ACADEMIC SENATE
Meeting No. 199

NOTICE OF MEETING

Date	Wednesday 19 February 2025
Time	10.00 am – 12.00 pm
Location	Videoconference
	Meeting ID: 496 543 223 979
	Passcode: Sp9jm7dm

Members	Position	Committee Term Ends
Professor Wilma Vialle	Chair, Academic Senate	6 May 2026
Dr Prue Laidlaw	Deputy Chair, Academic Senate & Elected academic staff member, FOSH	30 June 2026
Professor Renée Leon	Vice-Chancellor and President	Ex-officio position
Professor Graham Brown	Deputy Vice-Chancellor (Academic)	Ex-officio position
Professor Neena Mitter	Acting Deputy Vice-Chancellor (Research)	
Professor Tony Dreise	Pro Vice-Chancellor, First Nations Strategy	Ex-officio position
Mr Mike Ferguson	Pro Vice-Chancellor, International	Ex-officio position
Professor Michael Friend	Pro Vice-Chancellor, Research (Governance and Performance)	Ex-officio position
Ms Heather McGregor	Pro Vice-Chancellor, Student Success	Ex-officio position
Professor Janelle Wheat	Pro Vice-Chancellor, Learning and Teaching	Ex-officio position
Professor Lewis Bizo	Executive Dean, FBJBS	Ex-officio position
Professor John McDonald	Executive Dean, FOAE	Ex-officio position
Professor Megan Smith	Executive Dean, FOSH	Ex-officio position
Associate Professor Christopher Orchard	Acting Chair, Indigenous Board of Studies	Ex-officio position
Ms Kristi Harris	Undergraduate Student Member	30 September 2026
Mr John McKay	Postgraduate Student Member	30 September 2026
Vacant	HDR Student Member	30 September 2025
Associate Professor Gerry Corrigan	Elected member of the Professoriate	30 June 2026
Professor Julian Grant	Elected member of the Professoriate	30 June 2025
Professor Marta Hernandez-Jover	Elected member of the Professoriate	30 June 2025
Associate Professor Abishek Santhakumar	Elected member of the Professoriate	30 June 2026
Professor Manohar Pawar	Elected member of the Professoriate	30 June 2026
Associate Professor Lihong Zheng	Elected member of the Professoriate	30 June 2025

Dr Sheena Elwick	Elected academic staff member, FOAE	30 June 2025
Dr Jane Garner	Elected academic staff member, FOAE	30 June 2026
Dr Jessica Sears	Elected academic staff member, FOAE	30 June 2025
Dr Kristy Campion	Elected academic staff member, FOBJBS	30 June 2026
Dr Mark Frost	Elected academic staff member, FOBJBS	30 June 2026
Dr Brett Shipton	Elected academic staff member, FOBJBS	30 June 2025
Mr Shayne Chau	Elected academic staff member, FOSH	30 June 2026
Mr George John	Elected academic staff member, FOSH	30 June 2025
Ms Sandra Sharpham	Elected professional/general staff member	30 June 2025

Academic Senate Meeting No. 199	AGENDA		Wednesday 19 February 2025		
No	**Item**	**Responsibility**	**Purpose**	**Time**	**Page No.**
1	Welcome and Apologies	C	Noting	10.00 am	4
2	Declaration of Interests	C	Discussion		5
3	Confirmation of Agenda	C	Discussion		6
4	Minutes of Previous Meeting/s	C	Decision		7
5	Action Sheet	C	Discussion		15
Items For Decision / Discussion					
6	Chair's Report *	C	Decision	10.15 am	16
7	Vice-Chancellor's Report *	VC	Decision	10.25 am	17
8	Questions on Notice *	C	Noting	10.35 am	18
9	Risk and Compliance Issues *	DRC	Discussion	10.45 am	19
10	2023 External Review of Academic Governance – Management Response and Action Plan *	US	Decision	10.55 am	40
11	2024 Academic Senate Self-Assessment Results *	C	Discussion	11.05 am	95
12	Annual Research Report *	DGS	Decision	11.15 am	116
13	Academic Freedom and Freedom of Speech Attestation Statement *	VC	Decision	11.25 am	135
14	Course Approvals *	DVCA	Decision	11.30 am	
	14.1 Faculty of Business, Justice and Behavioural Sciences				137
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Matters Taken as Read					
15	Deputy Chair Election Outcome / Update to Academic Senate Rule 2024	OGCA	Decision		141
16	FY2024 Third-Party Education Arrangements Review	DRC	Noting		143
17	Comprehensive Course Reviews 2024 Summary Report	DVCA	Noting		150
18	Annual Course Health Check Summary Report	PVCLT	Noting		153
19	Graduate Outcomes Survey – Full-Time Employment and Fields of Education Data	PVCLT	Noting		155
20	Recipients of University Medals (August - December 2024)	C	Noting		159
21	2024 Academic Senate Assurance Report to Council	C	Decision		161
22	Statement of Members' Responsibilities	C	Noting		168
23	Academic Senate Standing Committee Report	C	Noting		171
24	Academic Sub-Committee Minutes	C	Noting		176
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Other Business					
26	Other Business *	C	Discussion	11.50 am	179
27	Next Meeting	C	Noting		180
Meeting Close				12.00 pm	

* Items of business.

Item 1: Welcome and Apologies

Acknowledgement of Country

"We acknowledge the Traditional Owners of the Lands on which we are meeting today and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present."

Item 2: Declaration of Interests 5

Members are responsible for disclosing circumstances that give rise or may give rise to actual, potential or perceived conflicts of interest.

Declarations should be submitted to Governance prior to the meeting (or prior to voting if the meeting is conducted by flying minute).

The Academic Senate will determine the appropriate course of action, which may include the member leaving the meeting for the duration of the item or abstaining from discussion and/or decision. If the meeting is held by flying minute a determination will be made by the Chair in consultation with Governance.

Item 3: Confirmation of Agenda   6

Matters Taken as Read

Members are requested to flag any item/s listed in Matters Taken as Read that they wish to discuss with either the Chair, Academic Senate (Chair-Acad-Senate@csu.edu.au) or the Manager, Governance (Governance@csu.edu.au) two (2) days prior to the meeting.

For any items in this section that members do not wish to discuss, the resolutions will be approved as written.

Item 4: Previous Minutes   7

PURPOSE

To approve the minutes of the previous meeting.

RECOMMENDATION

The Academic Senate resolves to **approve** the minutes of the extraordinary meeting held on 18 November 2024, as a true and accurate record.

ATTACHMENT

A. AS198 Minutes 18 November 2024 UNCONFIRMED

ACADEMIC SENATE
Meeting No. 198

Unconfirmed minutes of the extraordinary meeting of the Academic Senate held at 9.00 am on Monday 18 November 2024 by videoconference.

Present:

Professor Wilma Vialle	Chair, Academic Senate
Dr Prue Laidlaw	Interim Deputy Chair
Professor Renée Leon	Vice-Chancellor and President
Professor Graham Brown	Deputy Vice-Chancellor (Academic) (DVCA)
Professor Mark Evans	Deputy Vice-Chancellor (Research)
Professor Michael Friend	Pro Vice-Chancellor Research (Performance and Governance)
Ms Heather McGregor	Pro Vice-Chancellor, Student Success (PVCSS)
Professor Janelle Wheat	Pro Vice-Chancellor, Learning and Teaching (PVCLT)
Professor Lewis Bizo	Executive Dean, FOBJBS (EDFOBJBS)
Professor Megan Smith	Executive Dean, FOSH (EDFOSH)
Associate Professor Susan Mlcek	Acting Chair, Indigenous Board of Studies
Mr Muhammad Rana	HDR Student Member
Mr John McKay	Postgraduate Student Member
Associate Professor Gerry Corrigan	Elected member of the Professoriate
Professor Marta Hernandez-Jover	Elected member of the Professoriate
Professor Manohar Pawar	Elected member of the Professoriate
Associate Professor Abishek Santhakumar	Elected member of the Professoriate
Associate Professor Lihong Zheng	Elected member of the Professoriate
Dr Sheena Elwick	Elected academic staff member, FOAE
Dr Jane Garner	Elected academic staff member, FOAE
Dr Jessica Sears	Elected academic staff member, FOAE
Dr Kristy Campion	Elected academic staff member, FOBJBS
Dr Mark Frost	Elected academic staff member, FOBJBS
Dr Brett Shipton	Elected academic staff member, FOBJBS
Mr Shayne Chau	Elected academic staff member, FOSH
Mr George John	Elected academic staff member, FOSH
Ms Sandra Sharpham	Elected Professional/General Staff Member

Apologies:

Professor Tony Dreise	Pro Vice-Chancellor, First Nations Engagement
Mr Mike Ferguson	Pro Vice-Chancellor, International
Professor Julian Grant	Elected member of the Professoriate
Ms Kristi Harris	Undergraduate Student Member
Professor John McDonald	Executive Dean, FOAE (EDFOAE)

Attendees:

Mr Dugald Hope	Director, Risk and Compliance (DRC)
Dr Mark Bassett	Director, Academic Quality and Standards (DAQS)
Ms Rachel Stephens	Manager, Academic Quality Enhancement (MAQE)
Ms Juanelle Furness	Manager, Academic Integrity (MAI)
Dr Jeanette Baird	Higher Education Consultant – External Reviewer

Secretary:

Mr Tony Heywood	University Secretary
Mr Mark Smith	Director, Governance
Ms Kate Hayden	Manager, Governance (Minutes)

1. Welcome and Apologies

The Chair opened the meeting with an acknowledgement of Country and welcomed members and attendees.

The Chair welcomed and introduced external reviewer Dr Jeanette Baird to the meeting, noting Dr Baird was undertaking further work regarding the 2023 Administrative Review of Academic Governance recommendations, in particular reviewing matters TEQSA identified for further monitoring in its Re-registration Assessment Report.

The Chair congratulated Associate Professor Abishek Santhakumar on winning the Higher Degree by Research Supervisor category of the Vice-Chancellor's Research Excellence awards.

2. Declaration of Interests

There were no declarations of interest.

3. Previous Minutes

> **RESOLUTION AS198/1**
> The Academic Senate resolved to **approve** the minutes of the meeting held on 31 October 2024 as a true and accurate record, subject to a minor amendment.

The Committee requested an amendment to the minutes under item 9, Risk and Compliance Report, to correct the information on the Key Risk Theme – Failure to meet 2030 Research Provider Targets.

MATTERS FOR DECISION / DISCUSSION

4. 2023 Student Performance Summary Report

> **RESOLUTION AS198/2**
> The Academic Senate resolved to:
> 1. **note** the 2023 University Student Performance Summary Report; and
> 2. **endorse** and **recommend** the submission of an Executive Summary of the report to the Council.

The DVCA spoke to the report and highlighted:

- The University was progressing well in terms of meeting its sub-targets, but due to the changing distribution of the University's students, particularly the increase in student load from the online and non-traditional pathway cohorts which typically had poorer progress rates, the overall metrics were not trending as well. The University needed to provide an appropriate level of support to those students.

- The First Nations students' progress was tracking well, with the University doing better than the sector.

- TEQSA required higher education providers to monitor timely completions. The University was looking at what other universities were doing as there was no specific definition for timely completions, and the University needed to carefully monitor those due to the nature of its student body and in consideration of the accreditation limits in some courses. The University needed to ensure those students were progressing as well as the non-equity students and that it was measuring itself against benchmarks for overall student progress.

Senate discussed:

- Details on the effectiveness of the actions taken, the timeframes and the targets - given the equity cohorts were not performing well, Senate agreed there needed to be a greater focus in the reporting on what was being done and with what urgency to provide it with assurance.

  The DVCA advised that the report was a consolidated view of the faculty inputs, and the faculties monitored the actions against individual courses during the annual course health check (ACHC), which was why the level of detail on actions was not included.

The DVCA commented on the results, noting they had more to do with the increased population of pathways students enrolling at the University, rather than poor performance.

Senate queried how confident it could be that the actions listed as being implemented had addressed the problems, noting that although it did not need to receive reporting on individual courses which was reviewed at the faculty level, it needed a better understanding of the extent to which remedial actions were being taken.

The DVCA confirmed the University was trending well in general, and in terms of student progress and retention, and was confident that the broad package of measures put in place was working but agreed there needed to be a better evaluation of the success of any interventions.

The DVCA and the Office of Academic Quality and Standards (OAQS) noted the feedback of Senate and agreed to [consider the inclusion of the following in the next report:

➢ Provide specific examples and extracts from the faculty-level reports, to assure Senate on the effectiveness of the actions.

➢ Develop a metric to trigger where a course going through the ACHC was not responding to treatments and actions.

➢ Report on the systemic level interventions the University had in place to support whole cohorts and identify the courses where the ACHC was not producing the desired outcomes.

➢ Ensure that the wording for the actions is more definite.

– **Action AS198/1**].

- 2025 targets (Table 2 of the Report) – whether there was an appetite to revise the targets given the 2025 target was lower than what had already been achieved in 2022. The DVCA advised that although the University was ahead of the trajectory, there was no need to move the targets as those early achievements were attributed to the impact of the implementation of the priority actions and progress was expected to slow down.

- The algorithm or data analysis available to provide an understanding of the methodology used and to explain how the University quantified the percentages – the DVCA advised that the RUN benchmarking data was used and adjusted according to the student cohort profile, using a weighted approach. Information on the methodology had previously been provided to Senate but there had been a turnover in membership. The DVCA agreed to [develop a report on the methodology used, for inclusion in the induction packs for Senate and Council, to provide an understanding of how the University set its benchmarks - **Action AS198/2**].

- Early investment in preparing students for university study as the University expected students to progress to a certain level within only a 14-week timeframe - the PVCSS advised of the development of the Pathways Framework which would focus specifically on public vocational education and training (VET) provider pathways and First Nations Pathways, noting discussions were underway with registered training organisations and at least 4 had expressed an interest in collaborating with the University to support the transition of students from VET to higher education study.

  The PVCSS commented that the work on the pathways should be made more visible in the next report to demonstrate the actions being taken to support the transition of students and agreed to [provide an update on the implementation of the Pathways Framework to Senate in 2025 – **Action AS198/3**].

- Low SES students appeared to be very challenged and there was a significant difference between the actual and the target – the DVCA noted it was more about timely completions rather than progress, and the metric was not sensitive to student circumstances, including for low socio-economic students which was a large population of the University's students, these were often employed and had caring responsibilities, so they typically took a lower load.

The Chair thanked the DVCA, DAQS and MAQE for the report.

5. **2023 Student Academic Integrity and Misconduct Report**

> **RESOLUTION AS198/3**
> The Academic Senate resolved to **endorse** the Student Academic Integrity and Misconduct Summary Report 2023.

The DVCA spoke to the report which provided a University-wide view of the trends and indicators of student academic integrity and misconduct, an overview of the performance of the University's policies, an update on ongoing controls and new controls arising from actions in the previous year, as well as new actions and strategies to further manage and mitigate the risk to academic integrity.

The DVCA highlighted:

- The drop in the overall number of misconduct cases was concerning, as it was unexpected, although a large part of the drop could be attributed to the Study Group Australia teach-out as there was only a handful of students left, it was difficult to know whether this was also related to academics, or the Artificial Intelligence (AI) systems not working as well as they used to.

- The upsurge in AI-related misconduct cases due to the challenges experienced by the whole sector. Automatic detection of AI was not possible as the current detection software produced too many false negative ratings and there was also a bias against students from non-English speaking backgrounds. AI was a particular focus for TEQSA, and universities were exploring different assessment approaches in response to the challenges.

Senate discussed:

- The paper noted the key strategies for dealing with the issues relating to academic integrity around assessments and TEQSA's requirements, including programmatic assessment, but it did not clarify what pattern of assessment was being seen in the context of the reporting – the DVCA noted that it was not currently possible to categorise assessment types due to system limitations and the Division of Information Technology having a large backlog of work to get through, hence it was unlikely this would be available until at least 2026.

  Work was underway to redevelop the subject outline tool to provide a better view of the nature of assessments, noting this would also benefit the course design process as there would be a profile of assessment across a course and across a cohort to match it up which would provide the vulnerability statistics around academic integrity.

  The PVCLT advised on the pilot which would commence later in the week in relation to academic integrity around assessment, noting the plan for a whole of institution transition to a programmatic assessment approach over the next few years. Members noted that other universities were looking at a five-year timeframe because it was such a big piece of work.

- The significant inconsistencies in the approach to the penalties for misconduct across the faculties - the DAQS confirmed this was a particular area of focus for the Office of Academic Quality and Standards (OAQS) and that a review of the penalties processes was underway to ensure greater consistency in the application of penalties going forward.

- The inequities around the use of AI and how any discrepancies could be resolved - noting the evolving, complex and challenging nature of academic integrity and the concern that some students may be disadvantaged when it came to the use of AI, given some subjects would allow AI to be used and others would not, therefore the same behaviour for some students would be legitimised while for others it would be seen as misconduct.

  The DVCA commented that as long as the use of AI was aligned with the learning outcomes and effective assessment was in place, students would not be disadvantaged. The use of AI outside of assessments to support student learning would be made consistent across the board.

  Noting that the embedment of AI where relevant, was critical for students and the University needed to maintain its commitment to ensuring students were career ready and provided with the latest capabilities. Members queried whether there would be consideration of equitable access to AI tools for students, as some of the tools came at a cost. The DVCA confirmed where the University required students to use AI they would be provided with the appropriate level of access, but outside of that, there would always be social inequity outside of the University's control.

- HDR students and whether the University was considering specific actions to target the responsible use of AI by Higher Degree by Research (HDR) Students who were increasingly using AI - the PVCR advised that the Dean, Graduate Research had developed a set of draft guidelines that the AI and Research Integrity Working Group was reviewing and it was planned for the guidelines to be presented to Senate in early 2025, following consideration by the University Research Committee.

The Chair commented that the inclusion of multi-year data in the report was particularly helpful and noted that the differing outcomes of academic integrity breaches across the faculties would be resolved by the OAQS review, however, noted there were areas including exam cheating and contract cheating which needed more detail.

The Chair referred to Section 4.1 of the report which outlined the University-wide actions identified to support continuous improvement and address potential risks across the University, noting it would be useful for a timeline and responsible person/s to be included against the actions to allow Senate to monitor those. The MAI advised that the AQSC had considered the full report in detail at its October 2024 meeting, [but agreed to include the information in the summary report to Senate going forward – **Action AS198/4**].

The Chair thanked the DVCA and MAI for the report.

6. **Support for Students Policy**

> **RESOLUTION AS198/4**
> The Academic Senate resolved to **approve** the Support for Students Policy on the recommendation of the Academic Quality and Standards Committee.

The DVCA spoke to the item and highlighted:

- The DVCA drafted and approved the Support for Students Policy (Policy) in December 2023, in his capacity as Acting Vice-Chancellor under the authorisation of clause 24 of the Policy Framework Policy (PFP). This was to ensure the University met the legislative requirement that higher education providers had a policy in place to ensure students were aware of the support available to them.

- A full review of the Policy was undertaken in line with the requirement of clause 25 of the PFP and the Policy was made available on the bulletin board for comment from 26 August to 6 September 2024.

- The Policy was considered by the AQSC and endorsed, subject to some minor changes, to Senate for approval. The underlying procedure was in the consultation phase and would be approved by the DVCA as the relevant management authority.

Senate queried why a summary of available student support, which was quite changeable would be included in the Policy. The DVCA advised that this was one of the requirements of the Commonwealth's template and that where, for example, there was a change of name of a division, or where one of the underlying policies was updated, it would be classified as an editorial change and could be approved by the DVCA. Any major changes would need to be approved by Senate.

7. **Course Documents**

   7.1 Faculty of Arts and Education

> **RESOLUTION AS198/5**
> The Academic Senate resolved to**:
> 1. **approve** the teach-out arrangements for the discontinuation of the:
>   a. Master of Education (Selected Specialisations); and
>   b. Master of Islam, Culture and Society;
> 2. **endorse** the discontinuation of the Master of Ageing and Pastoral Studies which has no active students;
> 3. **approve** the new academic items for the Associate Degree in Human Services [Exit Point only]; and
> 4. **approve** the reaccreditation of the Master of Ageing and Health (Articulated Set).

7.2 Faculty of Business, Justice and Behavioural Science

> **RESOLUTION AS198/6**
>
> The Academic Senate resolved to:
>
> 1. **approve** the accreditation coursework proposal for the Master of Project Management and Leadership (Professional Practice) (Graduate Diploma of Project Management and Leadership and Graduate Certificate in Project Management and Leadership) - New;
>
> 2. **approve** the accreditation coursework proposal for the Master of Business Data Analytics (Graduate Diploma of Business Data Analytics) – New; and
>
> 3. **approve** the accreditation coursework proposal for the Bachelor of Engineering – (Electrical Engineering, Mechanical Engineering, Civil Engineering) – New Majors.

Senate discussed:

- Accreditation coursework proposals for the: Master of Project Management and Leadership (Professional Practice) and Master of Business Data Analytics to be delivered on the Charles Sturt Sydney and Melbourne Campuses in partnership with Navitas Limited (Navitas). Senate queried whether there would be any issues with the proposed session 202530 commencement given it was so late in the year there may be implications in terms of student admissions and marketing.

  The DVCA advised that the University was not able to apply for a CRICOS code until after the courses were approved but that the turnaround time for CRICOS approvals was approximately 2 weeks. There was no immediate financial risk to the University, Navitas was responsible for the marketing and was confident it had the market to bring students into those courses.

  Senate agreed that [more context needed to be provided in submissions for course proposals to Senate – **Action AS198/5**].

- Accreditation coursework proposal for the Bachelor of Engineering – (Electrical Engineering, Mechanical Engineering, Civil Engineering) – members noted there were already 24 students admitted and another 72 offers placed and based on the Online Course Brochure it was not clear whether a communications plan needed to go out to support the students who had already taken up a place.

  The EDFOBJBS confirmed that the Head of School and the Director of Engineering were aware that communications needed to be circulated, however, students could not be notified until the course changes were approved by Senate and the changes would be beneficial for students as the changes would increase the choices available to them.

  Senate queried whether there were any external accreditation implications for the course. The DVCA advised that discussions had been held with Engineers Australia, but highlighted that Engineers Australia was not a required accreditation for engineers, and that conditional accreditation was not typically granted until the first cohort had completed the course.

- Discontinuation of the Master of Information Technology (Selected Specialisations - Business Analysis, Systems Analysis and Network Security) – members noted they were unable to access the teach-out plans in CDAP due to an outage. The EDFOBJBS noted the teach-out involved only a small number of students and agreed that [the discontinuation should be held over until the next meeting to allow Senate to review the teach-out plan – **Action AS198/6**].

17. Other Business

The Chair noted the next Senate Induction session would be held on Wednesday 27 November 2024 from 2.00pm – 3.00pm for the new student members, however, any member who wanted to join for a refresher on academic governance was welcome to contact the Manager, Governance for the details.

The Chair noted the Academic Senate Self-Assessment Survey was being finalised and would be circulated as a Qualtrics Survey in the coming week.

The DVCA advised a similar proposal, to the expedited approval of the Graduate Certificate in Nuclear Safeguards and Security, would be presented at the February 2025 meeting. The proposal was for a partnership between the University and the Department of Veteran Affairs and was time sensitive.

The Chair thanked members for their valuable contributions to the work of Senate during 2024.

18. Next Meeting
The next meeting of the Academic Senate was scheduled to be held from 10.00am to 12.00pm on Wednesday 19 February 2025 by videoconference.

There being no further business, the meeting concluded at 10.30 am.

