee Studies Doctoral Program

- Biomedical and Health Sciences PhD Capstone Program

- Comprehensive Cancer PhD Program

- PhD Program in Medical Biology at the WEHI

b.   Changes to the following courses:

- Doctor of Education 300BB

- Doctor of Music D-MUS

- MR-ARTAST Master of Arts by Research (Advanced Seminar and Shorter Thesis) – Gender specialisation

- DR-PHILART Doctor of Philosophy in Arts

- Doctor of Philosophy- Business and Economic [DR-PHILBE] (Accounting Specialisation)

- Doctor of Philosophy- Business and Economic [DR-PHILBE](Finance Specialisation)

- J17RE Master of Advanced Social Work (Research)

- 652CO Master of Music (Composition)

- 652MT Master of Music (Music Therapy)

- 652MU Master of Music (Musicology/Ethnomusicology)

- 572AT Master of Medicine

- 552AA Master of Surgery

- 546AA Master of Primary Health Care

- J15AA Doctor of Medical Science

- MR-PHILDSC Master of Philosophy (Dental Science)

- MR-PHILHLT Master of Philosophy (Health Sciences)

- MR-PHILMED Master of Philosophy (Medicine)

- MR-PHILPGH Master of Philosophy (Population & Global Health)

- MR-PHILPSY Master of Philosophy (Psychological Sciences)

- DR-PHILMDH Doctor of Philosophy – Medicine, Dentistry and Health Sciences

- DR-PHILENG Doctor of Philosophy - Engineering

- 351AA PhD Engineering

c.   New subjects:

- ISYS90087 Service Management and Innovation

- How to Design a Research Project

- Writing a Literature Review

- Advanced Methodology

- Doctor of Education Thesis Proposal

- Visiting Scholar – Classics & Arch B

- Visiting Scholar – Classics & Arch C

- Research Intensive Subject (coursework subject within DR-PHILART)

- PhD Research (Indigenous Arts and Culture) - coursework subject in DR-PHILVCA program

- ELEN9XXXX Statistical Signal Processing – coursework subject in DR-PHILENG and MR-PHILENG programs

- Western Canon: Cervantes and Shakespeare

- Analysing Networks

- Affective Publics

- Microwave Photonics (endorsed by Academic Board out of session)

- Advanced Topics in Nano-Optics (endorsed by Academic Board out of session)

- Discrete and Network Optimisation (endorsed by Academic Board out of session)

- Advanced Topics in Optical Communication (endorsed by Academic Board out of session)

- Graduate Research Internship (MDHS)

- Graduate Research Internship (ENG)

d.   Subject changes:

- MULT90032 Researching the Past

- MULT90033 Researching Texts

- MULT90034 Researching Society and Cultures

- MULT90035 Researching Images

- MULT90036 Researching Ideas

- MULT90037 Researching Media and Culture

- MULT90038 Researching Politics and Policy

- MULT90039 Researching Language

- ENEN90005 Environmental Management ISO14000

- ELEN90026 Introduction to Optimisation

- ELEN90027 Linear Systems Theory

- ELEN90077 Grid Integration of Renewables

- ELEN90018 Advanced Topics in Engineering Mathematics

- ELEN90078 Distributed Systems and Game Theory

- ELEN90079 Statistical Signal Processing

e.   Course discontinuations:

- DH-FORSC Doctor of Forest Science

- MR-ARTAST Master of Arts by Research (Advanced Seminar and Shorter Thesis) – International Politics specialisation

- MR-ARTAST Master of Arts by Research (Advanced Seminar and Shorter Thesis) – Policy Studies specialisation

- MR-ARTAST Master of Arts by Research (Advanced Seminar and Shorter Thesis) – Social Theory specialisation

- Master of Medicine [572AA]

- Master of Education (International Baccalaureate) [960ID]

B   REPORT OF WORK IN PROGRESS

9.   In 2017, discussions and initiatives will continue in the following areas:

a)   Lapsed candidature and timely completions

b)   Graduate Research Internships

c)   TEQSA standards regarding two supervisors

d)   Updating template for endowed scholarships

e)   Continuing oversight of scholarship allocations

f)   Ongoing monitoring and discussion of the allocation of scholarships in Faculties including the following themes:

- provision of scholarships for indigenous students and implementation of the Reconciliation Action Plan;

- deviation from the principle of academic merit, in favour of the use of 'strategic allocations' to potential detriment of transparency, consistency and equity;

- managing student expectations about minimum thresholds and offers of place being tied to scholarship offers; and

- publicly available information to applicants about selection principles and practices.