Signed as a true and accurate record:

_____
Chair

Charles Sturt University

Action Sheet - Academic Senate

Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status	Status Information
1 -Nov-24	AS19 /2	Develop a report on the methodology used to quantify the percentages and results in the Student Performance Report, for inclusion in the induction packs for Senate and Council, to provide an understanding of how the University set its benchmarks	DVCA	Apr-24	In progress	
1 -Nov-24	AS19 /3	Provide an update on the implementation of the Pathways Framework.	PVCSS	When available	In progress	
1 -Nov-24	AS19 /6	Discontinuation of the Master of Information Technology (Selected Specialisations - Business Analysis, Systems Analysis and Network Security) - to be submitted to the February 2025 meeting.	ADA (FOBJBS)	Feb-25	Completed	A report has been included on the 19 February 2025 agenda.
25-Sep-24	AS196/1	Provide a report on the full-time employment data to show whether students are employed in the fields and occupations they studied and trained in.	PVCLT and Manager, Performance and Reporting	Feb-25	Completed	A report will be included on the 19 February 2025 agenda to address this action.
1 -Nov-24	AS19 /1	Note the feedback of Senate for the next iteration of the annual Student Performance Report: - Provide specific examples and extracts from the faculty-level reports, to assure Senate on the effectiveness of the actions. - Develop a metric to trigger where a course going through the ACHC was not responding to treatments and actions. - Report on the systemic level interventions the University had in place to support whole cohorts and identify the courses where the ACHC was not producing the desired outcomes. - Ensure that the wording for the actions is more definite.	DVCA / Director, Academic Quality and Standards / Manager, Academic Quality Enhancement	Dec-24	Completed	12/12/24 - email confirming feedback has been noted for the next report.
1 -Nov-24	AS19 /4	Note the feedback of Senate for the next iteration of the Academic Integrity and Misconduct Report, to include the timeline and the responsible person/s against the actions.	DVCA / Director, Academic Quality and Standards / Manager, Academic Integrity	Dec-24	Completed	12/12/24 - email confirming feedback has been noted for the next report.
1 -Nov-24	AS19 /5	Governance to provide feedback to the ADA's regarding the need for more detail to be provided in the submissions to Senate for coursework proposals.	Manager, Governance	Feb-25	Completed	
25-Sep-24	AS196/5	Check the student admissions processes to ensure students from sanctioned countries are not able to enrol into the Graduate Certificate in Nuclear Safeguards and Security.	PVCI	Nov-24	Closed off	There is no available intake for international students onshore in Australia, or offshore online for the Graduate Certificate in Nuclear Safeguards and Security, and while the University's Admissions Policy and procedures does not restrict students from sanctioned countries from enrolling in specific courses, the Course Availability List provides the necessary safeguard.
25-Sep-24	AS196/6	Follow up on the revision of the publications output for the Research Institutes Update and confirm that the publications outputs for the Artificial Intelligence and Cyber Futures Institute and the Gulbali Institute reports are accurate.	ADVCR	Sep-24	Closed off	The publication information included in the Research Institutes Update was revised prior to submission to Council and the systems issues related to publication affiliations are being reviewed.

Item 6: Chair's Report

PURPOSE

To receive a verbal report from the Chair.

RECOMMENDATION

The Academic Senate resolves to **note** the verbal report from the Chair, Academic Senate.

Item 7: Vice-Chancellor's Report 17

PURPOSE

To receive a verbal report from the Vice-Chancellor.

RECOMMENDATION

The Academic Senate resolves to **note** the verbal report from the Vice-Chancellor.

Item 8: Questions on Notice

A verbal response to the *Question on Notice* received by the Chair, Academic Senate during the period will be provided.

Item 9: Risk and Compliance Issues

PURPOSE

To provide the Academic Senate with an update on Risk and Compliance matters.

RECOMMENDATION

The Academic Senate resolves to **note** the Risk and Compliance Report.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
Nil	Nil

KEY ISSUES

1. Key Matters and Emerging Risks

1.1 Enterprise Actions Register (EAR)

Management continues to make improvements to the number of outstanding risk and audit actions with the total number of actions further decreasing during FY2024 from 58 as at 14 October 2024 to 34 as at 28 January 2025.

The number of extended/overdue actions has decreased from 27 to 19 during the reporting period.

Risk and Compliance continues to work alongside action owners across the University to support risk-related actions being recorded on the EAR and provide reporting to management and Council committees. Further analysis on enterprise actions will be provided to the 16 April 2025 meeting of Academic Senate.

1.2 Risk and Control Self-Assessment (RCSA)

The review of the University's risk profile for Q1 FY2025 is underway with portfolio leaders. A further update on changes to academic risk will be provided to the April 2025 Academic Senate meeting. The summary academic risk profile as at Q4 2024 is included in Attachment B.

The Risk and Compliance Team has also been building on the University's existing modern slavery risk assessments in accordance with enhanced requirements from the NSW Anti-Slavery Commissioner in 2024. Risk assessments include the risk of modern slavery through the working conditions of students, work integrated learning, or to international students studying in Australia on a student visa. Further information on modern slavery is provided at section 3.1.3 of this report.

1.3 Internal Audit Update

At its 10 February 2025 meeting, the Audit and Risk Committee considered Internal Audit reports from six engagements undertaken in 2024, namely: Campus Security (including Student Accommodation), Research Grants, Research Integrity, Work Integrated Learning, Timetabling and Space Management, and Student Management Transformation Project.

Recommendations relevant to Academic Senate from these Internal Audit reports will be provided to the next meeting of Academic Senate.

The proposed 2025 Internal Audit Engagement Plan* is as follows:

Internal Audit	Objective	Timing	Audit Sponsor
1. Payroll	To assess the payroll process at the University and will validate the operating effectiveness of key controls for regular pay runs, out of cycle payments, payroll master data management, leave management, accruals and payroll reporting. This will be performed through sample testing.	Q1	Chief Operating Officer
2. Cyber Awareness	To evaluate the effectiveness of the University's cyber awareness program in educating employees about cybersecurity risks, best practices, and policies to ensure they have the necessary knowledge and skills to protect the organisation's information assets from cyber threats. To support the assessment an awareness survey and/or offensive security testing (e.g. phishing or social engineering) may be undertaken to help quantify this area.	Q2	Chief Operating Officer
3. Student Wellbeing	To focus on how the University considers and manages key processes related to student support and wellbeing, including Higher Degree Research (HDR) students, students from different cultural backgrounds, disadvantaged communities and Indigenous students.	Q2	Chief Operating Officer
4. Monitoring of Academic Progression	To evaluate the effectiveness of controls over the identification of domestic and international undergraduate students at risk of non-completion, management and support of those students and exclusion where student performance is deemed unacceptable.	Q3	Deputy Vice-Chancellor (Academic)
5. Strategic Program Assurance (incl. data migration)	To focus on the Student Management Transformation Project (SMTP) as the University's Tier 1 strategic initiative through: • An observer role at the Project Steering Committee meetings to provide in-flight governance, risk and control feedback, • Point in time health check through the Project Execution phase to highlight any potential risks to delivering against budget objectives, and • Assessment of the data migration approach.	Q1 - Q4	Chief Operating Officer Deputy Vice-Chancellor (Academic)

*Audits and timings may vary as a result of changing priorities and development of terms of reference for each engagement.

1.4 International Student Visa Holder Caps

A number of proposed amendments to the *Education Services for Overseas Students Act 2000* (Cth), including the proposed introduction of provider caps for new overseas student commencements (NOSC), did not pass the Australian Senate.

On 19 December 2024, the Department of Home Affairs revoked Ministerial Direction 107 and introduced Ministerial Direction 111 ([MD111](#)). MD111 is the Order for considering and disposing of offshore Subclass 500 (Student) visa applications. Key points to note:

- Applications will be processed as 'Priority 1 - High' or 'Priority 2 - Standard'. Priority 1 – High will move faster through processing relative to Priority 2 – Standard.

- Under MD111, Priority 1 – High will apply to offshore student visa applications associated with a provider in the higher education and vocational education and training sectors that has not yet reached its prioritisation threshold as indicated in PRISMS.

- The prioritisation threshold for each provider is 80 percent of their indicative allocation of NOSC[1] (note: the University's NOSC is 1000), as recorded in PRISMS. Once the prioritisation threshold has been reached for a provider, student visa processing will continue at Priority 2 - Standard priority.

- The Government has indicated that MD111 is not a cap, nor does it set the criteria to approve or refuse a student visa application. However, time will determine whether MD111

[1] New Overseas Student Commencements - refers to the number of new international students starting their first higher education or vocational education and training (VET) course at their first provider, or commencing a higher education or VET course at a different provide

has the practical effect of a cap on student numbers – both holistically and at individual institutions.

o The University, through the Pro Vice-Chancellor (International), has revised its international caps management strategy following the introduction of MD111.

MD111 is an improvement on MD107 and the University continues to advocate with policy makers to return the University to its pre-pandemic load as part of a sustainable international education sector strategy.

2. Other Matters

2.1 Medicine and the Commonwealth Funding Agreement (Dec 2024)

The University's Commonwealth Funding Agreement stipulates the various terms and conditions for the University to receive funding for student enrolments and contains additional specifications for the Medicine course as the Commonwealth funds these courses differently to other Commonwealth Supported Places.

The Bachelor of Clinical Science (Medicine)/Doctor of Medicine degree commenced in 2021. Given this was the first time the University had offered such a course, predictive modelling on the number of offers to make, acceptances, progression, retention were unable to provide clear guidance on how many offers to make in that first intake. Forty-three (43) offers were accepted against our approved allocation from the Commonwealth of thirty-seven (37). At the time it was anticipated that attrition/progress would reduce this number, which it has, however the University still has thirty-nine (39) students in Year 4 of the course. Our funding agreement stipulates the maximum completion number is thirty-seven (37) for 2025.

It is not yet known if the University will receive funding for the two additional student completions as a result of the breach with the University's Commonwealth funding agreement and thus the Higher Education Support Act.

The Department of Education advised the University on 10 January 2025 that they '*understand that the University made enrolment decisions based on information it had available at the time when first establishing its medical school and that graduate numbers are expected to fall within CSU's completions limit from 2026 and over the foreseeable future. As such, the Department will not consider compliance measures*'.

2.2 Undergraduate Certificate Extension
It was announced on 21 January 2025 that the Commonwealth, State and Territory Education Ministers have agreed to make the Undergraduate Certificate a permanent qualification in the Australian Qualifications Framework (AQF).

The Undergraduate Certificate was previously due to end on 30 June 2025.

Charles Sturt currently has 23 Undergraduate Certificates available for admission in 2025 across all faculties in a variety of disciplines including: University Preparation, Science, IT, Foot Health, Creative Writing, Islamic Studies, Health Studies and Border Security.

2.3 Strengthening University Governance Announcement
The Commonwealth Government announced on 23 January 2025 three of the members of the Expert Council on University Governance (Council). This Council is to provide expert and technical governance advice to Education Ministers about improving university governance and performance. The Council is being established in response to the recommendations on university governance arrangements from the Universities Accord.

According to the Government's announcement, the Council is to "develop new 'University Governance Principles and Recommendations' based on 10 priority areas identified by Education Ministers, designed to enhance the accountability, transparency, engagement and representation of university governing bodies."

In the coming weeks and months, the University will be required to provide information and responses to consultations including additional data on casual staff numbers to increase transparency and understanding of workforce patterns and issues.

Further information about the Council including its members is available here.

3.   Key Legislative Updates

The following key legislative changes impacting the University have been identified and are being responded to by Legal Services and the relevant organisational units:

3.1.1   Student Services and Amenities Fees (SSAF)

This is a further update following information provided on proposed changes to SSAF and other fees in the RCU report to 31 October 2024 meeting of Academic Senate. The *Universities Accord (Student Support and Other Measures) Act 2024* (Cth) was enacted on 28 November 2024. It amends the *Higher Education Support Act 2003* (Cth) (HESA) as follows:

- caps HELP debt indexation to the rate to the lower of either the Consumer Price Index (CPI) or the Wage Price Index (WPI) and raises the minimum repayment threshold
- from 1 July 2025 establishes a Commonwealth Practical Payment ($319.50) for students undertaking mandatory placements. This payment is limited to student teachers, nurses, midwives, and social workers.
- from 1 January 2025:
    o provides funding for additional FEE-FREE Uni Ready courses as an enabling pathway into higher education
    o introduces a requirement for a minimum of 40% of SSAF revenue received by higher education providers to be allocated to student-led organisations. A student-led organisation is one whose governing body is made up of a majority of students and/or alumni (from the preceding 3 years), who have been democratically elected by the current student population of the University. If a provider is unable to allocate a minimum of 40% of SSAF revenue to student-led organisations and maintain other key services to the expected level, it must seek approval from the Department of Education (DoE) for an agreed transition arrangement of up to 3 years. All 2025 transition arrangement applications are due by the end of February 2025 and must be submitted annually thereafter. Providers are required to satisfy themselves that each funded student-led organisation has appropriate governance, financial and risk management arrangements in place and that it provides services in accordance with HESA. Existing legislative requirements remain in place for the remaining 60% of the SSAF.

    Charles Sturt submitted an overview of its planned approach to comply with the SSAF 40% requirements to the DoE. Whilst some changes will be required, the University assessed that the majority of existing processes support compliance with the new 2025 requirements. The DoE responded with a broad statement highlighting that providers who consider themselves compliant with the 40% minimum requirements are not required to notify the department of their compliance. Each higher education provider's compliance with SSAF 40% minimum requirements will be reviewed as part of the DoE's annual SSAF allocation report.

3.1.2   National Student Ombudsman and Response to Gender-based Violence in Higher Education

The *Universities Accord (National Student Ombudsman) Act 2024* (Cth) was enacted in late 2024. It amends the *Ombudsman Act 1976* (Cth) and establishes the role of a National Student Ombudsman (NSO) in response to recommendations from the Australian Universities Accord. The NSO will deal with complaints by or on behalf of higher education students (VET students are not currently included). The role also encompasses conducting investigations of complaints, dispute resolution and providing advice and training to higher education providers on complaint handling, within a framework of trauma-informed and restorative engagement mechanisms. Complaints can be made to the NSO from 1 February 2025 (an NSO has been appointed) for matters such as student safety and welfare, gender-based violence, course administration, teaching provision and facilities, misconduct processes and accessibility (this is not a fulsome list). Students cannot complain to the NSO about actions requiring academic judgement, such as decisions on grades.

It is recommended that students will, at first instance, make their complaint to their higher education provider, but the NSO will consider direct complaints if it believes it is unreasonable for a complaint to a provider to occur first. There is potential for this to significantly increase the volume of complaints to

the NSO and the burden of responding to the NSO. The NSO may share information with TEQSA or the Commonwealth Department of Education, particularly regarding a suspected failure to meet regulatory obligations.

The Federal Government introduced the *Action Plan Addressing Gender-Based Violence in Higher Education* in 2024, which included appointment of the NSO. Further to that Action Plan, a *National Higher Education Code to Prevent and Respond to Gender-based Violence* is proposed. Draft standards have been released in the areas of leadership and governance, policy requirements, education and training, support services, data and reporting and student accommodation. Implementation of the Code is subject to legislation, with no commencement date yet indicated. The Code is intended to sit within the remit of the Commonwealth Department of Education, with a focus on compliance with required actions to reduce gender-based violence in higher education, best practice support and data gathering. The Department will work with the NSO in this space.

3.1.3   Security of Critical Infrastructure and Cyber Security

Since the 31 October 2024 meeting of Senate, both the *Cyber Security Act 2024* (Cth) (Cyber Act) and the *Security of Critical Infrastructure and Other Legislation Amendment (Enhanced Response and Prevention) Act 2024* (Cth) (ERP Act) were passed by Parliament on 29 November 2024. The Cyber Act includes a new requirement for the University to report a cyber security incident to the Department of Home Affairs within 72 hours of the provision of a ransomware payment or other benefit. The ERP Act now includes critical data storage systems as part of a critical infrastructure asset (CIA) (the University is a CIA). As a result, the University will have to consider data storage systems in its risk management framework for CIAs and when reporting cyber security incidents.

4. Incidents and Breaches

During the period, the following operational risk and compliance incidents were identified:

4.1 CRICOS Course Information (Dec 2024)
RCU conducted a review of course information on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) against the University's Online Course Brochures (OCBs) and the 2025 Course Availability List (CAL)

Fifty-nine courses on the CRICOS register (out of 90 tested) had actual and potential discrepancies between the CRICOS register, CAL and the OCB. Discrepancies include inconsistencies with locations of offer for courses, course availability and course titles or codes.

RCU is working with relevant stakeholders including Faculties, Marketing and Web Office to ensure information is correct and consistent across CRICOS, CAL and OCBs. Once these corrective actions occur, RCU will work with stakeholders to ensure preventative actions are identified and implemented accordingly.

4.2 Startup Year Course Information (Dec 2024)
The Office of Planning and Analytics (OPA) identified a discrepancy with funding source information for courses that form part of the Government's Startup Courses initiative.

Fees were coded in the system as Commonwealth Supported when they should have been Full Fee Paying.

Whilst the University does receive Commonwealth funds for the development and offering of Startup Courses, students are not eligible for Commonwealth funding.

Courses have been correctly recoded, and no students have been impacted by this error.

OPA is working on an education program with faculties on coding these special course types.

4.3 FEE-HELP Notices (Dec 2024)
The Division of Student Experience identified historical errors in information contained in Commonwealth Assistance Notices (CANs) for approximately 6,500 students in 2020, 2021 and 2022 combined.

It is noted that, despite the error on the CAN, students were not impacted financially by the error.

The University has an obligation under the *Higher Education Support Act 2003 (Cth)* (HESA) to ensure that information provided on the CAN is correct when issued to the student. Therefore, if information provided in issued CANs is incorrect, or ceases to be correct, the University must issue affected students with new CANs containing the correct information.

The Division of Student Experience has reviewed the student system to ensure the erroneous information is no longer printing on CANs and is contacting the Department of Education to discuss whether corrective actions for the historical CANs issue are necessary.

4.4 Review of Marks and the Assessment Policy (Oct 2024)
The University Ombudsman advised RCU during Annual Legislative Compliance attestation of an issue with the Assessment Policy regarding Review of Marks (ROM).

Following a student complaint, it was identified that the Assessment Policy does not reflect actual practice of the University which may create confusion and cause unintended consequences for students wanting to seek a ROM during the grade review process. Currently, students cannot apply for a ROM during the grading period leading up to grade release. The Policy should be amended to reflect that students may apply for a ROM during the grading period by applying for a Review of Grade and having an option to select accordingly.

The University Ombudsman has requested the Division of Learning and Teaching and the Office of Academic Quality and Standards to review the Assessment Policy to address the inconsistency.

4.5 Communications Issue (Dec 2024)

Our partner, Navitas, notified RCU and Division of Student Experience that there was an issue with the TPA sending out mass communications to Sydney students, which delayed the sending of formal student progress notices to students.

A manual workaround was implemented to ensure that the three students affected received their notices as promptly as possible within three days of the original date intended.

DIT and Navitas have now corrected the access issues to mass communications.

4.6 Copyright and LMS (Nov 2024)

The Division of Library Services advised RCU during Annual Legislative Compliance attestation that an issue was identified with the Learning Management System (LMS) and storage of third-party copyright material in accordance with statutory licence requirements and obligations under the *Copyright Act 1968* (Cth). The LMS does not include any guidance or direction or technical control to support copyright compliance.

The Division of Library Services has launched a copyright compliance awareness campaign, which included: mandated use of Leganto for readings, revision to ELMO module and the University's Copyright information webpage, launch of a Copyright Support site in the new LMS, changes to the DOMS copyright collection to allow for storage of additional formats.

4.7 Tuition Fee Changes (Oct 2024)

The Division of Student Experience advised RCU during Annual Legislative Compliance attestation of a potential compliance control gap with the *Higher Education Support Act 2003* (Cth) (HESA) in relation to notifying students of significant tuition fee increases.

The Division is working with key University stakeholders to determine the definition of 'significant tuition fee increases' and will then arrange for any subsequent amendments to the University's Tuition Fee Pricing Policy and related business processes to be made to ensure the University meets its compliance obligations under HESA.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Inadequate risk management framework (RMF) supporting the identification, management, and reporting of material risks.	The risk maturity roadmap continues to be delivered with the objective to enhance the University's RMF. Issue escalation, risk self-assessments, risk reporting, and an assurance framework are in place to support an effective RMF.	Yes

ACTIONS AND NEXT STEPS

The Risk and Compliance Unit (RCU) will continue to work with stakeholders across the University to enhance the University's risk and compliance framework and culture by identifying and managing risks, embedding compliance and escalating issues. The RCU will monitor the Enterprise Actions Register and work with action owners to resolve actions in a timely manner.

COMPLIANCE

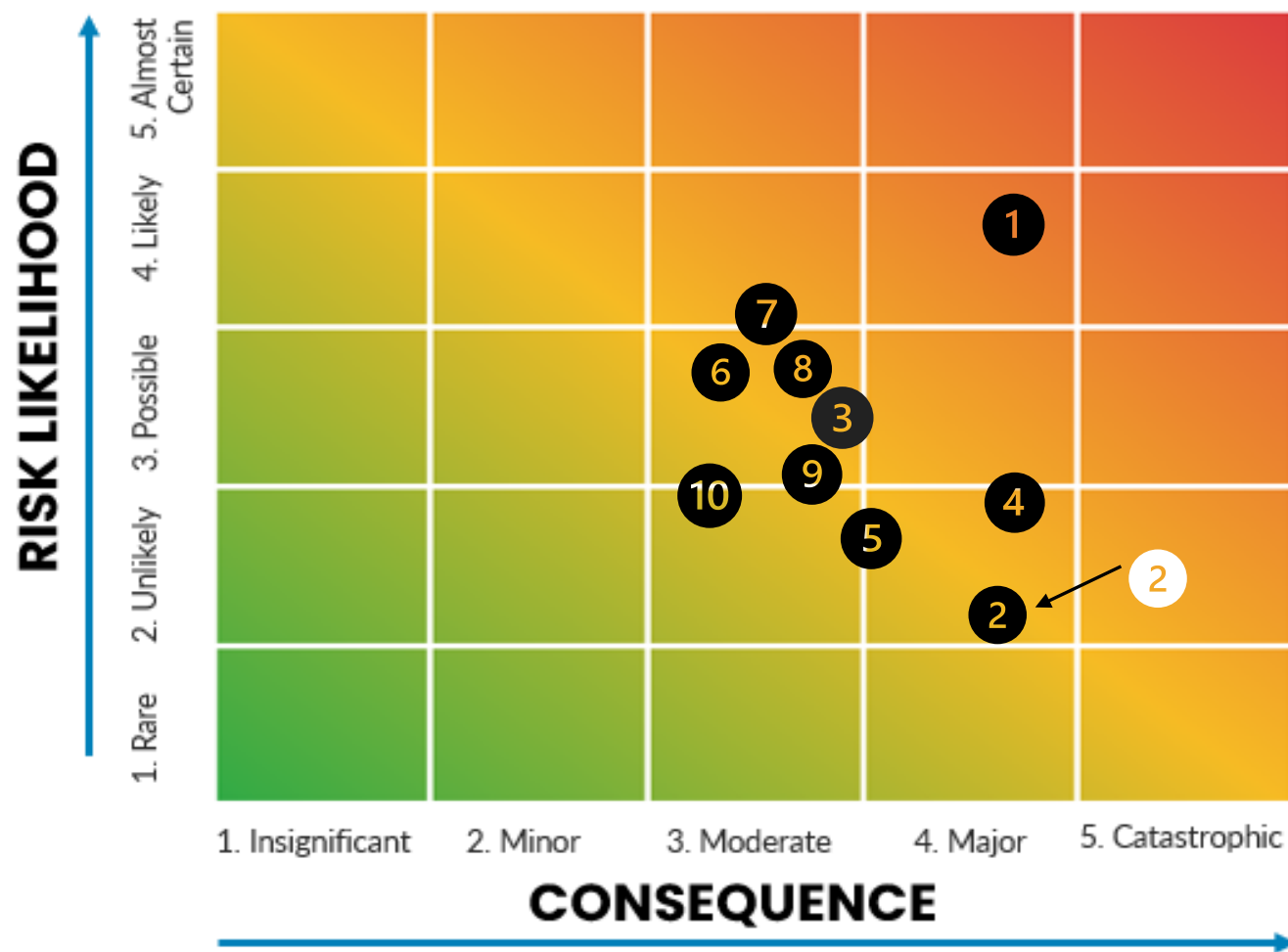| Legislative Compliance	This submission contributes to compliance with: Standard 6.3.2 a and d of the Higher Education Standards Framework 2021
Policy/TOR Alignment	The Academic Senate is responsible to Council for the oversight of risk management and reporting to the Council on academic standards compliance, academic risk, quality and outcomes in teaching, learning, research, as well as research training in accordance with the Governance (Academic Senate) Rule 2018. The University's risk and compliance activities are governed by the Risk Management Policy Clauses 20 and 24 and supporting procedures.