Terms of Reference

1. Composition

Ex Officio members

- President of the Academic Board or nominee
- Vice-President of the Academic Board or nominee
- Deputy Vice-Chancellor (International)
- Academic Secretary or Academic Governance Officer
- Director, Centre for the Study of Higher Education or nominee
- Associate Director, Office of Admissions
- Executive Director, International
- Manager, Scholarships, Bursaries and Fees
- A faculty Academic Services Officer, or equivalent
- The President of UMSU or nominee and one additional nominee
- The President of GSA or nominee and one additional nominee

Elected members

- Five members of the Board elected by the Board for a term of three years
- Three members of the academic staff, not being members of the Board, elected by the Board for a term of three years
- Up to two members appointed by the Board on advice from the Committee for a term not exceeding two years
- Up to three members appointed by the Committee for the duration of a particular inquiry
- Up to two additional members, not being members of the Academic Board, nominated annually by the President of the Academic Board having regard to gender balance and disciplinary expertise of the membership

2. Chairperson

Academic Board must appoint a person to chair the Committee. In consultation with the Chair, Academic Board must also appoint two persons from the Committee to act as Deputy Chairs, one of whom will be the committee's scholarships and awards coordinator.

3. Quorum

A quorum for the committee is 30% of the current membership; 50% of those in attendance must be academic staff members.

4. Terms of Reference

4.1   To advise and make recommendations to the Academic Board on:

- policies, procedures and guidelines on the selection and admission of students into courses, and subjects for which enrolment is or may be restricted;

- minimum entry requirements for consideration for selection into courses and programs;

- issues relating to admissions not based solely on the Australian Tertiary Admission Rank (ATAR) or academic achievement levels;

- pathways to award or non-award courses, including pathways with guaranteed entry;

- English language standards required for admission to coursework courses;

- recognition of institutions, programs and courses for the purposes of admission;

- approval of admissions criteria in addition to the ATAR;

- approval of preparatory programs of study in prior learning;

- approval of special admission schemes, including Access programs; and

- credit transfer policy for all coursework courses.

4.3   To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate and graduate coursework studies to ensure they are supporting the University's strategic objectives.

4.4   To conduct reviews and undertake other quality assurance activities as appropriate to ensure that the University maintains high international academic standards in its courses, selects only from among applicants those likely to succeed in its courses, and selects in a manner consistent with Board policies and procedures concerning access, equity and conflict of interest.

4.5   To advise and make recommendations concerning coursework scholarships, awards and prizes, including but not limited to

- policies, procedures and guidelines;

- proposals for new or revised scholarships, awards and prizes;

- selection of candidates for scholarships, awards and prizes;

- the academic progress of recipients of coursework scholarships.

4.6   The Committee may recommend the Board approve delegations of decisions that do not create precedents and that clearly meet current guidelines approved by the Committee to the Committee's Scholarship and Awards Coordinator, and may delegate routine decisions concerning the administration of scholarships for which academic judgment is not required to the Melbourne Scholarships.

4.7   To consider and report on any matter referred to it by the Academic Board, the Vice Chancellor, Academic Board committees or the President of the Academic Board.

4.8   From time to time to make recommendations which might amend these terms of reference or provide for specification of delegated authorities or provisions by which the Committee might regulate its own affairs.

5. Reporting

5.1   The Selection Procedures Committee must report to the next meeting of the Academic Board after each committee meeting.

5.2   The committee must provide an annual report on its activities under its terms of reference to the Academic Board.

6. Secretariat

The Academic Secretary, or nominee, will provide secretarial support to the Committee.

The Chair of the SPC in 2017, appointed by Academic Board, is Professor Doreen Thomas (email: Doreen.thomas@unimelb.edu.au).