|		
Prepared by:	28/01/2025	Kim Broadley, Associate Director, Compliance Dugald Hope, Director, Risk and Compliance
Approved by:	31/01/2025	Tony Heywood, University Secretary
Cleared by:	11/02/2025	Professor Renée Leon, Vice-Chancellor

Attachment B: Academic Risk Snapshot

Q4 2024

RISK LIKELIHOOD (vertical axis): 5. Almost Certain, 4. Likely, 3. Possible, 2. Unlikely, 1. Rare

CONSEQUENCE (horizontal axis): 1. Insignificant, 2. Minor, 3. Moderate, 4. Major, 5. Catastrophic

Other Notable/Emerging Risks

Academic (centre)
- Academic Governance
- Loss of Professional Accreditation
- Poor HDR Student Outcomes
- Inadequate Teaching Facilities and Infrastructure
- Processes, Systems, People and Data
- Breaching Copyright
- Inadequate Student Support
- Poor Change Management (LMS)
- Student Progression

Legend:
- Low Rated Risks
- Medium Rated Risks
- High Rated Risks

#	Key Risk Themes [Risk Rating] (Risk Owner)	Mitigating Strategies (Accountability)
1	**Failure to meet student load targets [High] (DVCA)** Failure to attract and retain quality domestic and international students through the marketing and offering of educational products and learning experiences. Impact of changes in government policy within the higher education sector in attracting students to Charles Sturt over 2025. Opportunity arising from needs based funding and managed growth funding from 2026.	• Whole-of-University Acquisition Strategy (COO) • Student Retention Framework (DVCA) • [In Progress] Fitness to Study Framework (DVCA) • [In Progress] Campus Master Plan to improve campus vibrancy, student experience and facilities (COO) • [In Progress] 10-year financial trajectory analysis to assess the University's financial sustainability (CFO) • [In Progress] International Caps Strategy (PVCI)
2	**Failure to meet 2030 Research Provider Targets [Medium] (DVCR)** Failure to meet the research HESF Provider Category Standards by 2030: - Lack of clarity with regards to changing ERA research rating criteria - Risk of Research Institutes failing to meet research targets in line with forecasts - Management level 1 and level 2 key performance indicators support the University tracking to 2030 targets.	• Ongoing monitoring of Research Institutes (ED Research Inst.) • [Needs Improvement] Monitoring and reporting of Annual Research Productivity Index (PVCRPG) • Research expectations embedded in EDRS (Exec Deans) • Distinguished Professor Scheme (DVCR) • [In Progress] Review of scholarships for HDR Students (PVCRPG) • [In Progress] Education strategy to create efficiencies to support academic research (DVCA)
3	**Digital and AI Transformation [Medium] (DVCA/DVCR/COO)** Failure to implement a robust digital transformation incorporating both generative AI and current teaching and research methods impacting academic and research methods resulting in poor student experience and academic quality. Failure to leverage the benefits of GenAI to streamline and improve operational activities and support functions. Ineffective integration of GenAI into learning and teaching impacts the job-readiness of students and the University's competitiveness in the sector.	• [In Progress] University's digital and GenAI strategy to be developed (COO, DVCA, DVCR) • GenAI Academic Working Group established to identify and prioritise academic quality, integrity, staff professional development relating to Generative AI (AQS) • [In Progress] Technology Committee governance supporting the University's AI Strategy (COO) • [In Progress] University action plan - GenAI impacts to award integrity (DVCA) • [In Progress] AI Principles for Research / AI Working Group
4	**Failure of Third-Party Education Arrangements [Medium] (DVCA, DVCR)** Third-party educational, commercial, industry and research partners fail to perform in accordance with compliance and contractual obligations.	• Formalised monitoring, performance management and reporting of TPA (HoS) • Partner due diligence procedures (OE&E) • Partnership governance oversight (DVCA, DVCR, OE&E) • TPA Annual Reviews, Website Reviews (OGCA)
5	**Poor Academic Quality [Medium] (Exec Deans)** The risk of academic quality impacted by inadequate curriculum design, ineffective teaching processes, inexperienced staff/not qualified, lack of student support, poor design of assessments, etc.	• Implementation of Teaching Academy (DVCA) • Academic Quality and Standards Office (DVCA) • Annual Course Health Checks (HoS) • Comprehensive Course Reviews (HoS) • [In Progress] Integration of GenAI into course and subject design • [In Progress] CDAP vs LMS reconciliation (PVCLT)
6	**Poor Academic Integrity [Medium] (PVCLT)** The University fails to prevent or detect academic misconduct including plagiarism, cheating on assessments, inappropriate use of/inability to respond to generative AI, falsification of research data, etc.	• [In Progress] University's action plan to address GenAI impacts to academic integrity (DVCA) • Academic Integrity Awareness (PVCLT) • Markers/Exam Invigilator Escalation Process (HoS) • Assessment Design Principles (DLT)
7	**Work Integrated Learning [Medium] (Exec Deans)** Adequacy of placements, impacting student progress, operational issues resulting in poor student experience and progress, poor cost management and reputational risk with placement provider(s). Student safety while on WIL, including impact of WIL on student lives and wellbeing, impacting student experience, progression, retention and completion. Lack of system integration results in poor data quality, impacting internal and external reporting and decision making.	• Regular reporting and oversight of backlog placements (Faculty WIL) • Student feedback surveys implemented across faculties (Faculty WIL) • [In Progress] Implementation of WIL/NPILF Reporting (DLT) • [In Progress] Enhancements to data quality and management reporting (Faculty WIL/DIT) • [In Progress] Enhancements to encourage timely student reporting and triage workflow (Faculty WIL/EDSSW) • [Government initiatives] Cost of living support for nursing, social work and teaching students
8	**Talent and Culture [Medium] (EDPC)** Failure to attract, develop and retain an engaged, committed, high performing and agile workforce. Heightened risk associated with attracting quality academic/professional staff to regional campuses.	• Talent Acquisition Strategy (EDPC) • Academic Workload Committee (DVCA) • [In Progress] Aligning PPDR to Charles Sturt Strategy and Capability Framework (EDPC)
9	**Poor Research Integrity and Quality [Medium] (DVCR)** Breaches of research standards and requirements due to inadequate compliance mechanisms, resulting in loss of research licences, research funding and research project delivery.	• Mandatory research ethics awareness training (PVCRI) • Relevant research ethics committee approve research proposals (Ethics Committee, Presiding Officer) • Peer review of research outputs (PVCRI)
10	**Failure to Deliver Research Outcomes on Grants [Medium] (DRS)** The University fails to deliver expected outcomes based on grant application funding creating reputation damage with state/federal public bodies.	• Research Office management of grant applications (DRS) • Regular Progress Reporting to Grant Provider (Relevant Researcher)

Charles Sturt University
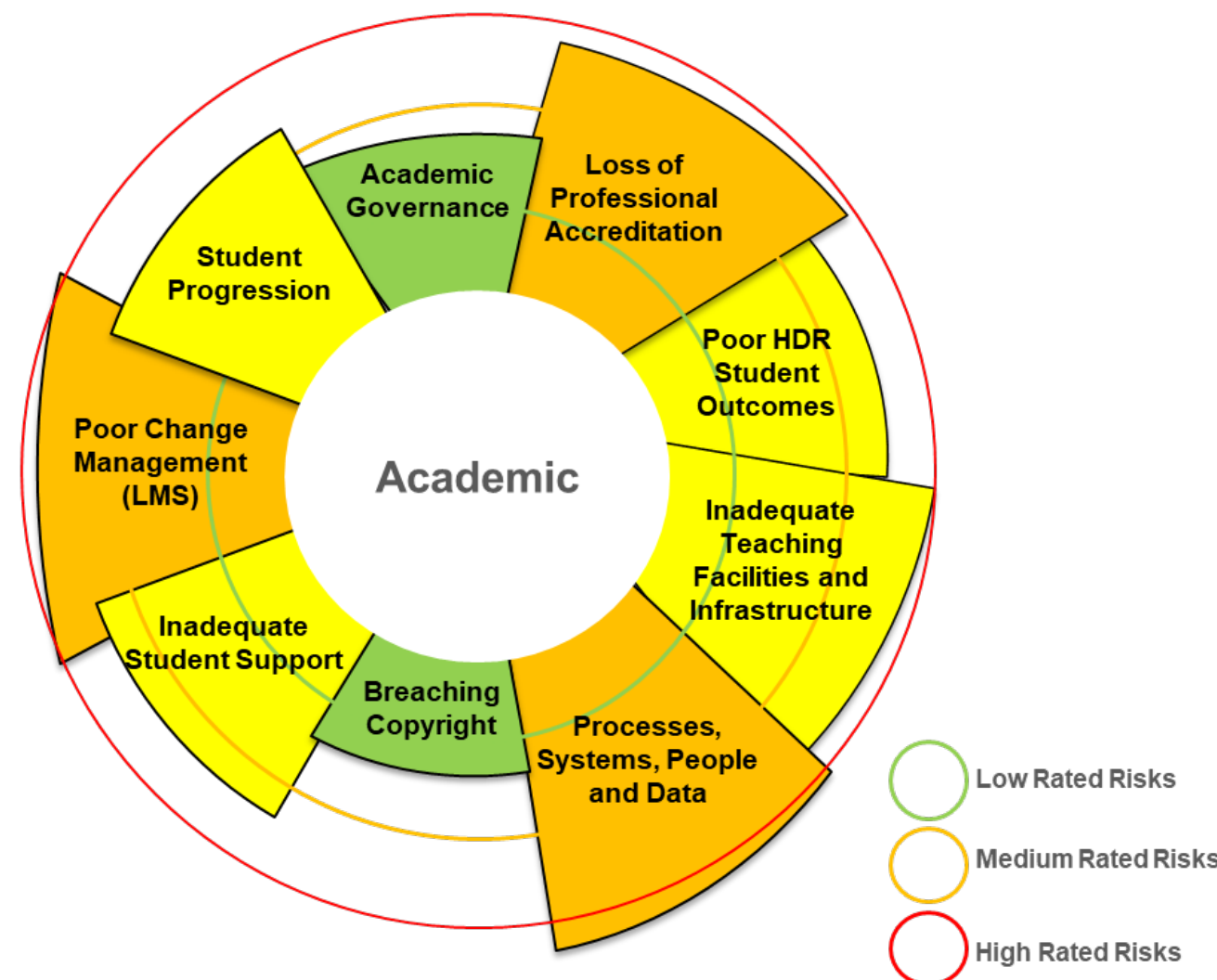
Item 10: 2023 External Review of Academic Governance – Management Response and Action Plan

PURPOSE

To provide Academic Senate (Senate) with an update on the progress of the recommendations of the 2023 Administrative Review of Academic Governance Report (Report) resulting from the external review of academic governance by Dr Jeanette Baird.

RECOMMENDATION

The Academic Senate resolves to:

1. **note** the status of the Management Response and the Action Plan developed in response to the 2023 Administrative Review of Academic Governance Report (Report) by Dr Jeanette Baird; and

2. **endorse** and **recommend** the submission of the updated Management Response and Action Plan to the Nomination and Remuneration Committee and the Council for noting, on the completion of all actions.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
Academic Senate considered the 2023 Administrative Review of Academic Governance Report and the Supplementary Report on the Implementation of the Recommendations from the Winchester Review 2018 (Reports) at its meeting on 21 February 2024.	Council approved the Management Response and Action Plan on 11 April 2024.
At its meeting on 13 March 2024, the Nomination and Remuneration Committee (NRC) considered the Reports and endorsed the Management Response and Action Plan to the Council for approval.	

BACKGROUND

As previously noted, the administrative review of academic governance was undertaken by Dr Jeanette Baird in 2023 at the request of the NRC to provide assurance to the Council on the state of the University's academic governance; an assessment of the status of the implementation of the recommendations from the Winchester Review 2018; and a summary of sector practices for developing leaders in academic governance, including how the Chairs of committees are determined (**Action AS188/3**).

The Report provided commentary on 9 commendations and 13 recommendations that were suggested for improvements to academic governance practices. A Management Response and Action Plan (Action Plan) was developed in response to the 13 recommendations arising from the review.

CURRENT STATUS

The Office of Governance and Corporate Administration (OGCA) and the Chair, Academic Senate worked to address the recommendations in 2024. Senate noted updates on the actions taken at various times throughout the year, including the changes to the terms of reference for the subcommittees (recommendations 1, 2 & 5) and consultation on the full revision of the Governance (Academic Senate) Rule 2024 (recommendations 4 & 6).

12 of the 13 recommendations have now been addressed. The updated Action Plan included in Attachment A, provides a status update and commentary on the recommendations and a copy of this has been provided to Dr Baird.

The remaining action yet to be addressed is outlined below. OGCA is working with relevant stakeholders to remediate Recommendation 3 and a further update will be provided to Senate once completed.

Recommendation 3:	
• Action: CSU now consider whether some Faculty academic sub-committees could be merged, integrated with a parent company, or discontinued and whether the HDRC should be a formal sub-committee of the URC.	• Management response: Agreed. Faculty academic sub-committees (Faculty Courses Committee; Faculty Research Committee; Faculty Assessment Committee; School Assessment Committee; School Board) are all classified as management committees. The HDRC is a management committee under the DVCR's portfolio and submits reports to the URC. Authority to approve the establishment/disestablishment of standing management committees is Band 8.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Legislative and Regulatory Compliance: Charles Sturt University is committed to a high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt has a Low Appetite for behaviours and conduct potentially leading to legislative and regulatory non-compliance.	Maintaining regular reviews of the academic governance framework of the University.	Yes

ACTIONS / NEXT STEPS

Following the Senate's consideration of the Action Plan, and upon completion of the final action, an update on the outcome of the remediations will be provided to the NRC and Council and Dr Jeanette Baird.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with the corporate governance standards (Section 6.1) of the Higher Education Standards Framework.
Policy Alignment	This matter aligns with the terms of reference in the Governance (Nomination and Remuneration Committee) Rule 2022 ; and Governance (Academic Senate) Rule 2024.

ATTACHMENTS

A. Management Response and Action Plan (Updated).
B. 2023 Administrative Review of Academic Governance Report.
C. Supplementary Report on the Implementation of the Recommendations from the 2018 Winchester Review.

Prepared by:	15/1/25	Kate Hayden, Manager, Governance
Approved by:	31/1/25	Tony Heywood, University Secretary
Cleared by:	31/1/25	Professor Wilma Vialle, Chair, Academic Senate

2023 Administrative Review of Academic Governance Report - Management Response and Action Plan

Review Source	Recommendation Number	Recommendation Description	Management Response and Context	Action	Action Owner	Action Due Date	Notes	Status
Baird	1	CSU include in its Governance Framework an explanation of the tripartite of university governance that is used at CSU	Agreed	Update the University Governance Framework to include an explanation of the tripartite model of university governance (corporate governance, academic governance, and University management)	University Secretary	1/07/2024	The University Governance Framework was amended to include an explanation of the tripartite model of university governance (corporate governance, academic governance, and University management.	Completed
Baird	2	CSU explain in its documentation its division of academic committees into 'governance' and 'operational' (or academic 'management') committees, consider whether this distinction remains useful	Agreed	Update the University Governance Framework to include an explanation of the tripartite model of university governance (corporate governance, academic governance, and University management)	University Secretary	1/07/2024		Completed
Baird	3	CSU now consider whether some Faculty academic sub-committees could be merged, integrated with a parent company, or discontinued and whether the HDRC should be a formal sub-committee of the URC.	Agreed. Faculty academic sub-committees (Faculty Courses Committee; Faculty Research Committee; Faculty Assessment Committee; School Assessment Committee; School Board) are all classified as management committees. The HDRC is a management committee under the DVCR's portfolio, and submits reports to the URC. Authority to approve the establishment/dis-establishment of standing management committees in Band 8.	1. Executive Deans to submit a proposal to ELT on the Faculty academic sub-committeees for consideration/approval. 2. URC to consider the value of making the HDRC a sub-committee of URC and report to Academic Senate. If deemed appropriate, the report will seek Academic Senate approval.	1. Executive Deans 2. PVCRI	1/04/2024	1. Director, Governance is following up with the Executive Deans. 2. Governance and PVCRI have agreed that the HDRC MTOR should be amended to formalise the HDRC's status as a sub-committee of the URC. The revised MTOR will be approved by the Chair, Academic Senate in accordance with Delegation A7, and the final version will be provided to Senate for noting when available.	In progress
Baird	4	CSU consider whether the Terms of Reference of Senate should be adjusted to reflect the actual authority of Senate in respect of overall academic governance, rather than simply being taken from the HESF.	Agreed. To be considered as part of the scheduled review of Governance (Academic Senate) Rule due to be considered by Council in 2024.	The Terms of Reference to be considered and if appropriate proposed for modification, as part of the review of the Governance (Academic Senate) Rule and submitted to Council for consideration.	Chair, Academic Senate; University Secretary	1/07/2024	A full review of the Governance (Academic Senate) Rule (Rule) has been completed. The changes to the Rule were endorsed by Senate on 31 October 2024 and approved by Council on 17 December 2024.	Completed
Baird	5	The Terms of Reference of each of CSU's academic governance committees and sub-committees specify the higher level committee to which reports or minutes are sent, state the requirement for an annual report against the committee's functions for AQSC, UCC and URC, and allow for regular self-assessments of effectiveness by these three committees.	Agreed. Self-assessments for AQSC, URC and UCC should be biannual, following the frequency of Academic Senate self-assessments.	1. Update the MTOR for all academic governance committees to include the higher committee to which the committee reports. 2. Include in the respective MTOR the requirement for AQSC, URC and UCC to submit annual reports against their TOR and to conduct biennial self-assessments.	Director, Governance	1/06/2024	The MTORs have been updated to:

1. make it clearer that the committees have been established by Academic Senate and report to Senate. 2. note that the committees provide an annual assurance statement to Senate to confirm they have discharged their responsibilities. 3. include a statement that the committee will 'monitor the effectiveness of the committee through regular self-assessments'. Self-assessment surveys are being drafted and will be run annually due to the high turnover of members on those committees. | Completed |
Baird	6	CSU focus on appointing an Internal Chair of Academic Senate, ensuring that the position has appropriate incentives to attract strong candidates and support to perform the role effectively.	Agreed.	Submit to the Vice-Chancellor a proposal for incentives to be offered as part of the benefits for the Chair, Academic Senate when the role is next advertised in 2025.	University Secretary	1/04/2025	The revised Rule now includes 2 Deputy Chairs on the membership, which provides a greater opportunity for internal succession planning. NRC considered a review of the Chair role and the development of options to incentivise academic staff to nominate for the position in 2024. Further consideration of the incentives will be undertaken before the end of term of the current Chair.	Completed
Baird	7	CSU state more clearly its institutional benchmarks for academic quality and outcomes and make additional use of these in reporting on its academic activities and performance, particularly in research.	Agreed.	DVCA and DVCR to develop a joint 'Institutional Benchmarking Statement' for Academic Senate to endorse, covering both research and teaching benchmarking.	DVCA/DVCR	13/11/2024	The University Strategy clearly indicates the education and research benchmarks which the DVCA and DVCR report on to the Foresighting Committee and Council twice a year.	Completed
Baird	8	If reservations remain over the effectiveness of Senate as an oversight body for academic quality and risk after the next Senate self-assessment, CSU conduct an internal forum on the way academic governance is conceptualised and practiced at the University, to guide future approaches.	Agreed. The outcomes of the Academic Senate self-assessment survey in April 2024 will determine if this recommendation is necessary. To be assessed when those results have been analysed.	Determine if the members of Academic Senate have reservations over its effectiveness as an oversight body in the self-assessment survey and if so, propose actions to address the issue.	Chair, Academic Senate	1/06/2024	The 2024 Self-Assessment was completed with 100% of respondents indicating they either 'agreed' or 'strongly agreed' that Senate effectively monitors and discusses academic risk management.	Completed
Baird	9	CSU consider whether Senate could take a more active role in discussion of headline academic risks and review its Organisational Assurance Policy to ensure that academic assurance activities and oversight are captured appropriately.	Partially agreed. The basis of the academic risk component of this recommendation was the 2022 self-assessment exercise, and academic risk reporting to Academic Senate was significantly improved by the Risk and Compliance Unit in 2023. If the April 2024 survey indicates the issue remains, actions will be developed to address the matter. the Organisational Assurance Policy is proposed to be retired, therefore this element will need to be included in other appropriate policy instruments.	1. To be determined if necessary after the 2024 self assessment survey, in the meantime the Chair to facilitate appropriate discussions of academic risks during consideration of Academic Senate business. 2. Identify the policy instrument(s) to include academic assurance activities and oversight and request policy owners to incorporate appropriate content at the next scheduled review.	1. Chair, Academic Senate 2. University Secretary	1/05/2024	The Director, Risk and Compliance attends and reports to each meeting of Senate on the headline academic risks.

As indicated in the results of the 2024 Self-Assessment there has been significant improvement in the monitoring and discussion of risk at Senate meetings. | Completed |
| Baird | 10 | CSU explore additional methods to ensure that all members of Academic Senate and its committees are well prepared to engage in critical reflection of matters, for example, by assigning 'readers' to introduce particular reports or papers. | Agreed. The responsibilities of members, which includes preparation for and participation in meetings are contained within the Boards and Committees Policy. The responsibilities are highlighted in the induction of new members. | 1. Include the 'statement of members' responsibilities in the agenda at the start of each year as a refresher. 2. Chair to lead a discussion at a Senate meeting regarding the need to improve preparation and seek feedback for improvements. | 1. Manager, Governance 2. Chair, Academic Senate | 17/04/2024 | 1. A Statement of Members Responsibilities will be included on the agenda for the first meeting of Senate in 2025. This is similar to the Council Member Decision Checklist and Role and Responsibility of Members that Council committees complete each year. 2. The VC and the Chair have regularly reminded members of their responsibility to engage in discussions at meetings of Senate, and there has been significant improvement in the engagement of members at meetings during 2024. 3. The Chair, Senate has initiated a mentor program which will be available to any member who wishes to be mentored. Members have been invited to contact the Chair to volunteer to mentor, or to be mentored. | Completed |

Baird	11		Review the effectiveness of its induction processes for members of Academic Senate and its committees, continue to offer professional development activities to Senate and committee members and consider whether members be funded to attend targeted governance courses or workshops, such as those offered by the Australian Institute of Company Directors or the Governance Institute of Australia.	Agreed. Induction of members to the committees of Academic Senate is not currently formalised. The Chair, Academic Senate is currently funded to undertake the AICD Directors course, and the Chair and/or Deputy Chair attend the Council of Chairs of Academic Boards and Senates (CoCABS) meetings.	1. Content and issues focussed induction for new Academic Senate members to be provided in addition to formal OGCA governance induction. 2. Governance staff and Committee Chairs to develop inductions for AQSC, URC, UCC and FBs. 3. Schedule academic governance professional development activities for members of Academic Senate.	1. Chair, Academic Senate 2. Director, Governance 3. Deputy Chair, Academic Senate	1/07/2024	1. The Induction pack was revised in 2024. Two induction sessions were held. 2. Inductions for members of Senate sub-committees are conducted via a welcome email that details their membership category, term of office, papers and meeting timeline, and a copy of the MTOR is provided for their reference. The inductions are conducted via email due to the high turnover of members on those committees. The Governance Services Manual has been updated to include formal instructions on the induction for new members of the sub-committees. 3. Work is underway to arrange the next professional development activity for members, this will occur early in 2025.	Completed
Baird	12		CSU continue to explore incentives for student member attendance and active participation on Senate and its committees, including recognition of the service of student members and explicit opportunities for students to comment in meetings.	Agreed.	1. Statements of Committee Service to be developed for student representative. 2. Existing Academic Senate practice of meeting with student representatives to discuss the agenda prior to the meeting to be rolled out to committees of Academic Senate. 3. Explore options to directly invite student comments, either in agendas or as agreed in meetings as per action 2.	University Secretary	1/10/2024	As mentioned (Recommendation 10) A mentor program is being established, with the invitation being extended to all members who would like to be mentored, or those who would like to mentor. The Chair will follow up with members again at the Senate meeting in February 2025.	Completed
Baird	13		CSU ask Council to advise on the form of an annual assurance statement from Academic Senate.	Agreed. Academic Senate annual reports are provided to Council early in the following year, therefore this will be implemented for the 2024 annual report submitted in 2025.	Develop a proposal for Council's consideration and guidance regarding the annual assurance statement from Academic Senate.	University Secretary	1/10/2024	This has been addressed through the development of the new annual assurance template that will be used for 2025, to align with the statement used by the Council committees.	Completed

Charles Sturt University

2023 Administrative Review of Academic Governance

REPORT

1 DECEMBER 2023

Reviewer:

Dr Jeanette Baird

CONTENTS

1. Purpose, Context and Scope

1.1 Purpose and Context

The purpose of this Report for Charles Sturt University (CSU) is to provide an independent administrative review of the current state of its academic governance.