Report of work undertaken 2016

A   REPORT OF ACCOMPLISHMENTS

1.   Selection into Courses and Student Awards

The main work of the Selection Procedures Committee has been in reviewing the faculty submissions of minimum entry requirements for consideration for selection into new courses (65 submissions) or course amendments (43 submissions). The Committee's extensive work in 2014 in standardising the template for the resolutions on selection means that these all fit a standard format, which faculties are now conforming to. The committee also reviewed the selection criteria for new Student Award Proposals (31 submissions).

2.   Changes to Approved Entry Scores

The committee recommended the approval of the undergraduate international student guaranteed entry scores for the Australian ATAR, Trinity College Foundation Studies, IB and GCE A Levels for two years (2017 and 2018). This included minor increases for the Bachelor of Biomedicine (Trinity College Foundation Studies score increased from 89 to 91) and the Bachelor of Commerce (Australian Year 12 ATAR score increased from 93.00 to 94.00, IB score increased from 35 to 36, GCE A Levels score increased from ABC to ABB). There were no changes proposed to the minimum ATAR requirements for domestic applicants.

The Access Melbourne guaranteed scores changed for the Bachelor of Arts for the 2015/2016 intake whereby applicants were required to achieve an ATAR of at least 80.00, compared to a required ATAR of 78.00 in 14/15. This change had an impact on the number of Bachelor of Arts applicants who were guaranteed entry.

3.   Selection for the Elite Athletes and Performers Entry Scheme

The committee revised the policy for selection for the Elite Athletes and Performers Entry Scheme. The key motivation for the change is the desire to be able to attract the highest level elite athletes to the University by being able to provide them with more certainty about an offer at an earlier stage in the process. The process of adjusting scores based on an evaluation of impact of hours of training on study was discontinued and has been replaced with a model in which once assessed as elite, athletes are made a conditional offer of admission at an ATAR no lower than the minimum ATAR for the course, subject to completing any prerequisite subjects for the course. The revised scheme also applies to performers and the new policy will come into effect in 2017 for 2018 entry.

4. **Changes to the Chancellor's Scholars Pathway Conditions in MDHS**

Admission to the Chancellor's Scholars Program is offered to those students who are placed in the highest ATAR grouping (99.90 or above) in recognition of their academic excellence during secondary school. Entry to the graduate program of their choice, however, only occurs a minimum of three years later after these students have completed an undergraduate degree. Chancellor's Scholars pathway conditions did not require those in the program to demonstrate any level of academic performance during their undergraduate course of study. It had emerged that a number of students in the Program had failed pre-requisite subjects required as prior knowledge for entry to selected graduate programs. These guaranteed pathway students could be selected over higher performing applicants, within what is ordinarily a very competitive selection process. The Committee recommended the approval of the requirement to pass any course pre-requisites on the first attempt for the following courses in the Health Sciences:

- Doctor of Dental Surgery
- Doctor of Medicine
- Doctor of Optometry (to be confirmed)
- Doctor of Physiotherapy

5. **Changes to the Melbourne Global Scholars Award**

In 2016 minor changes were made to the Melbourne Global Scholars Award. The award is offered to students undertaking Exchange or Study Abroad on the basis of the Course Weighted Average for their current degree course. To reduce ambiguity, reference to a minimum Course Weighted Average was removed from the eligibility requirements (but maintained as a selection criterion). In addition, Chancellor's Scholars and Kwong Lee Dow Scholars can only be guaranteed a Melbourne Global Scholars Award while they are enrolled in their undergraduate degree (but not during enrolment in a graduate degree).

6. **Review of Academic Progress of the Melbourne National Scholarship Recipients**

SPC reviewed the academic results for the Melbourne National Scholarship recipients under the amended academic progress conditions. Following completion of Semester 2 2015 and Semester 1 2016, six first-year students out of 113 received a warning letter and seven students out of 172 later-year students had their living allowance suspended for one semester.

7. **Report on the Capacity and Opportunity for the Mathematics Proficiency of Students Enrolled at the University**

In 2016, SPC formed a working party to consider the capacity and opportunity for the mathematics proficiency of students enrolled at the university. The report supports the broad national agenda of enhancing training in STEMM disciplines, as well as contributing to contemporary needs for mathematical or statistical training in other fields. It supports the Decadal Plan, The Mathematical Sciences in Australia: A Vision for 2025. The university already complies with the recommendation of the Plan that at least Year 12 intermediate mathematics subjects are prerequisites for all bachelor programs in science, engineering and commerce. The report concludes that students coming into the University of Melbourne with varying backgrounds in mathematics are well catered for. Those with a good Year 12 level of mathematics (equivalent to VCE MM3/4) are able to continue with studies in mathematics subjects should they choose. Those with Year 11 mathematics at the level of MM1/2 have the

choice of two subjects which will bring them up to a Year 12 level. The only students who are not catered for are those who didn't take MM1/2 at VCE Year 11. Students may give up Maths at Year 10 because they are pursuing other interests or maybe they aren't succeeding. This is difficult to remediate while maintaining normal progress through a university degree.

B   REPORT OF WORK IN PROGRESS

8.   Three Year Cyclical Reviews

As part of the three year cyclical reviews, during December 2016-January 2017 the Committee will review the selection of students into graduate coursework programs in the Melbourne School of Engineering, the Faculty of Architecture, Building and Planning and the Faculty of Medicine, Dentistry and Health Sciences.

Teaching and Learning Development Committee

This committee has been suspended for 2017

In 2016 the Chair of TALDEC was Professor David Williams

Report of work undertaken 2016

A   REPORT OF ACCOMPLISHMENTS

1.   Establishment of Online and e-Examinations Working Group

A multidisciplinary academic group was established with Professor David Shallcross as chair and an interim survey and report from the Online and e-Examinations Working Group undertaken. Work culminated with progress/trials reports related to two initiatives, both involving external providers, which will trial in late 2016/early 2017. Monitoring and evaluation of these trials should be undertaken in 2017. (Note: other work of this group is currently suspended at end of 2016 along with core business of TALDEC).

2.   Focus Group/Discussion forum for relevant University developments

As a multidisciplinary membership comprising a diversity of both academic and professional staff involved with core learning and teaching practice in the University TALDEC is well placed to provide both practical and theoretical guidance on key L&T developments. Given the currency of Flex-AP discussions in 2016, TALDEC most often served as a guide and discussion forum in guiding the development of key Flex-AP recommendations.

a.   Flex-AP Timetabling Group

TALDEC provided guidance for proposals of the timetabling working group. The timetable is currently considered unstable, changing from year to year, and from semester to semester and is accompanied by 11,500 enrolment variations submitted by students each semester, all of which need to be processed manually. Almost half of these variations occur in the first two weeks of semester, mostly at the first-year undergraduate level. Members confirmed that the quality and timing of subject information available to students had a large impact on the number of enrolment variations. The Committee agreed that the LMS was the best available source of comprehensive, subject-specific information. Members provided refining input into a proposal (to trial semester 1, 2017) to make replica LMS sites of first year subjects available early in the calendar year to guide students in making better-informed subject selections at first choosing.

b.   Flex-AP Large Undergraduate Subjects

TALDEC provided feedback and served as an academic forum for the LUS working group regarding the aspects of large undergraduate subjects that should continue to be explored through 2016. Members discussed the distinctions between class size, numbers and length (of class) and opinions on pedagogical difference in learning design for large and small groups and useful measures of engagement?

c.   CADMUS

TALDEC provided guidance in the development of a software package to support authentic authoring of student's written assignments. Members made suggestions for educative feedback tools that will be triggered when necessary during authoring. The importance of

student authentication was a significant focus of discussions and for the recommendations provided.

Terms of reference

1.   Composition

<u>Ex Officio members</u>

- President of the Academic Board

- Vice-President or Deputy Vice-President of the Academic Board

- Provost or Pro-Vice Chancellor (Academic)

- A chairperson appointed by the President

- Director, Business Intelligence Reporting (or nominee)

- Director, Student Success

- A senior member of the Centre for the Study of Higher Education, nominated by the President of the Academic Board for a term of up to two years

- Academic Secretary or Academic Governance Officer

- Director, Academic Strategy

- Two nominees of the University of Melbourne Graduate Student Association

- Two nominees of the University of Melbourne Student Union

- One student nominated by the University of Melbourne Student Union (International)

<u>Elected members</u>

- Four members of the Board elected by the Academic Board for a term of two years; two members to retire each year