The Report is provided to the University Secretary.

At the time of this Report (1 December 2023), CSU is undergoing a renewal of registration process with the Tertiary Education Quality and Standards Agency (TEQSA). There are no current conditions on CSU's registration.

The most recent comprehensive academic governance review at CSU was that of Emeritus Professor Hilary Winchester in 2018. In 2019, TEQSA renewed CSU's registration and imposed various conditions, including one requiring CSU to provide TEQSA with annual reports on the implementation of the recommendations arising from the 2018 external review of academic governance.

At the request of CSU, the Reviewer has undertaken this independent review without having viewed the recommendations of the 2018 Winchester review, to provide another perspective on how well academic governance at the University is performing. This Review takes place after a period of intensive reform and improvements of governance at CSU and after the major activities of the COVID-19 pandemic. The Reviewer is not able to comment on the state of academic governance at CSU prior to 2022.

Sections 2 and 3 below provide background information while Section 4 summarises key findings against the scope factors listed below. Section 5 lists the Commendations and Recommendations, while Section 6 provides commentary on specific aspects of academic governance committees at CSU.

1.2 Scope of the Review

The Terms of Reference are to conduct a predominantly administrative assessment relating to factors such as:

1. Robustness of the Academic Senate and the current academic governance model

2. Appropriateness and effectiveness of Academic Senate, and its sub-committees

3. Quality assurance of Academic Governance within the university

4. Reporting on the discharge of delegations for academic governance to the University Council

5. Membership and Terms of Reference of Academic Senate and sub-committees

6. Analysis against typical practice in the higher education sector, and the HESF.

The term 'administrative review' refers to the scope, which mostly uses documentary evidence and therefore does not have the breadth or depth of a comprehensive review of academic governance. For example, the Reviewer has not visited CSU or attended meetings of any CSU committees nor has she sought the views of the wider CSU community on academic governance. She has not examined a wide suite of CSU policies or fully examined the adequacy of performative reporting.

The Terms of Reference provided to the Reviewer state: "The review will require consideration of committee documentation, including the Membership and Terms of Reference (MTOR) of the committees; agenda packs and minutes of recent meetings; and Academic Senate reports to the University Council. In addition, it is anticipated that six (6) interviews will be conducted with key internal university representatives and delegates, including the University Secretary/governance staff, the Chair of Academic Senate, and Chairs of the sub-committees of Academic Senate. The most recent Academic Senate self-assessment will also be provided as background information".

2.   CSU Academic Governance Committees

CSU's academic governance committees are briefly described in this Section.

2.1   Academic Senate

Academic Senate is a committee of the University Council. Its Terms of Reference are stated in the Charles Sturt University By-Law and in the Governance (Academic Senate) Rule 2018. The By-Law states that the principal functions of the Academic Senate as the principal academic body of the University are as follows:

(a)   to advise the Council and the Vice-Chancellor on all matters relating to teaching, scholarship and research conducted at or in connection with the University,

(b)   to ensure the high quality of teaching and learning within the University by developing and implementing appropriate policies,

(c)   to determine lists of graduands of the University specifying the award and the level of award that each of the graduands is to receive,

(d)   to advise the Vice-Chancellor on the teaching and research activities of the University and on the allocation of teaching and research responsibilities within the University's faculties,

(e)   to consider and report on all matters referred to it by the Council or the Vice-Chancellor,

(f)   to make recommendations to the Council or the Vice-Chancellor about academic standards or facilities at the University.

The Governance (Academic Senate) Rule 2018 provides further detail, aligning the Terms of Reference of Senate to Section 6.3 of the Higher Education Standards Framework 2021 (HESF). The first of its functions in the Rule is to:

> *Exercise academic governance of the University on behalf of the Council through institutional oversight, risk management and reporting to the Council on academic standards compliance, academic risk, quality and outcomes in teaching, learning, research, as well as research training.*

Academic Senate's full list of functions under the Rule is shown at **Appendix A**.

Under the Rule, Academic Senate membership must always have more elected members than ex officio members.

There is an Academic Senate Standing Committee that reports to Senate, for urgent business.

The Chair of Academic Senate is appointed by Council, after a process managed by Council's Nominations and Remuneration Committee. The Chair may be either internal or external to the University. The Deputy Chair is elected by Senate.

2.2   Academic Senate committees

Six committees report directly to the CSU Academic Senate:

1. University Courses Committee (UCC)

2. Academic Quality and Standards Committee (AQSC) - The Committee name was changed from University Learning and Teaching Committee (ULTC) in December 2022

3. University Research Committee (URC)

4. Faculty of Arts and Education Faculty Board

5. Faculty of Business, Justice and Behavioural Sciences Faculty Board

6. Faculty of Science and Health Faculty Board.

UCC receives reports from the Indigenous Board of Studies while URC receives reports from the Higher Degree by Research Committee (HDRC) and the Higher Degrees Examinations Committee.

2.3   Other committees for academic matters

There are separate Faculty Courses Committees, Assessment Committees as well as faculty research committees under various names, as well as School Boards and School Assessment Committees. The University's ethics committees are committees of the Deputy Vice-Chancellor (Research). Further commentary on these committees and others that are not in the main six academic governance committees is contained in Section 6.1.

3. Method

The Review commenced in September 2023. CSU promptly provided the documents listed in the Terms of Reference at Section 1.2. Only committee papers from 2022 and 2023 were made available, consistent with a targeted rather than a comprehensive review.

The Reviewer sought and obtained a limited amount of additional information, including: CSU Delegations Schedules; information on the Higher Degrees by Research Committee and the Indigenous Board of Studies; policy in respect of professional accreditation; induction packs for new members of Academic Senate and each committee; details of professional development for Academic Senate and committee and board chairs provided in 2022 or 2023; and CSU's 'Institutional Benchmarks for Academic Quality and Outcomes' and KPIs. This information was also provided, although the institutional benchmarks were not confirmed.

The Review takes account of external reference points, reflected in the Academic Senate's Terms of Reference at **Appendix A**, including the Higher Education Standards Framework 2021 requirements in respect of academic governance.

Other relevant external reference points are TEQSA Guidance notes on:

- Academic Governance (7 July 2023 – and updated 30 November 2023)
- External Referencing (including Benchmarking) 16 April 2019
- Monitoring and Analysis of Student Performance (6 January 2020, beta version).

The Review draws on the Reviewer's own knowledge of academic governance in universities and higher education institutes from recent reviews she has conducted. The Reviewer also used public comparative information on academic governance at other Australian universities, including details of their terms of reference, membership, annual workplans and meeting schedules.

To review the quality of reporting, including effectiveness and upwards transmission, the Reviewer read through Agenda Packs, tracked sample reports through papers and Minutes and spoke with senior CSU academic and professional staff.

A list of the persons interviewed is at **Appendix B**.

A draft Report was provided to CSU on 13 November 2023, for comment on any matters of fact or emphasis. CSU provided some additional comments which have been taken into account by the Reviewer in finalising this Report.

4. Summary Assessment Against Terms of Reference

This Section summarises the Reviewer's assessment against the six factors listed in the Terms of Reference. Detailed commentary on aspects of CSU's academic committee governance is provided in Section 6.

4.1 Robustness of the Academic Senate and the current academic governance model

Academic governance at CSU is defined as "the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of the University's activities, including teaching, learning and scholarship, and research and research training, at an institutional level" (CSU Governance Framework).

Academic Senate oversees a strong suite of academic policies that are regularly updated and reviews reports on most aspects of academic activity. It approves courses and routinely considers academic risks.

Senate does not oversee or design the total framework for academic governance at CSU, such as the large number of other systems that also contribute to effective academic governance, including management hierarchies, and corporate and administrative activities performed by professional staff, such as risk and compliance management. Senate does however approve the University's suite of academic policies, a key element of the academic governance framework, and it reviews reports on most aspects of academic activity. Senate also acts to provide a distinct assurance voice to Council, reflecting its role as a Council committee.

There is a consistent view among the chairs of CSU Academic Senate and its committees that University academic governance has improved considerably over the past few years. There are now better structures and processes, greater consistency in governance support, and more certainty for each meeting.

From this limited administrative review, the Reviewer finds that CSU's academic governance in 2023 is well up to sector standard and shows instances of leading practice. The recommendations in Section 5 are mostly for fine-tuning. However, CSU is also encouraged to keep exploring more fundamental questions about the best way to provide collective academic review and assurance.

The Governance Framework that CSU has established is sound, annual plans for Senate and each committee are comprehensive, reporting lines are visible, and governance support seems very strong. The documentation of agendas and minutes is impressive. Coordination across all committees remains an ongoing challenge but the Reviewer believes CSU is managing this aspect as well as it can.

The current academic governance model, where senior academic managers chair the academic governance committees under Senate, appears to be working well in interweaving executive action and collective review, keeping the committee process as a living element of academic review.

4.2   Appropriateness and effectiveness of Academic Senate, and its sub-committees

Despite the robustness of the academic governance structures and processes, there are minor signs that academic governance may not be quite as strong in practice as it is on paper. In the Reviewer's opinion, and based on limited evidence, there are possible indicators of disengagement among academic staff and uncertainty over whether Academic Senate is truly effective and necessary to the operations of the University.

For academic governance by committee to be valued across the University, it must be seen to be valued by Council and senior managers. Evidence should be available of the added benefits of layers of academic collective review. CSU might deliberate on additional actions that could be taken to reinforce the contribution of Academic Senate and its committees to the University's internal culture and performance.

4.3   Quality assurance of Academic Governance within the university

Academic Senate undertakes an annual self-assessment of its effectiveness, which is a helpful start for quality assurance of academic governance systems and processes. Council could also be expected to review the effectiveness of the academic governance system in terms of the advice and assurance it receives, and may wish to reflect on the form of assurance it wishes to receive from Senate. CSU's internal audit processes, which include audits of functions and areas that contribute to academic governance, and of committees such as ethics committees, make a further significant contribution.

Finally, CSU engages external reviewers to assure the quality of academic governance: this limited Review is the third since 2017 if both the Winchester Review of 2018 and the Wells Advisory review of HESF Domain 6 are included. A 2021 corporate governance review of Council and its committees also included reference to Academic Senate. The University has thus received multiple opinions on its academic governance over the past few years.

The Reviewer finds there are sufficient mechanisms in use to quality assure the operations of academic governance at CSU. If additional quality assurance measures were to be explored, they could take the form of feedback from the University community or an evaluation of the extent to which academic committees add value to particular reports or processes.

4.4   Reporting on the discharge of delegations for academic governance

Academic Senate has two crucial approval roles delegated from Council, in respect of academic policies and courses, which provides it with an appropriate level of decision-making authority.

The Chair of Senate provides an extensive annual report to Council on the discharge of its functions. Although this report tends to address activities it does contain evaluative comment.

In the opinion of the Reviewer, the value of this report is limited by the fact that not all Senate's functions are genuinely able to be addressed. This is not due to any negligence on the part of Senate but because the roles given to Senate are wider than the authority it has to discharge them, as explained in 4.5 below.

4.5 Membership and Terms of Reference of Academic Senate and sub-committees

The memberships of Senate and its six committees are appropriate for an academic governance committee design that includes quite a large number of academics, students and some professional staff. They are well-designed for the functions of each committee. The memberships appear to reflect CSU's value of being 'inclusive' for Senate while also aiming for 'insight' and expertise on the committees.

The provision for an external chair of Academic Senate is unusual in the Australian university sector, as universities typically have the capability to internally govern their academic activities including the authority to self-accredit their courses. CSU is encouraged to focus on internal appointments of well-qualified candidates.

CSU's practice of appointing senior academic members as chairs of Senate committees is not uncommon in the Australian university sector and appears to be working well.

The Reviewer notes a need for Senate to be strongly intentional about maintaining majority oversight by academics who are outside the University's formal hierarchy of academic managers.

CSU is encouraged to consider whether the Terms of Reference of Senate should be adjusted to reflect the actual authority of Senate in respect of overall academic governance, rather than simply being taken from the HESF.

The Terms of Reference of Senate's committees are appropriate and consistent with sector norms. CSU could, however, now consider whether some Faculty academic sub-committees could be merged, integrated with a parent committee, or discontinued, and whether the HDRC should be a formal sub-committee of the URC.

4.6 Analysis against typical practice in the higher education sector, and the HESF

CSU's academic governance arrangements are typical of those for Australian universities across the higher education sector. However, within the university sector, committees that report to senate or board committees are often simply recognised as sub-committees, such as a higher degree by research committee. CSU's division of academic committees into 'academic governance' and 'operational' (or 'academic management') committees is atypical but is explicable in terms of review recommendations at CSU just prior to the 2018 Winchester Review.

Otherwise, CSU's academic governance activities and practices are good examples at sector standard or above. The HESF is attended to without academic governance committees being solely focused on compliance, which is appropriate for a university. The content of Senate and academic governance committee meetings gives confidence in CSU's ability to self-assure its academic quality.

Some of CSU's practices can be considered as good practice that other universities could adopt. For example, the Reviewer notes the quality of the annual plans, the codification of upwards transmission of reports, and the attention given to academic risk through cooperative relations with the Risk and Compliance Unit. In regard to risk, the Reviewer notes senate's close consideration of academic risks and reports on operational risk issues, consistent with TEQSA's current Guidance Note on Academic Governance.

The Reviewer concurs with the assessment of Wells Advisory in 2022 that the arrangements and framework in place reflect an appropriate level of academic governance oversight.

5. List of Commendations and Recommendations

COMMENDATIONS	
Number	**CSU is commended for**
1	A clear Governance Framework that addresses the commitment expected of members of Academic Senate and its six academic governance committees.
2	Implementing annual reporting by Senate committees of their activities against their Terms of Reference.
3	Actively exploring options to attract strong candidates to the positions of Chair and Deputy Chair of Academic Senate and to academic governance positions open to the professoriate.
4	Careful design of the arrangements for chairing Senate's academic governance committees.
5	Its policy governance and schedules for delegations of academic authority.
6	For ensuring that the Risk and Compliance Unit updates Academic Senate on key risks and engages Senate in discussion of academic risks.
7	Its annual plans for Academic Senate and its committees, which include a comprehensive list of reports and committee pathways for upwards reporting.
8	The meetings between the Chair of Academic Senate and student members of Senate prior to each meeting.
9	The breadth of its reports to academic governance committees and for improvements it has made in the quality of reports provided to Academic Senate and its committees, including reports that are viewed by Council.

RECOMMENDATIONS	
Number	**It is recommended that**
1	CSU include in its Governance Framework an explanation of the tripartite model of university governance that is used at CSU.
2	CSU explain in its documentation its division of academic committees into 'governance' and 'operational' (or academic 'management') committees, consider whether this distinction remains useful, and ensure that details of all academic committees and their reporting relationships are readily apparent
3	CSU now consider whether some Faculty academic sub-committees could be merged, integrated with a parent committee, or discontinued, and whether the HDRC should be a formal sub-committee of the URC.
4	CSU consider whether the Terms of Reference of Senate should be adjusted to reflect the actual authority of Senate in respect of overall academic governance, rather than simply being taken from the HESF.
5	The Terms of Reference of each of CSU's academic governance committees and sub-committees specify the higher-level committee to which reports or minutes are sent, state the requirement for an annual report against the committee's functions for AQSC, UCC and URC, and allow for regular self-assessments of effectiveness by these three committees.
6	CSU focus on appointing an internal Chair of Academic Senate, ensuring that the position has appropriate incentives to attract strong candidates and support to perform the role effectively.
7	CSU state more clearly its institutional benchmarks for academic quality and outcomes and make additional use of these in reporting on its academic activities and performance, particularly in research.
8	If reservations remain over the effectiveness of Senate as an oversight body for academic quality and risk after the next Senate self-assessment, CSU conduct an internal forum on the way academic governance is conceptualised and practised at the University, to guide future approaches.
9	CSU consider whether Senate could take a more active role in discussions of headline academic risks and review its Organisational Assurance Policy to ensure that academic assurance activities and oversight are captured appropriately
10	CSU explore additional methods to ensure that all members of Academic Senate and its committees are well-prepared to engage in critical reflection of matters, for example, by assigning 'readers' to introduce particular reports or papers.

11	Review the effectiveness of its induction processes for members of Academic Senate and its committees, continue to offer professional development activities to Senate and committee members and consider whether members be funded to attend targeted governance courses or workshops, such as those offered by the Australian Institute of Company Directors or the Governance Institute of Australia.
12	CSU continue to explore incentives for student member attendance and active participation on Senate and its committees, including recognition of the service of student members and explicit opportunities for students to comment in meetings.
13	CSU ask Council to advise on the form of an annual assurance statement from Academic Senate.

6. Detailed commentary

6.1 University Governance Framework and Committee Structure

CSU has a clear University Governance Framework, which shows good practice in explaining the responsibilities of members of Council and Academic Senate and its six governance committees. Members of academic governance committees should therefore be aware of the commitment that is expected of them (see Section 6.10).

Commendation 1

CSU is commended for a clear Governance Framework that addresses the commitment expected of members of Academic Senate and its six academic governance committees.

The presentation on "Information for New Members" of Senate introduces the triangular tripartite model of university governance, with Council at the apex and Executive Management and Academic Senate at each end of the base. In practice, of course, academic management and academic governance are intermingled in more complex ways. Nevertheless, the model is useful to highlight the reporting requirements to Council (see Section 6.13), given that Senate is a Council committee and to the concept of academic governance .

As is appropriate, Council receives reports from both the Vice-Chancellor and from Academic Senate, the latter reporting on collective oversight by Senate and its chain of governance committees. The narratives provided by the Vice-Chancellor and by Senate respectively on academic performance could be expected to be similar but each narrative must be heard and acknowledged by Council. If academic governance is valued, as it is at CSU, it needs to be seen to be valued. To this end, the Reviewer encourages CSU to include in the Governance Framework an explanation of the tripartite model of university governance used at the University.

Recommendation 1

It is recommended that CSU include in its Governance Framework an explanation of the tripartite model of university governance that is used at CSU.

The Reviewer observes that the Framework does not explain that CSU has other academic committees and sub-committees, such as the Higher Degree by Research Committee (HDRC) or the Board of Indigenous Studies as well as Faculty and School Committees. There is a list available at: https://policy.csu.edu.au/mtor.php ("Committees").

Following the 2018 Winchester Review of Academic Governance at CSU, certain academic committees were designated 'operational committees' or academic 'management committees' to distinguish them from academic 'governance committees'. For example, Faculty Boards were determined to be governance committees, with other Faculty committees below Faculty Board designated as management committees. Revision of the terms of reference of the academic management committees was being undertaken in 2022, from documents seen by the Reviewer.

The basis of the distinction between academic 'governance' and 'academic 'management' committees is not immediately obvious and, in public documentation, may render the academic management committees less visible to governance oversight. In fact, as the 2018 Winchester Review noted, many academic committees at Faculty level undertake both governance and operational responsibilities. Although the recommendation of the Winchester Review was to implement this distinction (and also to explain which committees had both sets of responsibilities), the Reviewer suggests that CSU now consider whether this distinction remains useful for current self-assurance through its complete set of academic committees.

Concerns raised by Senate over its line of sight to committees such as the HDRC suggest to the Reviewer that it would be helpful for CSU to show all academic committees and their reporting relationships in a more integrated manner.

Recommendation 2

It is recommended that CSU explain in its documentation its division of academic committees into 'governance' and 'operational' (or academic 'management') committees, consider whether this distinction remains useful, and ensure that details of all academic committees and their reporting relationships are readily apparent.

When the academic operational committees are added to the academic governance committees, CSU has several layers of academic committees. However, it is evident that the overall committee architecture at CSU has been carefully designed to try to minimise the number of layers between a governance committee and Academic Senate.

With better management systems, such as the Curriculum Design, Accreditation and Publication (CDAP) system, and more targeted reporting to high-level committees, it may be possible for CSU to reduce the number of academic sub-committees and thus the number of meetings that academic managers need to attend. One Faculty is considering discontinuing its Courses Committee on the grounds that the business of the committee is already addressed through CDAP processes.

Given the need for a clear line of sight from Academic Senate to review of the academic quality and outcomes of higher degree by research candidates (see Section 6.8), and widespread practice in the Australian university sector, the Reviewer suggests that CSU re-consider whether HDRC should become a formal sub-committee of the URC.

Recommendation 3

It is recommended that CSU now consider whether some Faculty academic sub-committees could be merged, integrated with a parent committee, or discontinued, and whether the HDRC should be a formal sub-committee of the URC.

6.2   Terms of Reference of Academic Governance Committees

The Terms of Reference of all CSU's academic governance committees are readily available. In the Reviewer's opinion, these Terms of Reference are broadly appropriate and in line with sector norms.

However, it is difficult for Senate acting alone to discharge all of its stated functions. The Reviewer suggests that it is not the intention of the HESF to have this occur, as the HESF is about overall processes and systems not the work of specific committees.

For example, HESF 6.3.1 states that:

> *Processes and structures are established and responsibilities are assigned that collectively:*
>
> a) *achieve effective academic oversight of the quality of teaching, learning, research and research training*
>
> b) *set and monitor institutional benchmarks for academic quality and outcomes*
>
> c) *establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and*
>
> d) *provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices…*

That is, the statement is about processes and structures, which would include the academic governance committees but also includes academic management structures and responsibilities. However, these roles are given directly to the CSU Academic Senate through its Terms of Reference (CSU is not alone in this).

It is doubtful whether Academic Senate, for example, could be said to "*establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered",* although it is clear that CSU processes achieve the outcome. Annual reporting to Council of Senate's discharge of its functions tends to skate over this particular disconnect and some others. It may be useful for CSU to re-word the functions of Academic Senate to clarify that Senate can provide oversight of how the University performs this function and similar activities but is not directly responsible for their implementation.

Recommendation 4

It is recommended that CSU consider whether the Terms of Reference of Senate should be adjusted to reflect the actual authority of Senate in respect of overall academic governance, rather than simply being taken from the HESF.

It would be helpful for the Terms of Reference of CSU's academic governance committees and sub-committees to specify the higher-level committee to which reports or minutes are sent, and state that an annual report is required in respect of the discharge of its responsibilities against its Terms of Reference for AQSC, UCC and URC, as now happens in practice. It may also

be useful for these three Senate committees to provide their views on the effectiveness of the committee's role, as is done for Senate through its biennial self-assessment.

Recommendation 5

It is recommended that the Terms of Reference of each of CSU's academic governance committees and sub-committees specify the higher-level committee to which reports or minutes are sent, state the requirement for an annual report against the committee's functions for AQSC, UCC and URC, and allow for regular self-assessments of effectiveness by these three committees.

The Reviewer examined the most recent annual reports of each Senate committee against its Terms of Reference and HESF requirements. Each report is comprehensive and provides a good sense not only of work undertaken by the Committee but also of priorities. CSU shows good practice above sector norms in this regard.

Commendation 2

CSU is commended for implementing annual reporting by Senate committees of their activities against their Terms of Reference.

6.3 Membership of Academic Governance Committees

The membership of Australian university academic boards and senates varies quite widely, from small, expertise-based boards to large professorial boards. The memberships of all CSU's academic governance committees vary according to the functions of each committee. They are consistent with sector norms for the style of academic governance committee that CSU has chosen.

CSU has taken an approach of ensuring that academics from differing levels of seniority are elected to Senate, while valuing the expertise of the professoriate. AQSC and UCC membership comprises more faculty deputy and associate deans, course coordinators and academics with expertise in learning and teaching or courses. URC has a good balance of members for whom research policies and activities are highly salient. The membership of Faculty Boards is drawn mostly from associate deans and sub-deans, heads of school, professors and other academics.

The Reviewer notes that Senate currently has only a very slender majority of elected members. The Reviewer suggests that CSU might more actively aim to meet the spirit of the requirement for more elected than ex officio members, which is designed to reinforce collective academic oversight.

Given the significance of academic governance in a university, the Reviewer observes that it would be appropriate for the composition of Senate and its committee to reflect a values-based ethos that relates to some of the University's core values. If the Reviewer were to identify a 'style' of membership for CSU's academic governance committees, she would align

it to the values of 'inclusive' and then 'insightful', noting that these seem a good fit across the various committees.

6.4   Chairs of Academic Governance Committees

As noted above, the Chair of Academic Senate is appointed by Council and is a member of Council. In the process, Academic Senate advises Council's Nomination and Remuneration Committee of their preferred internal candidate. The Chancellor or Council as a whole may care to consider ongoing regular discussions with the Chair of the expectations they have of Academic Senate as the principal academic body of the University.

It is unusual in the Australian university sector for the chair of an academic board or senate to be an external member, not least because an internal chair signifies a university's capability to govern its own academic activities and to self-accredit its own courses. An external chair is common in non-university higher education institutes that are still developing their own academic community but CSU is a well-established university. As well, an internal chair can be expected to have wide knowledge of a university's internal operations. CSU is encouraged to focus on internal appointments of well-qualified candidates, ensuring that it provides the support needed for the Chair of Academic Senate to perform the role effectively.

Recommendation 6

It is recommended that CSU focus on appointing an internal Chair of Academic Senate, ensuring that the position has appropriate incentives to attract strong candidates and support to perform the role effectively.

The term of the Chair and Deputy Chair appointments is two years, although Council may vary the term of the Chair. A period of two years is common for the sector but a longer period would offer more time for experienced chairing. The same consideration applies to membership.

Recent concern has been expressed to the Reviewer by CSU over the lack of candidates for the position of Deputy Chair of Academic Senate. Possible reasons are being explored, including a lack of opportunities for senior academics to gain prior governance experience, as academic managers chair the committees of Senate (see comments below). As part of recent efforts to attract candidates for the Deputy Chair role, CSU has introduced an 0.2FTE time release, Other potential incentives include a period of dedicated research time after the end of a period of service. These explorations are widening into a broader discussion of how to ensure strong (internal) candidates for Senate Chair and how to encourage members of the professoriate to serve on Senate and its committees.

Commendation 3

CSU is commended for actively exploring options to attract strong candidates to the positions of Chair and Deputy Chair of Academic Senate and to academic governance positions open to the professoriate.

On a practical note, the Terms of Reference for Academic Senate could note that the terms of appointment of the Chair and Deputy Chair should not commence or expire at the same time.

CSU intentionally has designed the chairs of the committees of Senate to be senior academic managers. The AQSC is chaired by the Pro Vice-Chancellor (Learning and Teaching), the UCC by the DVC (Academic) and the Research Committee by the Pro Vice-Chancellor (Research and Innovation). Each Faculty Board is chaired by the Faculty Executive Dean.

Across the Australian university sector, practice in appointing chairs of academic governance committees varies, and includes: appointment of ex officio senior management roles; direct appointment or election of a senior academic; election from the academic board or senate members; or appointment of a deputy chair of academic board or senate. Some universities, like CSU, use a mix of these options, using different methods for different committees.

As with all models, there are positives and negatives of using the various options.

Where committees of effective academic boards or senates are chaired by academics who are not in ex officio academic management positions. This configuration helps to balance workloads and shows a degree of separation between academic governance oversight and academic management. However, in some cases, this has led to too great a separation, including the creation of additional 'academic management' committees outside the formal academic governance structure.

The arrangement at CSU has the major advantage of ensuring that academic governance at institutional level is closely linked to academic management, helping to keep both together. Senior academic managers have the control they seek over academic decisions while directly engaging with the critical oversight that academic governance committees can provide.

A possible concern of this arrangement is that senior academic managers can be felt to do much of the talking at meetings, as they introduce many of the main items, while chairing. CSU has addressed this concern for the three central committees by having a Pro Vice-Chancellor chair two committees (AQSC and URC), while items at UCC would be introduced by the Faculty.

On balance, the current arrangements at , which show evidence of careful design, are working effectively.

Commendation 4

CSU is commended for careful design of the arrangements for chairing Senate's academic governance committees.

CSU may be able to take some other measures to expand the number of members who introduce papers and reports for discussion, as noted in Section 6.10.

6.5   Delegations of Authority to Academic Governance Committees

Delegations of authority for academic decision-making are governed by the CSU Delegations and Authorisations Policy. Six Delegations Schedules sit under the Policy, of which Schedules A (Governance and Legal) and E (Academic and Research) relate to the work of Academic Senate and its Committees.

Consistent with its role as the principal academic body, and its functions, Senate has authority to approve academic policies. Procedures may be approved by the relevant Deputy Vice-Chancellor. Senate also has authority to approve courses or their discontinuation (this authority was appropriately restored to Senate after having been delegated to the UCC). Senate also approves academic admission requirements and lists of graduands. These are significant responsibilities, in addition to Senate's wider functions of communal oversight.

Academic Senate has other delegations as required in respect of managing its own business.

UCC has authority to approve a course professional accreditation requirement, Faculty Boards have various delegations of authority in relation to courses and subjects, while Faculty Assessment Committees approve final grades in a subject.

Documents examined by the reviewer showed that Senate's delegations are being exercised appropriately.

Commendation 5

CSU is commended for its policy governance and schedules for delegations of academic authority.

Chairs of Senate and its six committees confirm that the delegations of formal authority are clear and consistently applied for matters that need approval. They note, however, that there is less certainty outside of formal delegations over how a committee should treat other matters that it considers, for example, whether a report is for endorsement, for noting with commendation or concern or action, or simply 'for noting'. The Reviewer notes that annual workplans for academic governance committees include a committee pathway for upwards reporting (Section 6.9). The point about 'noting' is considered in Section 6.10.

6.6   Institutional Benchmarks for Academic Quality and Outcomes

One of Senate's stated functions, taken from text in the HESF, is to "set and monitor institutional benchmarks for academic quality and outcomes, and as necessary initiate action to improve performance against these benchmarks". This is one of the responsibilities that Senate is not expected to exercise alone and, indeed, such benchmarks may be set through a strategic planning process that identifies performance indicators at various levels.

The Reviewer aimed to identify these benchmarks, as a guide to the reports that would be expected to come to Academic Senate and its committees and as a guide to the focus of analysis in such reports. The University Strategy 2020–2030 identifies 9 key performance

indicators, several of which relate to academic performance. The Academic Quality Policy contains a set of Charles Sturt Academic Standards with objectives against which performance of academic activities are assessed based on key academic indicators. However, it does not set benchmarks.

The Chair of Academic Senate's 2023 Report to Council on this function states:

> *TEQSA's Condition 2 on the University's registration around student performance reporting and oversight, provided a framework for the Academic Senate's approach to institutional benchmarks for academic quality and outcomes…*
>
> *…the Academic Senate considered the annual institutional Student Performance Report for 2021 at the February meeting and the annual institutional Student Performance Report for 2022 at the November meeting…*
>
> *The 2021 Graduate Outcomes Survey Annual Report was reviewed in September, noting the results showed a plateau in overall graduate satisfaction, with a decline in HDR student satisfaction, most likely attributed to the challenges associated with COVID-19.*
>
> *The Graduate Researcher Experience Survey 2021 Update was also presented in September, where it was noted that intellectual climate and improving the research profile across the University were significant issues that require focussed attention with the HDR Review on Student Experience. It was anticipated that re-opening of campus facilities should assist with improving the student experience, an outcome that will be monitored in 2023.*

It is evident from this Report that CSU uses various comparative or benchmarked measures of performance.

The Reviewer was informed that CSU, as a member of the Regional Universities Network RUN), benchmarks its academic outcomes with universities in the RUN group. Where its performance exceeds those of RUN members, CSU may seek to compare its outcomes with other university benchmarking partners.

The Student Performance Report (presented to Senate in November 2022) shows that CSU has set 2021–2025 Key Performance and Trends, namely attrition rate, 6 year completion rate and commencing progress rate. CSU is certainly monitoring these benchmarks, and against sector averages where available. This comprehensive report contains much comparative data on student progress and outcomes by cohort, as well as comparisons with the RUN group.

The Annual Research Report provided to URC and then to Senate contains much internal time series data but no benchmarking data or information on performance against targets or relative to comparator universities.

Taking these aspects into account, the Reviewer urges CSU to state more clearly its benchmarks for academic standards and quality and ensure they are used widely where relevant in reporting on academic activities.

Recommendation 7

It is recommended that CSU state more clearly its institutional benchmarks for academic quality and outcomes and make additional use of these in reporting on its academic activities and performance, particularly in research.

6.7 Academic Senate Self-Assessment Exercise

As part of sound governance practice, Senate conducts a biennial self-assessment survey. The most recent report available, which is well summarised, is for 2022. Of the 32 members of Senate, 20 completed the survey, which has a lengthy 42 items. Their views form part of the evidence examined by the Reviewer on the effectiveness of Academic Senate, so it is disappointing that the response rate is not higher.

The responses indicate confidence in the recording, minuting and follow-up of actions raised at Senate, in their understanding of their own roles and responsibilities, and in the role of the Chair and Deputy Chair in the business of Senate. Respondents agreed that "decisions made by Senate contribute significantly to meeting academic governance requirements".

Among other matters, the survey responses indicated much less certainty over the perceived effectiveness of Senate as an oversight body for academic quality and risk. If these reservations remain, the next self-assessment survey in 2024, CSU should find out more about concerns over the effectiveness of Senate as an oversight body. In the light of these responses, and some suggestions to the Reviewer on re-evaluating the value of academic oversight as currently practised, it would be timely for CSU to consider in 2025 a forum or other internal discussion on academic governance to inform future approaches.

Recommendation 8

It is recommended that, if reservations remain over the effectiveness of Senate as an oversight body for academic quality and risk after the next Senate self-assessment, CSU conduct an internal forum on the way academic governance is conceptualised and practised at the University, to guide future approaches.

A quarter of respondents disagreed with the statement "Senate receives appropriate cover sheets and summaries from its subcommittees and other University areas so it can make recommendations and decisions in the best interest of the University". This level of disagreement suggests that members feel they are not receiving enough information or context on which to base firm recommendations. There was also 30% disagreement on whether members received papers in enough time to fully consider them. Members tended to believe that not all attendees at meetings were well-prepared.

Respondents indicated that there was not felt to be adequate induction and support for new members. There was strong support for workshops or training on governance matters. The Reviewer notes that the follow-up to the survey proposed additional induction activities and

governance workshops for 2022, including an annual professional development plan for Senate members (see Section 6.11).

The Reviewer suggests that the survey instrument be refined and validated, to ensure that it is asking the right questions to provide strong assurance, and that members be reminded strongly of the need to complete the self-assessment.

6.8   Management of Academic Risks

Risk and compliance updates are provided to Academic Senate in four of six annual meetings, according to Senate's annual plan. The reports are provided in a format agreed upon in 2022.

The Risk and Compliance Unit provides updates on key risk and compliance matters for the consideration of the Academic Senate and seeks to engage Senate in items that require discussion. CSU has advised that a recent Risk Control Self-Assessment process has identified a fresh set of the top academic risks. This is good practice for the Australian higher education sector and interviews indicate that there is an excellent working relationship between Senate and the Risk and Compliance Unit.

> **Commendation 6**
>
> CSU is commended for ensuring that the Risk and Compliance Unit updates Academic Senate on key risks and engages Senate in discussion of academic risks.

At the same time, the Reviewer notes that the role played by Senate in the management of academic risks appears somewhat passive. The reports provided to Senate from the Risk and Compliance Unit contain much helpful information, especially on identified operational risk and compliance matters. They do not provide an account of the status of academic risks in the University Risk Register, which is being updated.

Senate no longer has any direct role, through its Chair, in decisions on the priority of academic or other risks by Council's Audit and Risk Committee. The Reviewer encourages CSU to consider whether Senate could take a more active role in discussing the relative priority of academic risks across the University.

CSU's Risk Management Policy appropriately and adequately describes the roles of Academic Senate, including its responsibility for reviewing relevant risk reports and organisational risk treatment actions for academic risks.

While the CSU Organisational Assurance Policy is mentioned in the Academic Quality Policy as setting out "the elements of the continuous improvement and quality assurance and enhancement objectives of the Plan-Do-Check-Act (PDCA) cycle", the Organisational Assurance Policy contains no mention of the words 'academic' or 'academic governance'. The Policy language is highly corporate, such that academics and other staff are characterised as those "delivering products and/or service according to levels of quality and compliance as identified by formal or informal business practice". There is no mention of Academic Senate having any assurance role, despite an emphasis on self-assurance in TEQSA's Guidance Note

on Academic Governance (version 3.0). CSU is encouraged to review this Policy to ensure that academic assurance activities and oversight are included appropriately.

Recommendation 9

It is recommended that CSU consider whether Senate could take a more active role in discussions of headline academic risks and review its Organisational Assurance Policy to ensure that academic assurance activities and oversight are captured appropriately.

The annual plans for other Senate committees are designed to ensure active consideration of academic risks as applicable to the role of each committee. AQSC (formerly ULTC) is expected to monitor risks associated with the quality of learning and teaching and related academic standards. UCC considers HESF risks and any risk matters referred from or to Academic Senate. Faculty Boards are expected to "discuss new and emerging issues, risks and treatments", escalating these to Senate where necessary.

However, the annual plan for URC refers only to HESF compliance and review of academic risks "as required". The Reviewer understands that Academic Senate has asked URC to enhance its consideration of research risks and endorses this action.

These arrangements are appropriate and should ensure a good coverage of academic risks through CSU's academic governance structures, informed by the work of the Risk and Compliance Unit and an annual program of internal audits that includes academic matters.

6.9   Academic Governance Committee Workplans (Annual Plans)

CSU has annual workplans for Academic Senate and each of its six committees (the AQSC annual plan for 2023 is updated from the previous ULTC plan). While annual workplans are now standard for academic governance committees in Australian universities, CSU's workplans are better than many, in the Reviewer's opinion.

The annual plans are succinct and contain a comprehensive list of reports that are due at each meeting (see Section 6.9). Helpfully, they also list the reporting pathways, so it is clear which reports need to be referred to the high-level committee (Council or Senate respectively).

There is evidence of adjustments over time in response to performance risks. For example, in early 2023 the Senate annual plan was revised to include consideration of the HDR Student Performance Report. Similarly, Senate asked for the annual plan for the URC to be revised to include better consideration of higher degree by research matters, while Audit and Risk sought Improved integration of, and deliberation upon, research ethics and integrity matters.

Commendation 7

CSU is commended for its annual plans for Academic Senate and its committees, which include a comprehensive list of reports and committee pathways for upwards reporting.

CSU might double-check that the committee pathways in the annual plans for each committee are fully populated, for example, the Annual Research Report in the URC annual plan does not show a pathway to Academic Senate.

The Reviewer checked for a sample of reports whether the reports expected in annual workplans were provided at the relevant Senate or committee meeting. In each case the reports were provided as scheduled.

Several people to whom the Reviewer spoke mentioned the challenges of trying to coordinate reporting for particular committee meetings, especially given uncertainty over the timing of release of external data, and then to coordinate upwards reporting. These difficulties are known across the sector but CSU seems to be managing them as well as possible. A further comment concerned changes made as reports are viewed by various committees, so a report discussed originally at a lower-level committee may be rather different to one seen by Council. While any such changes may simply reflect improvements and effective oversight, it is important that upwards reporting does not obscure the identification of performance that needs improving.

As a suggestion only, Senate and committee papers could indicate reports that are postponed or delayed. Additionally, Senate and committees should review whether any reports can be provided less frequently without loss of effective oversight.

6.10 Conduct of Meetings

From a desk review and limited discussions, the Reviewer finds that meetings of the CSU Academic Senate and its six governance committees are conducted well. CSU has a Boards and Committees Policy – General and a Boards and Committees Policy – Conduct of Meetings of Academic Committees that help to ensure consistency in practice. The latter document makes reference to a Style Manual for minutes and agendas.

The frequency of meetings of Senate and its committees is not excessive and consistent with university sector norms in Australia.

The Agenda papers are clearly structured in a consistent format across Senate and the six committees, while the agenda packs are not excessively long. The cover sheets to introduce each substantive matter do not overwhelm the actual reports. There are few deferred or missing papers. CSU appears to be managing well the difficult task of ensuring discussion of many matters and reports while not overloading each meeting.

Meeting minutes provide summaries of discussions in sufficient detail for readers to understand the tenor of the discussion and any concerns raised, which is helpful when minutes are reported upwards.

Although CSU has many reports that address the Standards in the HESF, academic committee governance at CSU is not treated as a mere compliance exercise: there is a level of investment evident from Senate and committee minutes that is healthy. At the same time, there is some

nostalgia for a really extended 'big academic debate' on a contentious issue. There is always a risk that reports will crowd out other business or members' proposed topics for discussion but CSU appears to be balancing this need. It would be appropriate for CSU to consider a separate forum or special meeting for wider issues affecting the University academic community.

One question arising from the Academic Senate Self-Assessment Exercise and interviews concerns the extent to which all members of Academic Senate and its committees are sufficiently well-prepared to discuss matters in meetings. This does not appear to be a major problem at CSU but it could be of concern. In addition to reminding members of their responsibilities, and also to hear from a wide range of members, one Faculty has been asking specific members of the Faculty Board to read and introduce a specific agenda item.

Recommendation 10

It is recommended that CSU explore additional methods to ensure that all members of Academic Senate and its committees are well-prepared to engage in critical reflection of matters, for example, by assigning 'readers' to introduce particular reports or papers.

One matter raised in discussions with the Reviewer concerns the extent to which papers for Senate and its six committees have draft resolutions 'to note' a report. Outcomes are then reported as 'XX resolved to note the report', apart from the matters that are for approval or for endorsement. From the Minutes of meetings, there is ample evidence of engaged discussion yet even performative reports that contain recommendations are marked as 'for noting'. The distinction between 'approving' and 'noting' is thus very clear but if most matters appear to be for 'noting', the value of critical discussion by academic staff may be less apparent and academics may be less willing to engage. Agenda papers are structured as 'for decision', 'for discussion' and 'for noting', which gives a good sense of the engagement that is required. CSU is encouraged to consider whether there is a better way of signalling in its agendas and the wording of resolutions that matters considered by Senate are given serious attention, as they clearly are.

If there are few alternatives to asking members merely to 'note' papers, CSU can increase its activities to educate members of academic governance committees on the importance of <u>collective</u> academic review and discussion of significant matters for the University. Presentation of a paper is often a consultation, seeking any views of the academic community. While a paper may only be 'noted', this is normally after deliberation and an opportunity for committee members to raise any concerns or express their views.

For the future, the Reviewer encourages CSU to develop a searchable index of the papers of Academic Senate and its committees, to facilitate retrieval of the history of topics that are the subject of performative or other reports.

6.11 Induction and Professional Development of Members

The Reviewer asked about the induction of members of Academic Senate and its committees, noting the comments from the 2022 Academic Senate Self-Assessment Exercise in Section 6.7.

CSU provided a copy of an "Academic Senate – Information for New Members" PowerPoint but no additional evidence of an induction process or introduction of members to the types of reports they could expect or issues that typically arise over academic quality and standards. The Reviewer notes that there is additional information for new members available in the CSU Governance Framework and online. The Reviewer is not aware of formal induction for new members of Senate committees although the chairs of these committees may provide a briefing.

Professional development activities were provided for Academic Senate in 2022, including a session from an external expert on 'Academic governance and its role in quality assurance' and a session on 'Not just plagiarism: Building Integrity across the Academic Lifecycle'. Two professional development workshops were held in November 2023, as well as a refresher training session for Academic Senate members on the CDAP system. These professional development activities are helpful but more specific professional development on aspects of governance would support members in their academic governance participation. As a member of Council, the Chair of Senate undertakes the Australian Institute of Company Directors course for board directors.

The Reviewer urges CSU to consider whether Senate and committee members should be funded to attend general governance training courses or workshops, such as those offered by the Australian Institute of Company Directors or the Governance Institute of Australia. Incoming chairs or deputy chairs of Senate could be offered professional development on specifically on chairing meetings if they would like to expand their knowledge and skills.

Recommendation 11

It is recommended that CSU review the effectiveness of its induction processes for members of Academic Senate and its committees, continue to offer professional development activities to Senate and committee members and consider whether members be funded to attend targeted governance courses or workshops, such as those offered by the Australian Institute of Company Directors or the Governance Institute of Australia.

6.12 Student Participation in Academic Governance

There are provisions for student members on Academic Senate and all its committees. Members are mostly sought through the CSU Student Senate.

The Chair of Senate meets with the student representative members prior to each meeting for a 'Pre Academic Senate' catchup, which is good practice.

Commendation 8

CSU is commended for the meetings between the Chair of Academic Senate and student members of Senate prior to each meeting.

In common with some other universities in the sector, CSU struggles to find and retain student members of its committees at all times, despite concerted efforts to recruit them. The University has a public web page to try to recruit student members, listing available vacancies, and a staff member in Student Services who works with student bodies and helps to promote student roles on committees. The University Secretary provides an annual session on governance and the role of student representatives to Student Senate.

CSU is urged to continue to consider incentives for student member attendance and active participation, in consultation with the Student Senate. Explicit recognition of service may be an incentive, or participation in external professional development activities relating to effective governance.

The Reviewer notes there is no specific agenda item in Senate papers or committees for student members to be given an opportunity to raise issues relevant to the functions of the committee. While the Student Senate is expected to raise issues to management, it may be worth considering if an explicit place on committee agendas would lead to more active participation.

Recommendation 12

It is recommended that CSU continue to explore incentives for student member attendance and active participation on Senate and its committees, including recognition of the service of student members and explicit opportunities for students to comment in meetings.

6.13 Reporting from Academic Senate to Council

At the outset, the Reviewer notes that Wells Advisory undertook a review of the Academic Senate reporting framework in 2022 and confirmed that the framework in place reflected an appropriate level of academic governance oversight.

The Chair of Academic Senate reports to Council on each meeting of Senate, normally through a concise and clear written report of matters considered by Senate. The Minutes of Academic Senate meetings are also provided. The reports are prepared by the Governance Secretariat and approved by the Chair of Academic Senate; they describe the matters considered by Senate in a largely neutral manner. While Council receives a number of performative reports from Senate so is able to review their contents directly, these reports could include a succinct statement of any concerns raised by the academic collective in regard to the University's academic outcomes. Such as statement may serve to better direct Council's attention.

The Annual Report against Senate's functions is much longer and provides more detail against Senate's list of functions. As Council has been advised:

The purpose of the report is to demonstrate that Senate is discharging its functions in accordance with the Governance (Academic Senate) Rule 2018 and enabling Council to exercise its oversight of academic activities. The report is structured so that each of the functions of Senate are listed, with relevant activities detailed against those functions. Emerging issues that Senate is planning to consider during 2023 have also been highlighted for the information of the Council.

The current Chair of Senate, as a Council member, welcomes questions or feedback from Council on any matters contained in reports. As the annual report contains mainly a description of activities, Council is left to assess whether these activities provide adequate assurance to Council of the effectiveness of Senate's oversight and advice. The Reviewer suggests that it may be helpful for the annual report to provide more evaluative commentary and a formal annual assurance statement on Senate's view of the University's performance against its academic standards and outcomes. However, CSU should first seek advice from Council on the form of such a statement.