- Two members of the academic staff not being members of the Academic Board, elected by the Academic Board for a term of two years; one member to retire each year

- Up to six members of the academic staff at Lecturer B or C level not being members of the Academic Board, elected by the Academic Board for a term of two years; one member to retire each year

<u>Appointed members</u>

- An academic staff member with expertise in indigenous studies, appointed by the President, for a period of up to two years

- Up to four members of the Academic Board appointed as members of the Committee by the President of the Academic Board for a term of up to two years in order to take into account matters such as the balance of membership by discipline and expertise in teaching and learning

- Up to nine additional members, not being members of the Academic Board, appointed by the President of the Academic Board for a term of up to two years having regard to gender balance and disciplinary expertise of the membership.

2.   Chairperson

The President of the Academic Board must appoint a person to chair the Committee for a period of up to two years. A person so appointed will be eligible for re-appointment. The President must also appoint a Deputy Chairperson, in consultation with the Chairperson.

3.   Quorum

A quorum for the committee is 30% of the current membership; 50% of those in attendance must be academic staff members.

4.   Terms of Reference

4.1   To advise the Academic Board on quality assurance policy for teaching and learning in undergraduate and graduate award courses and subjects, including

- course structure and coherence;

- appropriateness and quality of assessment;

- assessment and examination policies;

- course management, learning support and student progress.

4.2   To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate and graduate coursework studies to ensure they are supporting the University's strategic objectives.

4.3   In collaboration with Academic Divisions, related Academic Board committees, the Centre for the Study of Higher Education, the Business Intelligence and Reporting Unit and the Provost, to develop, monitor and review the use of appropriate qualitative and quantitative measures of performance of teaching and learning, taking into account national and international recommended practices, including the quality framework of the Tertiary Education Quality and Standards Agency (TEQSA).

4.4   To advise the Academic Board on priority areas for evaluation and quality assurance of academic programs and associated student support programs.

4.5   In collaboration with the Provost to recommend the annual schedule of cyclical evaluations of academic units and areas of teaching and learning to review and evaluate quality in teaching and learning of all award courses and programs, and associated student support services and programs.

4.6   To make recommendations to the Academic Board on appropriate actions to improve the quality of teaching and learning in courses and programs following the evaluations referred to at 4.5.

4.7   To monitor and evaluate systems and structures for the effective interaction between academic divisions, Board committees and University Services in the development and use of measures to encourage adoption of good practice in academic programs.

4.9   To advise and liaise with the Provost, the Director of the Centre for the Study of Higher Education, Deans, Course Standing Committee Chairs, related Board and academic division committees, and associated student and administrative supporting programs and services on matters within the committee's terms of reference.

4.10   To monitor the quality and effectiveness of programs designed to facilitate the transition of students into undergraduate and postgraduate courses and from courses into careers.

4.11   To receive final reports provided by Professional Associations on course accreditation on behalf of the Board.

5.   Reporting

5.1   The Teaching and Learning Quality Assurance Committee reports to the next Academic Board after each meeting of the Committee.

5.2   To provide an annual report on its activities under its terms of reference to the Academic Board.

6.   Secretariat

The Academic Secretary, or nominee, will provide secretariat support to the committee.

The Chair of the TALQAC in 2017, appointed by Academic Board, is Professor Ian Malkin (email: i.malkin@unimelb.edu.au).

Report of work undertaken in 2016

A   REPORT OF ACCOMPLISHMENTS

1.   Course Reviews: Completed

Doctor of Veterinary Medicine

A full TALQAC/management review of the Doctor of Veterinary Medicine was undertaken. The Panel's Report has been approved by the Faculty and submitted to TALQAC and University Executive. The Faculty's Action Plan has also been completed, and progress reports will be submitted to TALQAC throughout 2017.

Doctor of Physiotherapy

A full TALQAC/management review of the Doctor of Physiotherapy was undertaken. The Panel's Report has been approved by the Faculty and submitted to TALQAC and University Executive. The Faculty's Action Plan has also been completed, and progress reports will be submitted to TALQAC throughout 2017.

Master of Engineering

An external review of the Master of Engineering, led by the Office of the Provost, was undertaken and included several standard TALQAC terms of reference. The Panel Report and a brief response from the Faculty will be submitted to Academic Board and University Executive.

2.   Fitness to Practice Working Group

Led by Professor Marilys Guillemin, the Working Group provided a discussion paper that identifies key issues, contextualises Fitness to Practice at the University of Melbourne, and gives examples of best practice. The main issues covered in the discussion paper are:

- selection practices for identifying students who are likely to develop the professional behaviours required for professional courses;
- articulation of expectations about FTP to students;
- assessment practices for FTP; and
- the relationship with external partners and professional accreditation bodies.

The Working Group recommended that a biennial forum or workshop be held to continue discussions about this important issue.

3. **Providing Support for First Time Teachers Working Group**

Led by Professor Ian Malkin, the Providing Support for First Time Teachers Working Group which commenced in 2015 concluded their work in early 2016, providing an amended version of their report, with an executive summary. This was based on feedback from Academic Board that the originally drafted report included 'recommendations' where 'guidelines' were more appropriate. The revised document contained guidelines for best practice. The guidelines were presented at ACCC.

4. **Education Quality Indicators Working Group**

Led by Professor Hamish Coates, this working group was formed to assist TALQAC in providing advice and recommendations to the University on indicators and metrics for enhancing education quality. The outcomes/outputs of the working group are a background paper on education quality indicators, and a collaboration between BIR and MCSHE to develop the student at risk indicator and the student learning outcomes indicator. The briefing paper flags three areas for further development:

- information on teaching capability at the University;

- information and/or metrics around student risk/student success, to be undertaken between BIR and MCSHE; and

- consideration of the value we are adding to a student's educational journey.

5. **Academic and Research Integrity Working Group**

Led by Professor Ian Malkin, the Academic and Research Integrity Working Group was a TALQAC-led working group including members form TALQAC, APC, RHDC and TALDEC. The overarching intent of the working group was to support the development of educative and preventative measures associated with academic integrity, to explore the resources the University currently provided and to seek best practice examples from across the University.

The working group produced a report that identified best practice and included practical suggestions and examples that can be implemented across the University. It includes a recommendation to deans and their delegates to be proactive in supporting the provision of a suite of educational response, ensuring they fulfil the University's policy requirements as well as the requirements of the Higher Education Standard's Framework 5.1 - Academic and Research Integrity. A new webpage with a range of resources is currently being developed, under the direction of Pro Vice-Chancellor (Academic), Professor Richard James.

TALQAC received two presentations about CADMUS, a new online assessment preparation and submission program that seeks to improve detection of academic dishonesty. Feedback from the committee helped inform the developers' ongoing product design.

6. **SES Protocols**

TALQAC prepared a paper that presented some recommendations for clearer communication to students about the University's expectations for their feedback as well as some protocols for managers when distributing SES responses. The four recommendations are summarised below:

- Powerpoint slides should be used to explain students' responsibilities when completing the SES, the purpose, and how the survey responses are used.

- Include the following statement on the survey instrument: "Students are expected to provide considered, honest, constructive, respectful and non-abusive feedback to the University and its staff on the quality of teaching and learning experiences."

- Survey comments that are offensive must be removed.

- Survey scores and comments should be provided to relevant teaching colleagues in a contextualised, sensitive manner.

7.   Revision of Self-Assessment Questions for 2017 TALQAC/Provost Course Reviews

TALQAC revised the self-assessment questions for TALQAC/Provost course reviews from 2017, largely in light of the wellbeing research project undertaken by Dr Chi Baik and Associate Professor Wendy Larcombe. Additional questions address: fostering students' autonomous motivation and sense of meaning and purpose for learning; facilitating collaboration and interaction; facilitating flexibility in load and progression; demonstrating awareness of students' diverse needs; and, supporting students' further development of self-regulatory skills. Dr Baik and Associate Professor Larcombe presented their work to the Committee, including a module they developed as part of a suite of online resources.

B   REPORT OF WORK IN PROGRESS

8.   Feedback to Students on Assessment Tasks Working Group

Co-chaired by Mr Tom Crowley and Dr Wendy Haslem, the Feedback to Students on Assessment Tasks Working Group has at its focus the provision of constructive feedback specific to assessment tasks, particularly feedback at the end of a subject. The Working Group is considering several critical points, including how the feedback at the end of a subject can be formative, particularly if the subject is part of a sequence that builds on a previous subject. The Working Group will continue in 2017.