Recommendation 13

It is recommended that CSU ask Council to advise on the form of an annual assurance statement from Academic Senate.

6.14 Reporting to and from Academic Governance Committees

Consistent with the comments above on academic workplans and the conduct of meetings (Sections 6.9 and 6.10), The Reviewer finds that CSU has generally sound processes for reporting to Academic Senate and its committees. Reports are delivered in a timely manner. Formal reports are clearly identified in meeting papers and in 2022 and 2023 they are not excessively lengthy. Reports such as the omnibus Student Performance Report clearly identify performance against CSU targets.

There is a general consensus that the quality of reports to CSU governance committees has improved significantly over the past couple of years, in part because of the emphasis placed by the Vice-Chancellor on better performative reporting but also the work undertaken by Wells Advisory to assist CSU better to codify the wide range of reports need for Council and its committees.

The Chair of Academic Senate's 2022 report to Council states:

The registration conditions imposed by TEQSA, and the work undertaken as part of the TEQSA Re-registration Project have contributed to an improved reporting framework, with reports on matters of importance and focus identified by the conditions becoming business-as-usual over 2021 and 2022.

On the information available to her, the Reviewer agrees with this statement. The advice from Wells Advisory is also that academic governance committee reporting is appropriate.

The Reviewer maintains her own list of reports that could be expected to be provided to ensure effective academic governance oversight and observes that CSU has identified and reported on every significant item on that list as well as some others. For example, CSU has an annual Graduate Research Experience Survey, the results of which have prompted a range of improvements to be proposed.

Commendation 9

CSU is commended for the breadth of its reports to academic governance committees and for improvements it has made in the quality of reports provided to Academic Senate and its committees, including reports that are viewed by Council.

Improvements identified for 2023 in the 2022 Senate Annual Report included interim reporting of Student Performance and more timely feedback on initiatives intending to improve student performance and retention across the University. The latter point is well-identified by CSU, as a frequent weakness in the design and monitoring of university interventions, especially for stubborn problems with multiple causes, is a lack of focus on the extent to which outcomes are expected to be improved.

CSU shows good practice in reporting on student performance by cohort, to assist in designing potential interventions where outcomes do not meet expectations. The Reviewer encourages CSUs academic governance committees, to identify and seek additional secondary diagnostic reports to better determine the causes of persistent performance issues and identify potential new interventions. Such reports could address Senate's role in evaluating the quality and effectiveness of educational innovations, an important matter noted in March 2022 in the context of CSU's preparations for its application to TEQSA for renewal of registration. That is, Senate and its committees may need to seek a stronger evidence base for interventions before these interventions are approved, including an indication of what impact an intervention is expected to have and why this is so.

Senate and the University's Risk and Compliance Unit have demonstrated a capacity to identify areas for improvement in Senate and academic governance oversight of performance reports, which indicates serious reflection on the reports that are provided to Senate.

CSU is encouraged to continue to ensure that performative reports are designed to promote critical discussion. Further, CSU might seek views from lower-level committees on any additional information and feedback they would like. Overall, however, the reporting from CSU academic governance committees stands up well.

7. Disclaimer

The Reviewer has prepared this Report with due care and diligence. Information provided by CSU has been accepted and relied on by the Reviewer in good faith.

The Reviewer does not warrant this Report to be free of errors or omissions. It is possible that she has not properly understood some processes or not fully appreciated the norms and conventions that influence academic governance at CSU. For any errors or omissions, the Reviewer offers her apologies.

 As a formal statement, the Reviewer offers no warranties and accepts no liability, expressed or implied, for any actions that CSU may take in relation to this Report, or for the outcome of any regulatory processes relating to this Report.

Appendix A   Academic Senate Terms of Reference

Source: https://policy.csu.edu.au/document/view-current.php?id=503

Terms of Reference (extract)

(9) The Academic Senate shall exercise the following functions:

a.   Exercise academic governance of the University on behalf of the Council through institutional oversight, risk management and reporting to the Council on academic standards compliance, academic risk, quality and outcomes in teaching, learning, research, as well as research training.

b.   Provide advice and recommendations to the University Council and University management on academic matters, including advice on academic outcomes, policies and practices.

c.   Require the production and submission of reports in relation to academic issues from, or refer academic matters to; management, faculties, other organisational units or committees for consideration and action as required.

d.   Establish and maintain leadership in academic governance and quality at an institutional level.

e.   Set and monitor institutional benchmarks for academic quality and outcomes, and as necessary initiate action to improve performance against these benchmarks.

f.   Approve academic policies and monitor and review their effectiveness.

g.   Review the academic and course delegations annually to ensure these are being implemented effectively, and recommend amendments to the delegations to the Council for approval.

h.   Critically scrutinise, approve and accredit courses of study and their associated qualifications.

i.   Oversee academic and research integrity, including monitoring of potential risks.

j.   Critically evaluate the quality and effectiveness of educational innovations or proposals for innovations.

k.   Evaluate the effectiveness of institutional monitoring, review and improvement of academic activities.

l.   Approve the lists of graduands of the University specifying the award and the level of award that each of the graduands is to receive for recommendation of awards to the Council.

m.   Ensure that students have opportunities to participate in academic governance.

Appendix B   People interviewed for this Report

In preparing this Report, the Reviewer spoke to the following people about their views on the University's academic governance and the performance of specific committees. They are listed in the order in which they were interviewed.

Name	Position
Mr Mark Smith	Manager, Governance (group interview)
Ms Catherine Hayden	Director, Governance (group interview)
Mr Tony Heywood	University Secretary (group interview)
Professor Michael Friend	Pro Vice-Chancellor (Research and Innovation), Chair of Research Committee
Professor Jane Quinn	Chair of Academic Senate
Professor Graham Brown	Deputy Vice-Chancellor (Academic), Chair of University Courses Committee
Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching), Chair of Academic Standards and Quality Committee
Professor John McDonald	Executive Dean, Faculty of Arts and Education
Professor Megan Smith	Executive Dean, Faculty of Science and Health
Professor Lewis Bizo	Executive Dean, Faculty of Business, Justice and Behavioural Sciences

They are thanked for their cooperation and insights. The comments and conclusions in this Report are, however, the Reviewer's own and not to be taken as reflective of the views of any of these individuals or of other CSU staff.

Charles Sturt University

2023 Administrative Review of

Academic Governance

Supplementary Report:

Implementation of Recommendations from
the 2018 Winchester Review

4 DECEMBER 2023

Reviewer:

Dr Jeanette Baird

CONTENTS

1.   Purpose and Scope

The purpose of this Supplementary Report for Charles Sturt University (CSU) is to provide an independent opinion on the extent to which CSU has implemented, and continues to implement, the recommendations of its 2018 Review of Academic Governance by Emeritus Professor Hilary Winchester in late 2023.

This Supplementary Report accompanies the Reviewer's 2023 Administrative Review of Academic Governance at CSU, finalised on 1 December 2023.

The Scope of the Review is the entire 2018 review of Academic Governance. In forming an opinion, the Reviewer has relied on that report, a February 2021 Academic Governance Review Report from CSU to the Tertiary Education Quality and Standards Agency and her findings in the 2023 Administrative Review.

The Reviewer notes that an external review of progress completed by DVE Solutions (Consultant) in December 2020 and January 2021 confirmed that all of the recommendations had been fully implemented by the University.

The Report is provided to the University Secretary.

2.   The 2018 Winchester Review

The July 2018 Winchester Review of academic governance at Charles Sturt University (CSU) examined the University's academic governance and processes at June 2018, in the context of ongoing re-registration of the University by the Tertiary Education Quality and Standards Agency (TEQSA). It focused particularly on compliance with the Higher Education Standards Framework (HESF) 2015, as the re-registration evidence initially provided to TEQSA by the University was against the 2011 standards. It also provided comment and recommendations on the efficiency and effectiveness of CSU's academic governance structures and processes in maintaining institutional academic oversight of quality and standards.

The Review contained 44 recommendations grouped into three tranches: Academic Senate (16); Academic Senate Committees (17) ; and Academic Governance processes (11).

Section 3 below provides the Reviewer's assessment, at December 2023, of whether each of the recommendations from the 2018 Winchester Review is fully implemented. Section 4 summarises this assessment.

3. Opinion against Recommendations in the 2018 Winchester Review of Academic Governance

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
Academic Senate		
AS1	Provide a clear delegation from Council for academic governance; including, at minimum, institutional academic oversight of quality and outcomes, approval of courses, and approval of policy pertaining to teaching and learning, research and research training.	*The Reviewer has examined the CSU Schedules of Delegations, especially Schedule E (academic and Research) and confirms these delegations are in effect. These delegations are reflected in Senate's and academic governance committees' terms of reference.*
AS2	Develop revised Terms of Reference for Academic Senate, which simplify and consolidate the current requirements spread over the Act, By-law, Rules and Delegations.	*The Reviewer is satisfied that this recommendation has been completed. See as evidence the clear and neat description at: https://www.csu.edu.au/division/vcoffice/ogca/governance/academic-senate*
AS3	Specify within the Terms of Reference for Academic Senate those requirements of HES 6.3 that are currently absent, including, at a minimum, benchmarking, initiating action and monitoring for improvement, academic leadership, the setting of academic standards, confirming delegations of academic authority, academic and research integrity, research training, and educational innovations.	*The Reviewer is satisfied that this recommendation has been completed. See:* *https://policy.csu.edu.au/document/view-current.php?id=503*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
AS4	Specify within the Terms of Reference for Academic Senate powers of approval, recommendation, monitoring, advice and referral.	*These powers are specified individually under specific Terms of Reference rather than collectively. The Reviewer is satisfied that this action has been completed but notes that it could be helpful to remind Senate of this suite of powers as a whole.*
AS5	Make consequential changes to the Delegations Schedule, including clarity over delegations for research policy.	*The Reviewer is satisfied that this action has been completed. She observes that the Delegations Schedule A (Governance and Legal) sets out the authority to approve policies, procedures and guidelines for the academic activities of the University, consistent with legal requirements and stakeholder expectations, and changes to these.*
AS6	Change the membership of the Academic Senate to remove most ex-officio attendees who currently have rights of audience and debate; reduce the number of nominated and appointed members; increase the number of elected members per Faculty from three to four, and include two elected non-Executive professional staff.	*The Reviewer observes that various changes have been made to the membership of Academic Senate to mostly address this recommendation. At present Senate has a small majority of elected over ex officio members. The current elected membership is:* • *Six members of the professoriate, at least one of who must be research active at the time of their election.* • *Three level A, B or C academic staff members of each faculty of the University,* • *One professional/general staff member of the University, who is in a position that directly supports students or the student experience.* *The Reviewer finds there are no issues raised by the current membership of Academic Senate.*

#	Recommendation	Opinion on implementation (December 2023)
		Red text indicates recommended additional work
AS7	Stagger elections for Academic Senate and its committees such that the terms of office of elected members, Presiding Officer and Deputy Presiding Officer do not all expire at the same time.	*The Reviewer is satisfied that these provisions are contained in the current CSU Governance (Academic Senate) Rule 2018: https://policy.csu.edu.au/document/view-current.php?id=503*
AS8	Appoint in the short term an experienced external academic to the role of Presiding Officer.	*The Reviewer is aware from evidence and personal knowledge that this action was taken by CSU.*
AS9	Modernise, streamline and make consistent the agendas, papers and minutes for Academic Senate and its committees, and ensure that agenda items are identified separately from Executive and Committee reports.	*The Reviewer has examined Academic Senate agendas, papers and minutes for 2022 and 2023 and is satisfied this recommendation has been met.*
AS10	Limit the number of face-to-face Academic Senate meetings to a maximum of two per year, and limit other meetings to a maximum of three hours utilising video-technology.	*The Reviewer has examined Academic Senate workplans and agenda packs and is satisfied that this recommendation is fully implemented.*
AS11	Clarify and mandate the support and resourcing available to the Presiding Officer, Deputy Presiding Officer and elected members of Academic Senate.	*The Reviewer found no evidence, in her administrative review, to suggest the support and resourcing was not adequate but notes that the University is exploring additional incentives and support for the Chair and Deputy Chair of Academic Senate and for other elected members, to ensure a good pool of well qualified applicants for positions. The support and resourcing available could be stated by CSU in its public information on academic governance.*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
AS12	Review the schedule of Academic Senate Committee meetings to ensure the work flow between meetings is optimised, with an effective schedule to be developed and introduced for 2019.	*There is an effective schedule of Academic Senate Committee meetings and annual workplans list which reports flow to which committees, which is good practice. Like other universities, CSU struggles at times to ensure appropriate timing of reports, as the dates when some reports will become available are not always known in advance. In the Reviewer's opinion, CSU is managing work flows as well as it can.*
AS13	Implement a significant professional development and induction program for all members of Academic Senate, including the Executive, on the roles of governance and management and their implications for the workings of Academic Senate and its committees.	*CSU has provided professional development members of Academic Senate in 2022 and 2023. The Reviewer has independently recommended that CSU now review the effectiveness of its induction processes for members of Academic Senate and consider whether members be funded to attend targeted governance courses or workshops, such as those offered by the Australian Institute of Company Directors or the Governance Institute of Australia.*
AS14	Ensure all reports of HES compliance are subject to objective external scrutiny and validation.	*The Reviewer is aware of significant scrutiny and validation of HESF compliance conducted by external consultants in the lead-up to CSU's application to TEQSA for renewal of registration. She is satisfied that this recommendation has been addressed in full.*
AS15	Revise the annual work plan for Academic Senate in accordance with its revised Terms of Reference.	*The Reviewer has seen iterative versions of annual workplans for Academic Senate, showing improvements and more detailed reporting to match Senate's Terms of Reference. This recommendation has been and continues to be satisfied.*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
AS16	Survey members of Academic Senate and undertake an external review of progress before the end of 2019.	*The Reviewer has seen evidence that this recommendation was completed and notes that Academic Senate now undertakes an annual self-assessment of its effectiveness. This recommendation is satisfied.*
Committees of Senate		
CS1	Restructure the Academic Senate Committees, such that Academic Senate has three University Committees reporting to it, i.e. the University Learning and Teaching Committee (ULTC), the University Courses Committee (UCC) and the University Research Committee (URC), as soon as practicable, and reduce complexity by disestablishing all working groups and working parties by the end of 2018.	*In 2023, Senate has six committees that report to it (in addition to its Standing Committee). As well as the three Faculty Boards, there are the:* *1. University Courses Committee (UCC)* *2. Academic Quality and Standards Committee (AQSC) - The Committee name was changed from University Learning and Teaching Committee (ULTC) in December 2022* *3. University Research Committee (URC).* *Working parties and groups have been disestablished. The Reviewer is satisfied that this recommendation has been completed.*
CS2	Rewrite the Terms of Reference of CLTC (to be renamed the University Learning and Teaching Committee) to ensure institutional academic oversight of key matters of quality, performance and outcomes including, at minimum, annual reports of course performance, performance by cohort and location including of students studying under Third Party Arrangements and Indigenous	*The Reviewer has examined the Terms of Reference and the meeting papers and reports of the AQSC and the prior ULTC. She is satisfied that this recommendation has been met and continues to be met.* *CSU's reports to academic governance committees cover the full range of academic matters and have been judged to be adequate by both Wells Advisory and the Reviewer.*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
	students, regular reports of attrition, progression, and completion by cohort and location, academic integrity and misconduct, and academic policy reviews, and ensure such reports are provided to and discussed at Academic Senate, with the first iterations of such reports to be provided to Academic Senate by the end of 2018.	*The Reviewer observes that the annual workplan for AQSC notes which reports are referred upwards. She has recommended that information on this point be included in the ASQC Terms of Reference as well.*
CS3	Remove the delegation for Course Approval from Faculty Courses Committees to a newly-established Committee of Senate, the University Courses Committee, to replace the Course Design Leadership Committee.	*The Reviewer has seen evidence that this recommendation was implemented but a subsequent change now requires course approval by Academic Senate, which is appropriate.*
CS4	Establish the University Courses Committee to have overall responsibility for course accreditation, review, professional accreditation and course profile, including, at minimum, annual reports of course approvals, reviews and discontinuations, the schedule for course reviews and professional accreditations including progress towards these, and the overall course profile with enrolment trends, reporting directly to Academic Senate, and ensure such reports are provided to and discussed at Academic Senate, with the first iterations of such reports to be provided to Academic Senate by the end of 2018.	*The Reviewer has examined the Terms of Reference and the meeting papers and reports of the UCC. She is satisfied that this recommendation has been met and continues to be met.* *As above, CSU's reports to academic governance committees cover the full range of academic matters and have been judged to be adequate by both Wells Advisory and the Reviewer.* *The Reviewer observes that the annual workplan for UCC notes which reports are referred upwards. She has recommended that information on this point be included in the UCC Terms of Reference as well.*

#	Recommendation	Opinion on implementation (December 2023) *Red text indicates recommended additional work*
CS5	Specify within the Terms of Reference and Membership of the new University Courses Committee the key membership of the DVC(A) or PVC (L&T) as Chair, and the current chairs of Faculty Course Committees as members, together with elected members and students.	*The Reviewer has examined the Membership of the UCC, which currently includes:* • *Three Deputy Deans, one from each faculty.* • *Three Associate Deans, Academic, one from each faculty.* • *Three elected academic staff members, one from each faculty* • *Nominated academic staff with particular expertise* • *A student member.* *The Reviewer is satisfied that this recommendation is satisfied.*
CS6	Change the Terms of Reference for Research Committee (to be renamed the University Research Committee) to specify research integrity, and ensure that its work plan continues to develop institution-wide reporting including on HDR completions, supervision and the performance of Research Centres, and ensure such reports are provided to and discussed at Academic Senate, with the first iterations of such reports to be provided to Academic Senate by the end of 2018.	*The Reviewer has examined the Terms of Reference and the meeting papers and reports of the URC. She is satisfied that this recommendation has been met and continues to be met.* *As above, CSU's reports to academic governance committees cover the full range of academic matters and have been judged to be adequate by both Wells Advisory and the Reviewer.* *The Reviewer observes that the annual workplan for URC notes which reports are referred upwards. She has recommended that information on this point be included in the URC Terms of Reference as well.*
CS7	Develop a policy on policy development and review.	*The Reviewer has viewed the online and public CSU Policy Framework Policy and the Policy Development and Review Procedure: https://policy.csu.edu.au/document/view-current.php?id=528. She is satisfied that this recommendation has been met.*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
CS8	Disband the Academic Policy and Regulations Committee and reallocate responsibilities for policy review and development to ULTC and URC in relevant areas, delegate responsibility for interpretation to relevant DVCs, and resource a central capacity for policy development and review to support academic governance.	*The Reviewer has evidence that this Committee was disestablished and its responsibilities distributed to various committees and to senior academic managers under delegate authority.* *CSU has a central Policy and Records Management Team under the Office of Governance and Corporate Affairs.* *The Reviewer is satisfied that this recommendation has been met.*
CS9	Disband the University Medals Committee, delegate the selection of undergraduate University medallists to Faculties and of postgraduate University medallists to the University Research Committee, and retain a small selection Committee (possibly the Academic Senate Standing Committee) for selection of recipients of the Charles Sturt Medal, with additional community representation if required.	*CSU writes that Committee was disestablished in December 2018, with responsibilities being allocated to URC, Faculty Board and the Standing Committee of Academic Senate. The Reviewer notes that CSU now has a Medals and Executive Dean's Awards Policy and Procedure.* *The Standing Committee of Academic Senate retains responsibility for the Charles Sturt medal.* *The Reviewer is satisfied that this recommendation has been met.*
CS10	Amend the Graduations Policy to rescind the limit of 'normally, no more than five Undergraduate medals shall be awarded in one calendar year'.	*The current Conferral and Graduations Policy does not include this type of statement.* *The Reviewer is satisfied that this recommendation has been met.*
CS11	Amend the TOR and Membership of the Standing Committee of Academic Senate to include responsibility for the Charles Sturt Medal awards and to help set the Academic Senate agenda and work plan.	*The Reviewer has examined the Terms of Reference and Membership of the Academic Senate Standing Committee and confirms that this Committee has responsibility for the Charles Sturt Medal awards. There is no reference in the list of functions to help setting the Academic*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
		Senate agenda and workplan but, in the opinion of the Reviewer, there is no need for the Academic Senate Standing Committee to take on this function, which appears outside its primary purpose. The Reviewer is satisfied that this recommendation has been implemented satisfactorily.
CS12	Amend the Membership of the Standing Committee of Academic Senate to include the DVC (RDI), recognising that Academic Senate is responsible for oversight of research and research training, as well as teaching and learning.	*The Academic Senate Standing Committee includes as a member the Chair of the University Research Committee, which provides for input on matters of research and research training. The Reviewer is satisfied that this recommendation has been met.*
CS13	Make consequential changes to the TOR of Faculty Boards and Committees, as a consequence of proposed changes to other committees, particularly the FCCs.	*The Reviewer has examined the Terms of Reference of Faculty Boards and notes the changes that were made in 2019 to Faculty Courses Committees. She is satisfied that this recommendation has been implemented.*
CS14	Disband Faculty CLTCs and allocate their work to Faculty Boards, and reduce complexity of committee and working group structures at the Faculty and School level as far as practicable.	*The Reviewer has seen evidence that these changes have been made. She observes that CSU is continuing to explore ways to explore the committee structure at Faculty and School level. The Reviewer is satisfied that this recommendation has been implemented.*
CS15	Review the efficiency and effectiveness of Faculty and School Boards and their committees after a year of revised operations e.g. at the end of 2019.	*The Reviewer notes the reviews previously undertaken by CSU in implementing this recommendation. Faculty Boards now provide an annual report to Academic Senate against their Terms of Reference (a requirement that should be included in their Terms of Reference), which*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
		is a useful review mechanism. The Reviewer is satisfied that this recommendation has been implemented.
CS16	Redesignate all CSU committees as governance or operational or a combination of the two, distinguishing them carefully by use of nomenclature, using the academic governance structures of UNSW as an exemplar of best practice.	*The Reviewer understands that this action was taken and to this extent is satisfied that the recommendation has been implemented.* *She has seen evidence of a distinction, in terms of visibility in public documents on CSU's academic governance structures, between academic 'governance' and 'management' or 'operational' committees but could find no current reference to 'both' or a 'combination'. She found no written explanation of the difference and expressed a concern that the 'operational committees' could be less visible in the academic governance structures of the University than they need to be.* *She has recommended that CSU explain in its documentation its division of academic committees into 'governance' and 'operational' (or academic 'management') committees, consider whether this distinction remains useful, and ensure that details of all academic committees and their reporting relationships are readily apparent.*
CS17	Clarify for the University community the roles of governance and management and ensuring that all committees are clear on their roles, to be reflected in the structuring of their agendas.	*The Reviewer is of the view that the distinction between governance and management is well understood at CSU. The agenda structures of Academic Senate and its committees are clear and point members towards governance oversight, focusing first on matters for decision. The Reviewer is satisfied that this recommendation has been met, subject to clarification around the matter raised under CS16.*

#	Recommendation	Opinion on implementation (December 2023)
		Red text indicates recommended additional work
Other Academic Governance Processes		
AG1	Develop and approve a benchmarking policy that provides guidance as to the types of benchmarking to be undertaken, the choice of benchmarking partners and the methods and desired outcomes of benchmarking, using good practice examples from the sector.	*CSU's Course and Subject Quality Assurance and Review Procedure contains a section on benchmarking, explaining how benchmarking should be conducted. However, this advice is for benchmarking of courses when course reviews are undertaken. There are other forms of benchmarking that CSU practices that are not addressed. Public information online provides examples of other mentions of 'benchmarking' at CSU, including through the Division of Learning and Teaching, but no comprehensive account.* *While the Reviewer finds that this recommendation has been implemented, she suggests that CSU amend its Academic Quality Policy to include more information on benchmarking across all academic activities.*
AG2	Consider joining a strategic benchmarking group within the Australian Higher Education sector.	*CSU is a member of the Regional Universities Network (RUN).* *The Reviewer is satisfied that this recommendation has been implemented.*
AG3	Use data systematically to set benchmarks and for improvement.	*From her Administrative Review of Academic Governance, and the required reports to academic governance committees that she has viewed, the Reviewer is satisfied that this recommendation has been implemented.*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
AG4	Develop an urgent program of academic policy review relating to teaching and learning, and research and research training including matters related to international students and partnerships to ensure that policies are current and complete.	*CSU notes that its whole policy suite was reviewed in 2019 and 2020. From an examination of CSU's A-Z policies for teaching and learning and for research, the Reviewer is satisfied that this recommendation has been implemented.*
AG5	Review and streamline the whole academic policy suite, using external benchmarks and exemplars to simplify policy and process.	*From an examination of the 10 categories of policy at CSU, including the overarching Course and Subject Policy, the Reviewer is satisfied that this recommendation has been implemented.*
AG6	Amend the Course Accreditation Policy and related documents to align its requirements for Course Monitoring and Review with the HESF, particularly in relation to HES 5.3 Monitoring, Review and Improvement.	*From an examination of the Course and Subject Policy and its associated documents, including the Course and Subject Quality Assurance and Review Procedure, the Reviewer is satisfied that this recommendation has been implemented.*
AG7	Develop an immediate schedule for the major review of all courses where reviews are overdue, to ensure that the University is up-to-date with all course reviews by the end of 2019.	*From an examination of the workplan and Agenda Packs for the University Courses Committee, which is responsible for oversight of course reviews, the Reviewer is satisfied that this recommendation has been implemented.*
AG8	Overhaul the course development approval and review policies and processes as a matter of urgency to reduce overlap and complexity, to ensure compliance with HESF including external referencing and to provide a manageable framework for the courses lifecycle.	*From an examination of the Course and Subject Policy and associated procedures, the Reviewer is satisfied that this recommendation has been implemented.*

#	Recommendation	Opinion on implementation (December 2023) Red text indicates recommended additional work
AG9	Make minor amendments to the Academic Integrity Policy and Academic Misconduct Policy to address contract cheating, and to establish grades of misconduct to which penalties may be applied.	*CSU's Academic Integrity Policy was most recently updated on 27 January 2023 and provides an overview of academic integrity at the University, with reference to other CSU policies.* *CSU has a Student Misconduct Rule 2020 that addresses contract cheating and establishes grades of misconduct.* *The Reviewer is satisfied that this recommendation has been implemented.*
AG10	Amend the Awards Involving Third Parties Policy to include regular monitoring in its quality assurance processes.	*The Third Parties Policy was incorporated into the new Course and Subject Policy. Requirements for monitoring of third party arrangements and upwards reporting are included in the Course and Subject Quality Assurance and Review Procedure* *The Reviewer is satisfied that this recommendation has been implemented.*
AG11	Develop a Risk Appetite Statement for Third Party activities.	*CSU's Risk Management Procedure directs the reader to the University's Risk Appetite Statement. The Reviewer has seen an undated online version of this statement that includes a chart showing a risk appetite for 'Transnational Education and Partnerships'.* *The Reviewer is satisfied that this recommendation has been implemented.*

4.   Advice from Reviewer

The Reviewer finds that **CSU has thoroughly implemented all 44 recommendations from the 2018 Winchester Review**.