9.   Work Integrated Learning ('Delivery with Other Parties') Working Group

Led by Associate Professor Menaka Abuzar, the Work Integrated Learning Working Group is focussing particularly on quality assurance measures related to work integrated learning. Its terms of reference are summarised as follows:

a. Select key professional degree programs that conduct WIL programs with external partner organisations (Faculties identified are: MDHS, Law, and Engineering).

i.   Identify key features of WIL - Key features of the programs as described by the coordinators will be required to identify these programs as Work Integrated Learning (since some of these are currently not identified as WIL).

ii. Classify the selected programs according to UoM website http://careers.unimelb.edu.au/employers/internships

b. Evaluate the quality assurance measures/processes currently in place.

c. Deliverables - Report on the current status of QA measures in key WIL programs in the University.

While the University's policies in this area are robust, the working group will seek to ascertain whether practices match the policies.

10. Grade Distribution Working Group

Led by Associate Professor Deb King, the Terms of Reference for this Working Group are summarised as follows:

a. To collect information about the grading practices currently used across undergraduate and graduate degree programs offered by the University of Melbourne.

   i. What grading practices are currently in use at graduate and undergraduate level?

   ii. At what level is grading practice determined? Faculty, School, Subject coordinator?

   iii. What factors are considered in determining the grading practice?

   iv. Who has carriage for quality control in the process?

   v. Is the practice regularly reviewed?

   vi. Are students made aware of the grading practice?

b. To make recommendations to TALQAC about aspects of current grading practices that may need further investigation based on the implications of the findings in item a.

This Working Group will continue to explore these questions in 2017, utilising some of the outcomes from the student results project led by Professor Andrew Kenyon (where they are not confidential and can be passed on) as a useful complement to the findings of the Working Group.

5. Other committees/activities of the University in which the Academic Board officers represent members of the Academic Board

While there are many committees on which the Academic Board officers represent the interests and priorities of the Academic Board, two of the most important are the University Appointments and Promotions Committee, and the University's Research Ethics and Integrity Strategy Committee.

The University Appointments and Promotions Committee reviews and approves all faculties' proposals of candidates for promotion to Professor. In this small committee chaired by the Provost, the President and Vice-President are members and a further six members are nominated by the Provost and the President.

Research Ethics and Integrity Strategy Committee, run under the auspices of the Deputy Vice Chancellor (Research), sets policy about matters to do with the integrity of research processes such as ethics approvals, monitors research practice in the University and manages responses to grievances and complaints. There are three Academic Board members on this committee, with the Chair of the Research Higher Degrees Committee being an ex officio member.

6. Strategic priorities of the Academic Board Committees *2017*

In 2017 the Academic Board committees will be undertaking investigations into the following matters as their strategic priorities, in addition to maintaining their ongoing business. It is to be expected that the results of their investigations will be presented as reports to the meetings of the Academic Board, and will be followed up in other parts of the University to which they are relevant.

Academic Programs Committee

- The committee will continue to review new, and changes to, courses, programs and subjects.

- The committee will also continue its participation in the implementation of CAPS in the move from a Word form-based to a web-based system for the management of course and subject approvals in 2017.

Libraries and Academic Resources Committee

- Scholarly Literacy Framework - By end of 2017, the committee will receive a progress report against the implementation of the framework which will be submitted to Academic Board.

- Digital Preservation - Digital preservation including in relation to audio-visual collections, and Digital Literacy.

Research Higher Degrees Committee

 a. In response to the ACOLA Review examine the following:

- reconsider the doctoral attributes;

- AHEGS statements for courses;

- Course learning objectives and ensure these are well articulated;

- Audit the supervisor register to remove non-compliant supervisors;

- Review the introduction of online supervisor training and consider up skilling for supervisors;

- Internship program and explore potential for industry embedded PhD.

 b. In response to Higher Education Standards Framework:

- To set a program of systematic course reviews, such that each graduate research course is reviewed every 7 years.

 c. Pathways and exits

- Analyse demographic changes in commencements and consider what this means for pathways to PhD

- Consider the introduction of a viva voce and whether it would be appropriate for the University.