From her perspective in December 2023, she recommends some additional work be considered for the following Winchester recommendations:

- AS11 – Resourcing and support for the Chair, Deputy Chair and members of Academic Senate
- AS 13 – Professional development and induction
- CS16 – Distinction between academic 'governance' and academic 'operational' committees
- CS17 – In respect of the matter in CS16.

5.   Disclaimer

The Reviewer has prepared this Supplementary Report with due care and diligence. Information provided by CSU has been accepted and relied on by the Reviewer in good faith.

The Reviewer does not warrant this Report to be free of errors or omissions. For any errors or omissions, the Reviewer offers her apologies.

 As a formal statement, the Reviewer offers no warranties and accepts no liability, expressed or implied, for any actions that CSU may take in relation to this Supplementary Report, or for the outcome of any regulatory processes relating to this Report.

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Item 11: 2024 Academic Senate Self-Assessment Results

PURPOSE

To provide Academic Senate (Senate) with the findings and outcomes of the 2024 Senate Self-Assessment.

RECOMMENDATION

The Academic Senate resolves to **note** the findings and outcomes of the 2024 Academic Senate Self-Assessment.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
AS198 (1 June 2022) - Senate noted the outcomes and findings of the 2022 Academic Senate Self-Assessment Exercise.	The main issues highlighted by the survey related to the following areas: • The need for governance training workshops to be planned. • Improvements to be made to the Senate website, and how this and other mechanisms might be used for dissemination of Senate recommendations and meeting outcomes. • The monitoring and oversight of academic quality and risks.

BACKGROUND

Self-assessment of committee performance is a key component in the cycle of continuous improvement. To determine current perceptions of suitability, competency and performance of Senate, an anonymous online questionnaire was circulated to all members via Qualtrics, for completion during the period of 2 December – 16 December 2024.

The questionnaire contained 32 questions covering the areas of: Induction; Meetings, Documentation and Minutes; Quality Assurance; and Communication; with the final questions asking for any further comments on the work of Senate and suggestions for topics for the 2025 professional development workshop.

KEY ISSUES

Of the 32 Ex-Officio, appointed and elected members, 17 members completed the survey.

Overall, the results indicated improvements in:

• the quality of reports;

• the engagement of members in discussions at meetings;

• Senate's oversight of academic quality in general, course and subjects, misconduct and integrity; and

• the receipt of reporting and presentations on major issues facing the University.

One of the key findings of the 2022 self-assessment indicated that members were ambiguous as to the effectiveness of Senate as an oversight body for academic quality and risk. As a result of those findings Dr Jeanette Baird included two recommendations (recommendations 8 and 9), in the 2023 Administrative Review of Academic Governance Report (Report), designed to ensure Senate adequately monitors academic quality and risk.

Due to the significant changes made in the areas of academic quality and risk over the last few years, partly in response to the TEQSA re-registration process, management agreed that the initiation of the remediation actions for recommendations 8 and 9 would be dependent on the outcome of the 2024 self-assessment. The survey results reflect Senate's confidence in the significant improvements made in those areas, with a 100% score in response to the statement that 'Senate effectively monitors and discusses the management of academic risk' and high scores for the other statements relating to academic quality.

A summary report of the key findings and an extract of the results from Qualtrics (included at Attachments A and B respectively) were circulated to members on 17 January 2025, with an invitation to all members, including those who did not have the opportunity to complete the survey, to provide any additional feedback or clarification on the reasons for their responses directly to the Chair, Senate, prior to the results being discussed at the February 2025 meeting.

As of 30 January 2025, no members responded to the invitation from the Chair to further discuss the results of the 2024 Self-Assessment.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Legislative and Regulatory Compliance Charles Sturt University is committed to a high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt has a Low Appetite for behaviours and conduct potentially leading to legislative and regulatory non-compliance.	Regular self-assessment of committee effectiveness for continuous improvement.	Yes

ACTIONS AND NEXT STEPS

Following a discussion of the survey results by Senate, there may be some remediation measures put in place, or changes made to Senate processes/arrangements to ensure further continuous improvements are made.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with Standards 6.1 and 6.3 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This submission is made in accordance with the Governance (Academic Senate) Rule 2024.

ATTACHMENT

A. 2024 Academic Senate Self-Assessment Survey Outcomes Summary Report

B. Qualtrics – 2024 Academic Senate Self-Assessment Survey Extract

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Prepared by: 31/1/25   Kate Hayden, Manager, Governance

Approved by: 31/1/25   Tony Heywood, University Secretary

Cleared by: 31/1/25   Professor Wilma Vialle, Chair, Academic Senate

Report on 2024 Academic Senate Self-Assessment Survey Data

1. Induction Program

Summary of Findings
Understanding of Role and Responsibilities: 90% of respondents agreed or strongly agreed that the induction provided a good understanding of their role and responsibilities.
Purpose of Academic Senate: 81% agreed or strongly agreed that the induction clarified the purpose of Senate, with 18% neither agreeing nor disagreeing.
Wider Context in which Academic Senate Operates: 81% agreed or strongly agreed that the induction clarified the purpose of Senate, with 18% neither agreeing nor disagreeing.
Reporting Relationships: 72% agreed or strongly agreed that the induction clarified reporting relationships between Academic Senate and its sub-committees, and the University Council, while 9% disagreed and 18% neither agreed nor disagreed.

2. Meetings and Documentation

Summary of Findings
Adequate Reports and Presentations on Major Issues Facing the University: 94% of respondents agreed or strongly agreed that the Academic Senate receives adequate reports and presentations, with 6% neither agreeing nor disagreeing.
Distribution of Papers: 83% agreed or strongly agreed that the distribution of papers allows sufficient reading time prior to the meetings. 6% disagreed and 11% neither agreed nor disagreed.
Number of Meetings: 89% agreed or strongly agreed that the number of meetings is appropriate. 6% strongly disagreed, 6% neither agreed nor disagreed.
Duration of Meetings: 100% agreed or strongly agreed that the duration of meetings is appropriate.
Minutes Provide Sufficient Detail: 100% agreed or strongly agreed that the minutes provide sufficient detail.
Website Accessibility to Information: 72% agreed or strongly agreed that information about Senate is easily accessible on the website, while 6% disagreed and 22% neither agreed nor disagreed.

3. **Academic Governance and Quality**

Summary of Findings
Leadership Role: 88% agreed or strongly agreed that Senate's leadership role in academic governance and quality at an institutional level is evident, while 12% disagreed.
Course Quality Oversight: 94% agreed or strongly agreed that Senate ensures the quality of course design through its oversight of course and subject changes and its approval of course accreditations and teach-out arrangements for course discontinuations., with 6% neither agreeing nor disagreeing.
Continuous Improvement: 70% agreed or strongly agreed that Senate effectively monitors and ensures continuous improvement of academic quality outcomes and innovations (including established programs) in teaching and learning. 24% neither agreed nor disagreed and 6% disagreed.
Research Oversight: 82% agreed or strongly agreed that Senate effectively monitors research and research training activities. 12% neither agreed nor disagreed and 6% disagreed.
Misconduct and Integrity: 94% agreed or strongly agreed that Senate oversees academic and research misconduct and integrity, including monitoring of potential risks, while 6% disagreed.
Student Experience Evaluation: 88% agreed or strongly agreed that Senate receives the required reports to evaluate all aspects of the student experience and performance and learning outcomes. 6% neither agreed nor disagreed and 6% disagreed.
Benchmarking Data: 88% agreed or strongly agreed and 12% disagreed that Senate considers relevant benchmarking data to allow it to effectively monitor institutional standards and external benchmarks for matters including, English language requirements and 'waivers' and international and domestic admission requirements in order to approve any necessary changes.
Academic Risk Management: 100% agreed or strongly agreed that Senate effectively monitors and discusses the management of academic risk.
Legislative Compliance: 100% agreed or strongly agreed that Senate effectively monitors compliance with relevant legislation, standards and regulations.
Delegations, Policies and Regulations Reviews: 88% agreed or strongly agreed that the Senate is thorough in its consideration, endorsement, approval and review of academic and course delegations, policies and regulations, while 6% neither agreed nor disagreed and 6% disagreed.

4. Communication and Participation

Summary of Findings
Discussion and Evaluation: 70% agreed or strongly agreed that the Senate discusses and critically evaluates important teaching and learning, and research innovations, while 18% disagreed and 12% neither agreed nor disagreed.
Strategic Goals: 76% agreed or strongly agreed that the Senate has sufficient involvement in discussions concerning both the University's strategic goals and the higher education sector. 6% disagreed and 18% neither agreed nor disagreed.
Open Discussion: 82% agreed or strongly agreed that there is open discussion at meetings. 6% disagreed and 12% neither agreed nor disagreed.
Input Opportunity: 94% agreed or strongly agreed that there is adequate opportunity to provide input into the business of Senate, while 6% disagreed.
Comfort in Speaking Up: 94% agreed or strongly agreed that they are comfortable speaking up at meetings, while 6% disagreed.
Member Comfort: 100% of respondents indicated that members are comfortable contributing to discussions or raising a query or concern at Senate meetings.

5. General Comments

| Summary of Findings |
|---|
| Some documents shared through links were inaccessible. Additionally, induction might be opened to everyone instead of being limited to new members. |
| The quality of papers, organisation of meetings and discussion have improved during my period on the committee. |
| Continued encouragement of members to be well prepared and contribute actively to discussion. |
| Very limited scrutiny of the work of Council – who holds Council to account? |
| A designated mentor for new members; certification of academic governance leadership. |
| The outcomes of Senate meetings could be regularly communicated to all staff at CSU – a snapshot as a newsletter could be useful. |

I'd like to see a more holistic presentation of student performance and experience – currently, this is siloed and it's difficult to view the whole picture. Some of the reports could be clearer, particularly those looking at retention and progress, and should be better linked to HESF requirements.

Further discussion of the impact of GenAI on education and the current and future work happening at CSU would be helpful.

6. Professional Development Workshop Suggestions
- Best practice of interdisciplinary collaboration in research and training
- International comparators for University Governance
- Academic integrity
- What is Good Governance
- Funding structure of the University, how this is disseminated to various units
- Risk assessment in higher education
- Programmatic assessment
- Quality assurance

Q1_1 - 1. The Academic Senate Induction provided a good understanding of my role and responsibilities as a member of Academic Senate.

45%

9%

45%
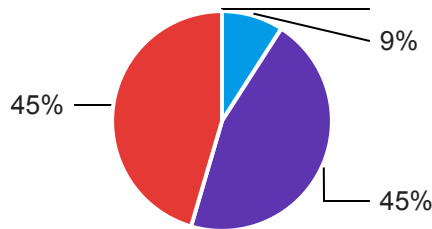
◻ Strongly disagree ◻ Disagree ◻ Neither agree nor disagree ◻ Agree ◻ Strongly Agree

Q1_2 - 2. The Induction provided a good understanding of the purpose of Academic Senate.

45%

18%

36%
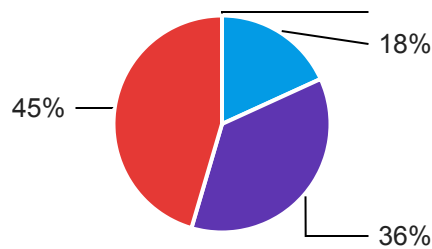
◻ Strongly disagree ◻ Disagree ◻ Neither agree nor disagree ◻ Agree ◻ Strongly Agree

Q1_3 - 3. The Induction provided a good understanding of the wider context in which the Academic Senate operates.
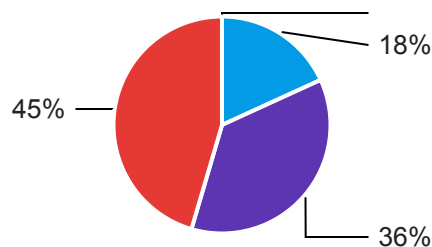
45%

18%

36%

◻ Strongly disagree ◻ Disagree ◻ Neither agree nor disagree ◻ Agree ◻ Strongly Agree

Q1_4 - 4. The Induction provided a good understanding of the reporting relationship between the Academic Senate and its sub-committees, and the University Council.
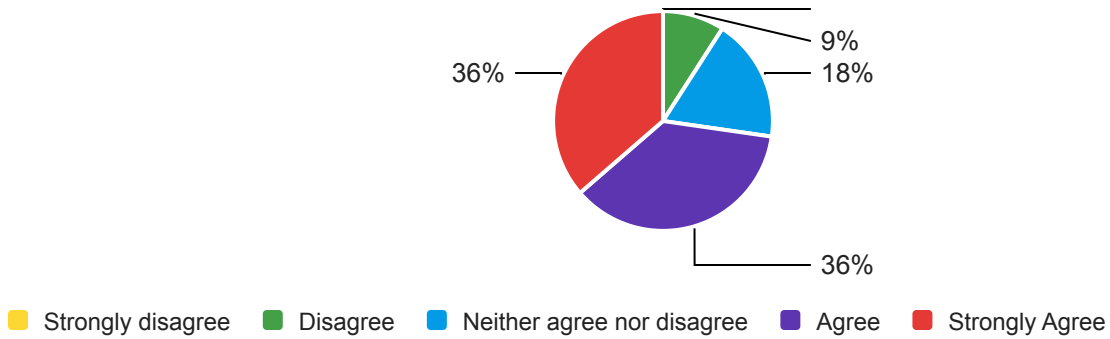
9%
18%
36%
36%

Strongly disagree ⬛ Disagree ⬛ Neither agree nor disagree ⬛ Agree ⬛ Strongly Agree

Q2_1 - 1. Academic Senate receives adequate reports and presentations on major issues facing the University.

6%
33%
61%

Strongly disagree ⬛ Disagree ⬛ Neither agree nor disagree ⬛ Agree ⬛ Strongly Agree
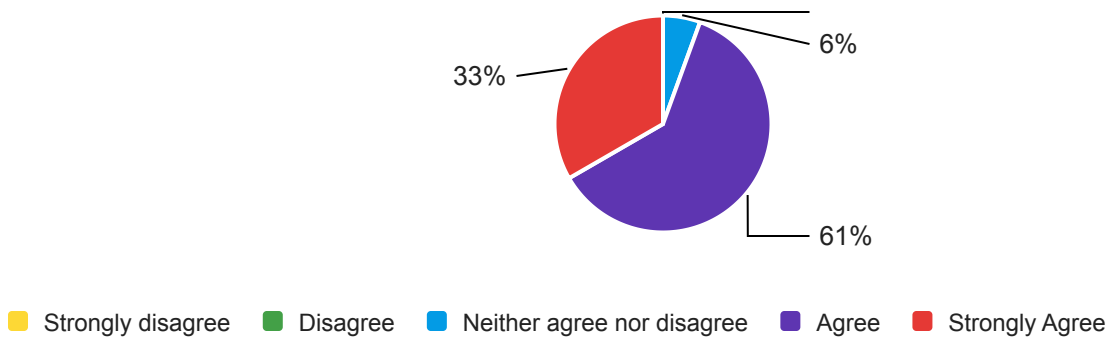
Q2_2 - 2. The distribution of papers allows me sufficient reading time prior to meetings.

6%
11%
44%
39%

Strongly disagree ⬛ Disagree ⬛ Neither agree nor disagree ⬛ Agree ⬛ Strongly Agree
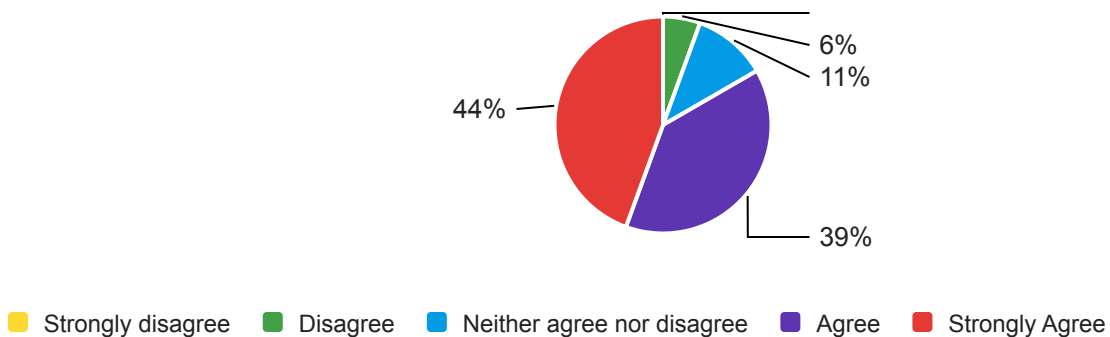
Q2_3 - 3. The number of meetings of Academic Senate is appropriate.

6%

6%

33%

56%
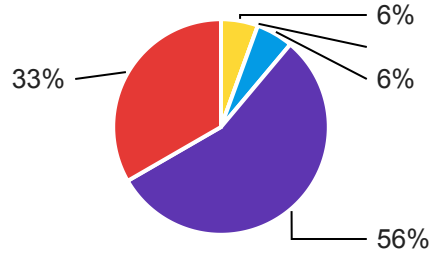
Strongly disagree   Disagree   Neither agree nor disagree   Agree   Strongly Agree

Q2_4 - 4. The duration of Academic Senate meetings is appropriate.

44%

56%
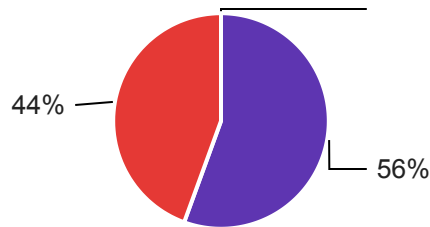
Strongly disagree   Disagree   Neither agree nor disagree   Agree   Strongly Agree

Q2_5 - 5. The minutes from Academic Senate provide sufficient detail.

50%

50%
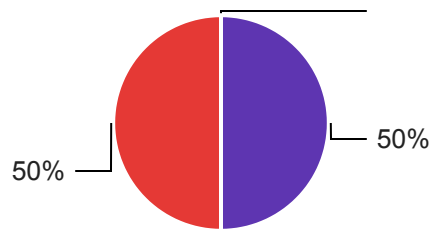
Strongly disagree   Disagree   Neither agree nor disagree   Agree   Strongly Agree

Q2_6 - 6. Information about the Academic Senate is easily accessible on the website.

6%

22%

44%

28%
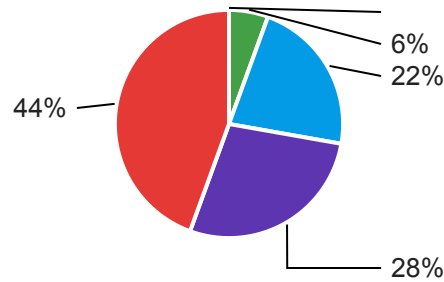
◻ Strongly disagree ◻ Disagree ◻ Neither agree nor disagree ◻ Agree ◻ Strongly Agree

Q3_1 - 1. Academic Senate's leadership role in academic governance and quality at an institutional level is evident.

12%

53%

35%
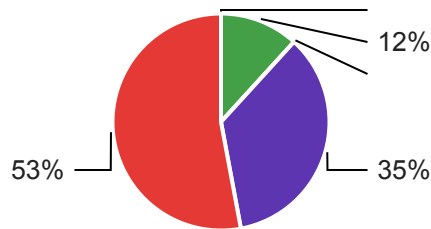
◻ Strongly Disagree ◻ Disagree ◻ Neither agree nor disagree ◻ Agree ◻ Strongly Agree

Q3_2 - 2. Academic Senate ensures the quality of the University's course design through its oversight of course and subject changes and its approval of course accreditations and teach-out arrangements for course discontinuations.

6%

53%

41%
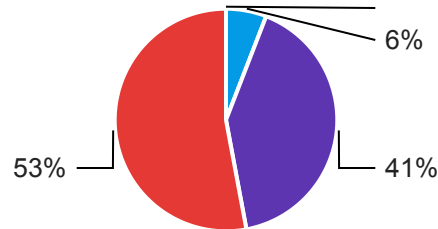
Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree

Q3_3 - 3. Academic Senate effectively monitors and ensures continuous improvement of academic quality outcomes and innovations (including established programs) in teaching and learning.

6%

24%

35%

35%
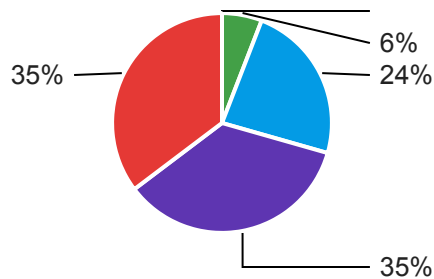
Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree

Q3_4 - 4. Academic Senate effectively monitors the University's research and research training activities.