Selection Procedures Committee

- As part of the three year cyclical reviews, during December 2016-January 2017 the Committee will review the selection of students into graduate coursework programs in the Melbourne School of Engineering, the Faculty of Architecture, Building and Planning and the Faculty of Medicine, Dentistry and Health Sciences.

- The work around GCE A level guaranteed scores will continue in 2017 with results being closely monitored over 2017 and 2018, when substantially more data will be available. The analysis of the larger data set will include breakdowns by course level plus where the applicant did their GCE A levels. This work will inform the next guaranteed entry approval cycle during 2018 in preparation for the 2019 intake.

Teaching and Learning Quality Assurance Committee

- Course reviews schedule and implementation. A schedule of future course reviews to be presented with implementation is underway. Course reviews that will be undertaken in 2017 are as follows:

  Bachelor of Arts

  Bachelor of Arts Extended – to be confirmed

  Bachelor of Oral Health

  Doctor of Dental Surgery

  Master of Public Health

- Tackling student disengagement

- Concerns about student disengagement and how to address this issue will be the subject of a Working Group.

- Improving the measurement of learning outcomes - This concern will be the focus of a Working Group.

- Update the Self-Assessment Questions for 2017 TALQAC/Provost Course Reviews - An update will be required to embrace issues concerning sustainability.

- Update the provision of support for first-time teachers.

7. The Academic Board Secretariat – supporting the Academic Board

The Academic Board Secretariat is that part of the University's central administration which supports the Academic Board. The Academic Secretariat is part of the University Governance group in Chancellery; an independent group, it is headed by the University Secretary. The Academic Secretary, Penelope Pepperell (email: pdp@unimelb.edu.au), reports to the University Secretary. The University Secretary reports to the Vice Principal Policy and Projects. The University Secretary and the Academic Secretary provide governance advice to the University more broadly.

The Academic Secretary is responsible for oversight and management of the work of the Board and its committees and undertakes considerable policy research and development. In 2016 the Academic Secretary worked with the University Secretary on a review of the University's Statutes and Regulations in collaboration with the University Secretary, drafting the Academic Board Regulation.

In July 2016 the University's revised legislative framework was enacted, comprising the University of Melbourne Statute, Council Regulation, Academic Board Regulation and Vice-Chancellor Regulation.

In 2016 a complete review of all University policy was undertaken. The Academic Secretary drafted the policies which fall within the remit of the Board, delegated by Council in the University of Melbourne Statute. The suite of policies are made under the Academic Board Regulation and align with the Board's functions as detailed in the University of Melbourne Statute. The review consolidated many existing policy instruments into the resultant ten policies are published in the Policy Library (listed below). In line with the Melbourne Operating Model, process matters were removed from the policies and published as process documents in the relevant service area, or on the Board's web pages.

Academic Progress Review Policy

Assessment and Results Policy

Courses, Subjects, Awards and Programs Policy

Credit, Advanced Standing and Accelerated Entry Policy

Establishment and Award of Student Awards Policy

Graduate Research Training Policy

Selection and Admission Policy

Student Academic Integrity Policy

Student Appeals to the Academic Board Policy

Supervisor Eligibility and Registration Policy

Research into the University's policy history is often needed to help determine decisions made in academic appeal hearings, and the officers of the Academic Board Secretariat provide that research capacity. The Academic Secretary is also responsible for the continuing management and monitoring of the work plan for the Board, and its standing committees, and drafting reports on the implementation of policy.

With the introduction of the Tertiary Education Quality and Standards Agency (TEQSA) Higher Education Standards 2015, the University is required to undertake an independent review of the effectiveness of its governing body (Council) and a review of its academic governance processes at least every seven years. In 2017 an external review of Academic Board's fulfilment of its functions, and the academic governance policies and processes that fall under the remit of the Board and its

committees, will be undertaken. The Academic Secretary drafted terms of reference for the review and will provide support to the review. The outcomes of the review are expected towards mid-year.

The Academic Secretary is responsible for the management of student appeals, including the initial assessment to student appeals. The secretariat provides advice and support to the appeal panels.

The academic secretariat also provides high level advice to senior executive staff on policy development and implementation within the Board's remit.

Penelope Pepperell, Academic Secretary

2017