6%
12%
35%
47%

Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree
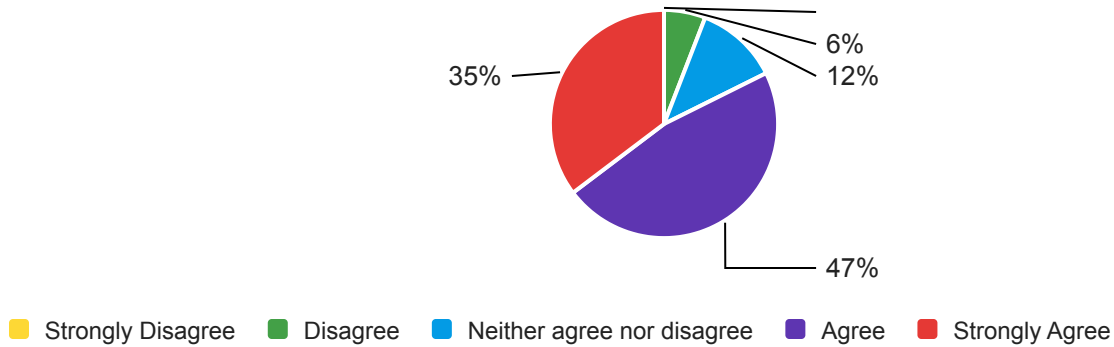
Q3_5 - 5. Academic Senate effectively oversees academic and research misconduct and integrity, including monitoring of potential risks.

6%
41%
53%

Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree
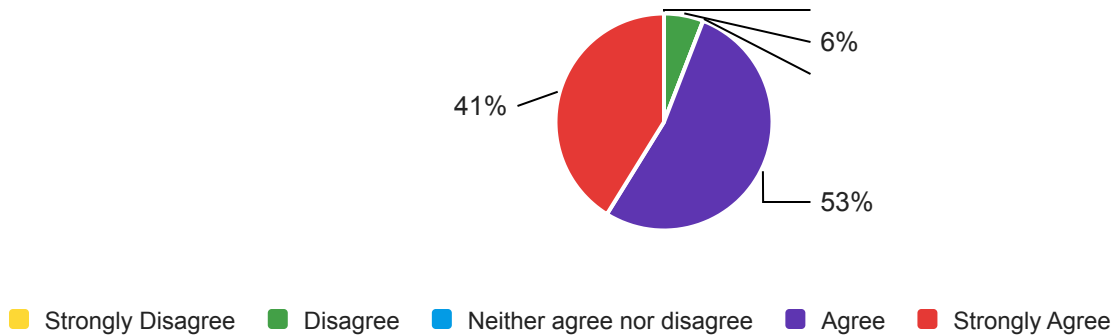
Q3_6 - 6. Academic Senate receives the required performance reports and survey results to effectively evaluate all aspects of the student experience and student performance and learning outcomes.

6%
6%
29%
59%

Strongly Disagree Disagree Neither agree nor disagree Agree Strongly Agree
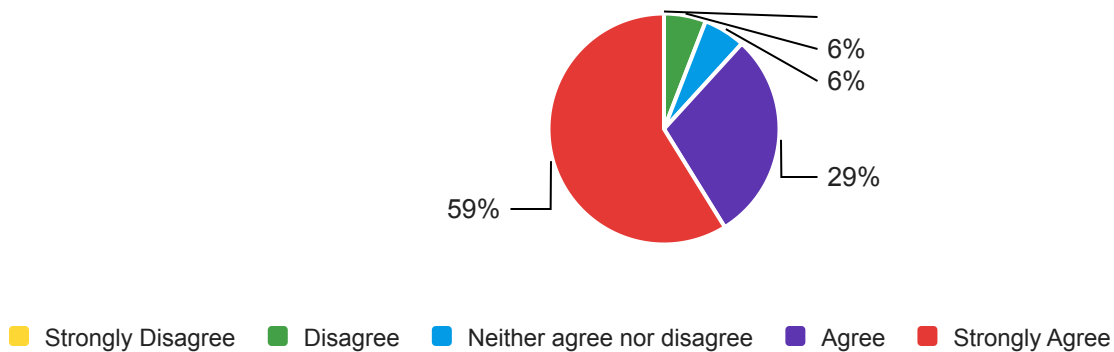
Q3_7 - 7. Academic Senate considers relevant benchmarking data to allow it to effectively monitor institutional standards and external benchmarks for matters including, English language requirements and 'waivers' and international and domestic admissions requirements in order to approve any necessary changes.

12%

47%

41%
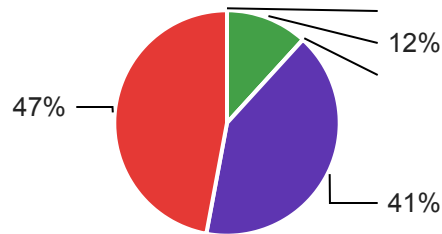
🟨 Strongly Disagree 🟩 Disagree 🟦 Neither agree nor disagree 🟪 Agree 🟥 Strongly Agree

Q3_8 - 8. Academic Senate effectively monitors and discusses the management of academic risk.

47%

53%
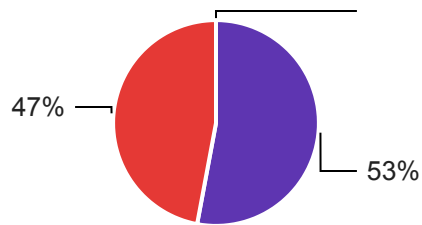
🟨 Strongly Disagree 🟩 Disagree 🟦 Neither agree nor disagree 🟪 Agree 🟥 Strongly Agree

Q3_9 - 9. Academic Senate effectively monitors compliance with relevant legislation, standards and regulations.

47% —
53%
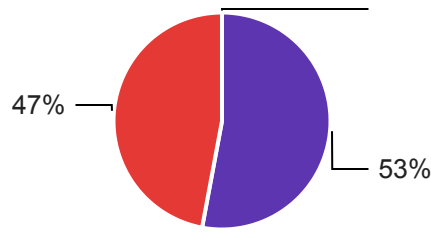
◼ Strongly Disagree ◼ Disagree ◼ Neither agree nor disagree ◼ Agree ◼ Strongly Agree

Q3_10 - 10. Academic Senate is thorough in its consideration, endorsement, approval and review of academic and course delegations, policies and regulations.

6%
6%
47% —
41%
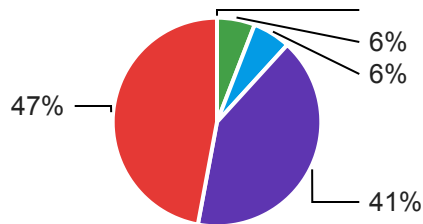
◼ Strongly Disagree ◼ Disagree ◼ Neither agree nor disagree ◼ Agree ◼ Strongly Agree

QID22_1 - 1.   Academic Senate discusses and critically evaluates important teaching and learning, and research innovations.

18%
12%
41%
29%

Strongly Disagree   Disagree   Neither agree nor disagree   Agree   Strongly Agree
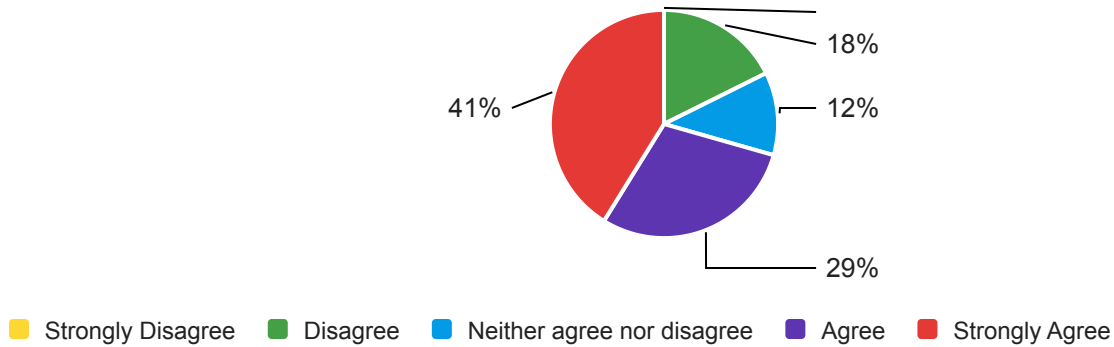
QID22_2 - 2.   Academic Senate has sufficient involvement in discussions concerning both the University's strategic goals and the Higher Education Sector.

6%
18%
47%
29%

Strongly Disagree   Disagree   Neither agree nor disagree   Agree   Strongly Agree
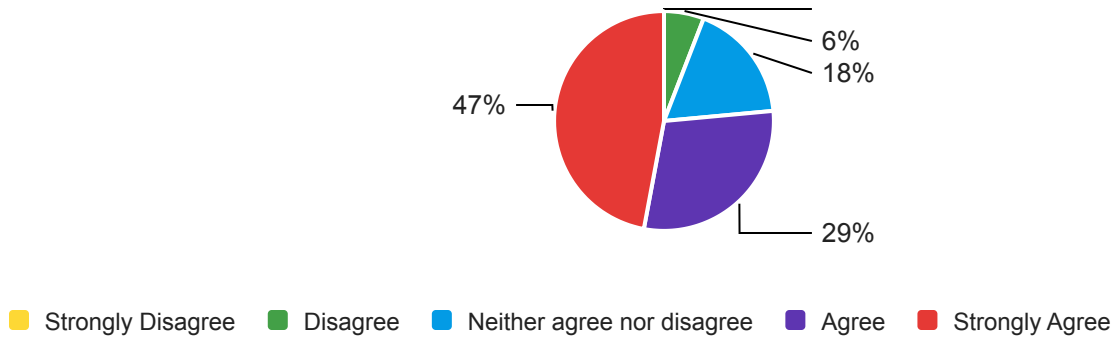
QID22_3 - 3.   There is open discussion at meetings.

6%
12%
53%
29%

Strongly Disagree   Disagree   Neither agree nor disagree   Agree   Strongly Agree
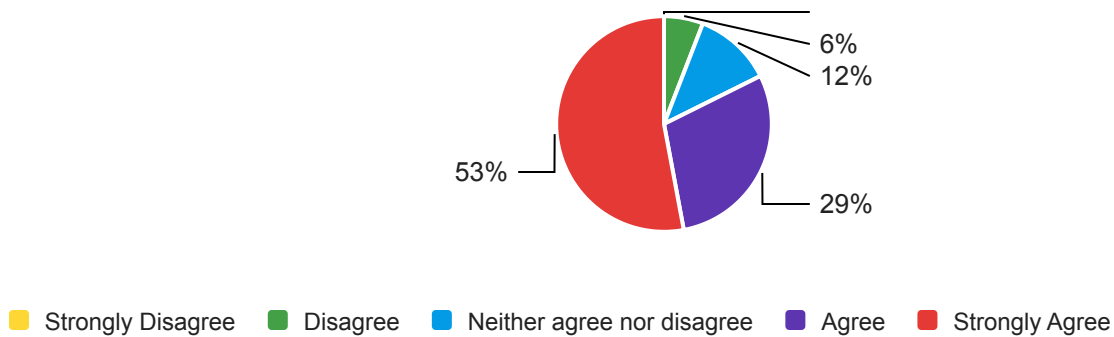
QID22_4 - 4.   There is adequate opportunity to provide input into the business of Academic Senate.

6%

29%

65%
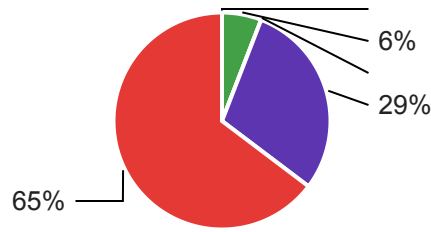
◻ Strongly Disagree   ■ Disagree   ■ Neither agree nor disagree   ■ Agree   ■ Strongly Agree

QID22_5 - 5.   I am comfortable speaking up at Senate meetings.

6%

29%

65%
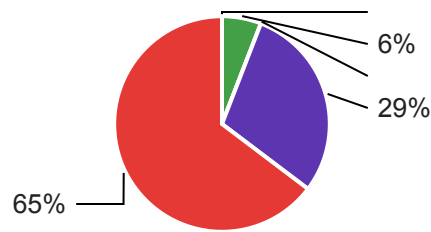
◻ Strongly Disagree   ■ Disagree   ■ Neither agree nor disagree   ■ Agree   ■ Strongly Agree

QID14 - 6. I think that members are comfortable contributing to discussions or raising a query or concern at Academic Senate meetings. (*)

100%

True   False

■ Percentage

QID15 - Why did you give this response: (*)

Why did you give this response: (*)

There were numerous valuable discussions for clarification, and members were encouraged to share their thinkings and suggestions.

I feel that it is a comfortable environment but people are unsure what to contribute

It is a very inclusive and respectful atmosphere

People do speak up. I speak up if I have a query or concern. It hasn't always been welcomed but it doesn't prevent me from speaking up.

I have experienced many robust and considered discussions.

That confirms my experience.

It can be intimidating as an elected rep when wanting to ask questions from senior staff generated reports

I have seen a healthy increase in contributions and questions by a range of academics at Senate over the past year

Members are always treated respectfully and encouraged to voice their views

I have not witnessed any reticence in participation

we have good diverse discussions

Witnessing staff do so

Comparing my current and past experiences in Senate, I feel members are a lot more comfortable in sharing their concerns/opinions.

There is very limited robust discussion or disagreement, while this is improving, there should be more rigour to the discussion and more debate

Because I have seen evidence of this, and because the meetings are chaired in a way that encourages and facilitates this.

I think most members feel comfortable contributing to discussions. Perhaps students need a little more support.

OBversation of meetings

Q6 - Communication outside of Academic Senate meetings, please indicate below your response:

- 30%
- 33%
- 37%
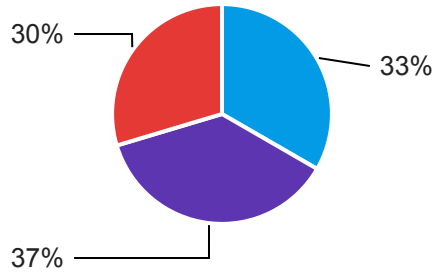
- 🟦 The work and outcomes of Academic Senate are visible to the Charles Sturt commun...
- 🟪 Colleagues in my School / Division / Faculty know I am a member of Academic Senate.
- 🟥 I actively disseminate the work and outcomes of Academic Senate within my School...

Q7 - I communicate Academic Senate information to my colleagues by way of:

- 16%
- 8%
- 36%
- 40%
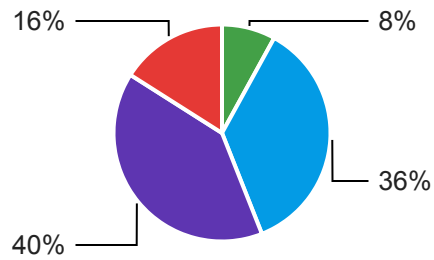
🟩 Other   🟦 School / Division / Faculty / team meetings   🟪 Conversation   🟥 Email

Q8 - GENERAL COMMENTS Do you have any further comments or suggestions about any other aspect of Academic Senate, or any of the following sections of this survey? • Induction • Meetings, Documentation and Minutes • Quality Assurance • Discussion and communication

GENERAL COMMENTS

Do you have any further comments or suggestions about any other aspect of Academic Senate, or any of the following sections of this survey?

• Induction

• Meetings, Documentation and Minutes

• Quality Assurance

• Discussion and communication

Some documents shared through links were inaccessible. Additionally, induction might be opened to everyone instead of being limited to new members.

No

The quality of papers, organisation of meetings and discussion have improved during my period on the committee

Thank you for conducting this survey. These questions raise awareness of the senate's role and its members'.

Nothing to add

Continued encouragement of members to be well prepared and contribute actively to discussion

No

Very limited scrutiny of the work of Council - who holds Council to account?

A designated mentor for new members; certification of academic governance leadership

The outcomes of Senate meetings could be regularly communicated to all staff at CSU - a snapshot as a newsletter could be useful

I'd like to see a more holistic presentation of student peformance and experience - currently this is siloed and it's difficult to view the full picture. Some of the reports could be clearer, particularly those looking at retention and progress, and should be better linked to HESF requirements.

Further discussion of the impact of GenAI on education and the current and future work happening at CSU would be helpful.

Q9 - Do you have any suggestions for topics of interest that could be presented to the next Professional Development Workshop?

Do you have any suggestions for topics of interest that could be presented to the next Professional Development Workshop?

Best practice of interdisciplinary collaboration in research and teaching

No

International comparators for University Governance

Nothing comes to mind

Academic integrity

What is Good Governance

Funding structure of the University, how is it disseminated to various units

Risk Assessment in higher ed. Programmatic assessment. Quality assurance.

Item 12: Annual University Research Report - 2024

PURPOSE

To provide the Academic Senate with the 2024 Annual University Research Report for noting.

RECOMMENDATION

The Academic Senate resolves to **note** the 2024 Annual University Research Report.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
University Research Committee (URC) 29 January 2025 URC SC9/1 Full report.	The URC reviewed the Annual Research Report during its November 2024 meeting and observed that the new format did not adequately represent Faculty Research outcomes. Given the University Council and Executive Leadership Team accepted the report, and a combined Annual Faculty Research Report is provided for a comprehensive focus on Faculty Research investment and output, the URC Standing Committee (SC) endorsed the report submission to the Academic Senate in its current form. URC SC members agreed to implement the changes suggested by the full Committee in future iterations.

BACKGROUND

The research report has been prepared by the Deputy Vice-Chancellor (Research) detailing activity and results for 2024 with data representing the period to November 2024.

The format of the report has changed to meet the requirements of the University Council and Executive Leadership Team; however, it covers the same subject matter as Annual University Research Reports tabled at past University Research Committee meetings. The report, included at **Attachment A**, was noted by the University Council on 18 October 2024.

KEY ISSUES

The report shows strong progress towards meeting the research requirements of the Australian University Provider Category Standards by 2030.

The Gulbali Institute is well established and has performed strongly in terms of research quality and income growth again in 2024.

The AI and Cyber Futures Institute (AICF) and Rural Health Research Institute (RHRI) are now established with recruitment finalised and a current focus on quality research outputs and grant wins for both institutes, educational programs for the AICF, and delivering on the Commonwealth grant for the RHRI.
The AICF and RHRI already have strong publication records in terms of the number of publications and quality of research measured by h-index and associated field-weighted citation impact scores.

These will contribute strongly to the next Excellence in Research Australia quality assessment (or its replacement) which is expected to be announced in 2025. In turn, this contribution will support Charles Sturt in meeting the research requirements of the Australian University Provider Category Standards by 2030.

Most KPIs are tracking in line with targets except for income. Both AICF and RHRI have found the timeframe to win grants and finalise agreements, and develop and market executive education programs, is taking longer than expected when strategic plans and budgets were prepared. However, there are encouraging pipelines of grants, teaching, and consulting income.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Research, Development, Innovation and Entrepreneurship Charles Sturt University has a **High Appetite** and willingness to take risks in high impact research and innovation activities that will support the University's standing in research excellence, develop our strengths in key disciplines, foster significant third-party partnerships that will contribute value to the University industry and the community and contribute to research and innovation leadership at the University.	A risk register has been prepared for the Research Institutes, which details triggers for escalating risk events to the Audit and Risk Committee.	Yes

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Division 3, 24B of the Charles Sturt University Act 1989 (Guidelines for Commercial Activities); and • Section 6.2e of the Higher Education Standards Framework 2021 (Corporate Monitoring and Accountability)
Policy/TOR Alignment	This submission is made in accordance with the: • Charles Sturt University Act and By-Law • Research Policy • Risk Management Policy.

ATTACHMENTS

A. Annual University Research Report [14 pages]

Prepared by:	04/02/2025	Monique Smith, Executive Officer
Approved by:	04/02/2025	Michael Friend, Pro Vice-Chancellor Research (Performance and Governance), URC Chair
Cleared by:	05/02/2025	Professor Renée Leon, Vice-Chancellor

RESEARCH

Charles Sturt University

Contents

Charles Sturt University

Research

Vision | Charles Sturt's vision is to be a sustainable world class, research-driven university for the study and practice of rural health, cyber, food and water security and regional wellbeing

Objective | Grow our applied research in core focus areas through strong industry, government and regional partnerships, world class scholars, excellence in research support services, and digital expertise.

The imperatives that will guide us to the 2030 vision are:

Building World Class Research Institutes

Supporting and Delivering Excellence in Research

Establishing Enduring Partnerships for Societal and Commercial Impact

Developing Next Generation Leading Scholars and Researchers

120

Charles Sturt University

Cultural barriers

- Absence of a researcher-centred service culture
- Dominant teaching culture
- Recruitment from within driven by teaching rather than research needs
- "Top-down" research strategy with no community ownership
- Felt bias against Arts/Humanities/Social Science Research

Institutional barriers

- No mechanism for driving research excellence
- Insufficient research time to conduct quality research
- Lack of research leadership and mentoring
- Limited resources for supporting Faculty based research
- Poor research infrastructure
- Limited resources for supporting innovation and commercialisation
- Limited financial support for HDR students
- Limited resources for raising international profile
- Limited communication of University research story

World class research with societal impact

Ecosystem barriers

- Low trust in University leaders
- Disconnection of Faculties from research
- Claims that certain campuses were being left behind
- Jurisdictional and community support

Impacts on whole of university research culture

CULTURE CAPABILITY COLLABORATION COMMITMENT CAPACITY
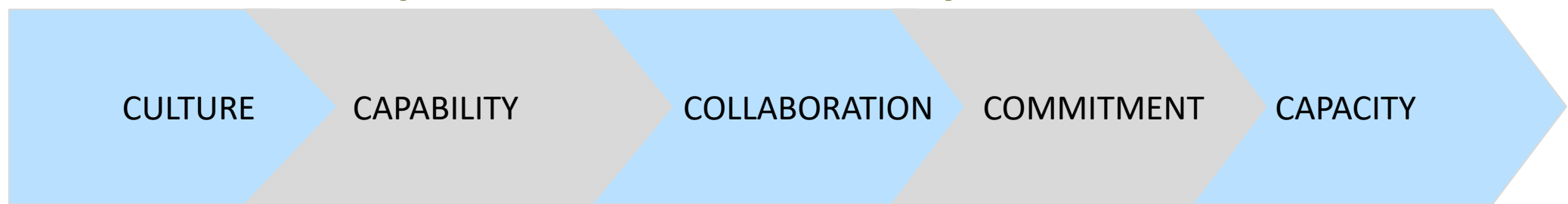
Key:
Not Actioned
Work in progress
Improvements achieved

Where we've come from (Staff Survey, February 2022) and the progress we have made so far

Progress towards the Australian University Provider Category Standards:

Field of Education	Institute Investment	Targeted Investment	ERA 2018	ERA 2023 estimate*	Ranking estimate
01 Natural and Physical Sciences	RHRI, Gulbali	Yes	3	3	World standard
02 Information Technology	AICF	Yes	3	3	World standard
03 Engineering		Very limited	N/A	N/A	Not assessed by ERA, insufficient output
05 Agriculture and Environment	Gulbali	Yes	4	5	Well above world standard
06 Health	RHRI	Yes	2	2-3	World standard with some risk
07 Education		Limited	3	3	World standard
08 Management and Commerce		Very Limited	2	2	Below world standard
09 Society and Culture		Very limited	2-3	2-3	On the cusp of world standard
10 Creative Arts		No	2	N/A (no longer offering courses)	N/A

KPI Performance:

LEVEL 1 KPIs

Research Quality
Target: 4 Fields of Education at/over ERA 3 (2024)
Actual: No actual results as ERA 2024 (or its replacement) is not yet announced; however, Level 2 KPIs indicating research quality are tracking well

Research Income
Target: Total Research Income $51m (2024)
Actual: YTD August $27m v $33m budget, with 45% growth on 2023 – trailing KPI target but making progress

LEVEL 2 KPIs

Net Research Contribution
Actual: August YTD $2.2m favourable to budget target

Academic Staff with PhDs
Actual: YTD Q2 78.4% v 73% target

Research Performance Metrics
Actual September YTD:
Field-Weighted Citation Impact 2.18 v 1.65 target
Q1/Q2 Journals 91% v 93% target
Scholarly Output 911 v 1,300 full year target

World University Rankings
Actual: QS world ranking 851-900 v 801-1000 target
THE rankings will be published on 9 October, verbal update will be provided at the Council meeting

HERDC Income
Actual: August YTD $17.4m on track to achieve full year target of $23.3m

Charles Sturt University

Grant Activity:
on track
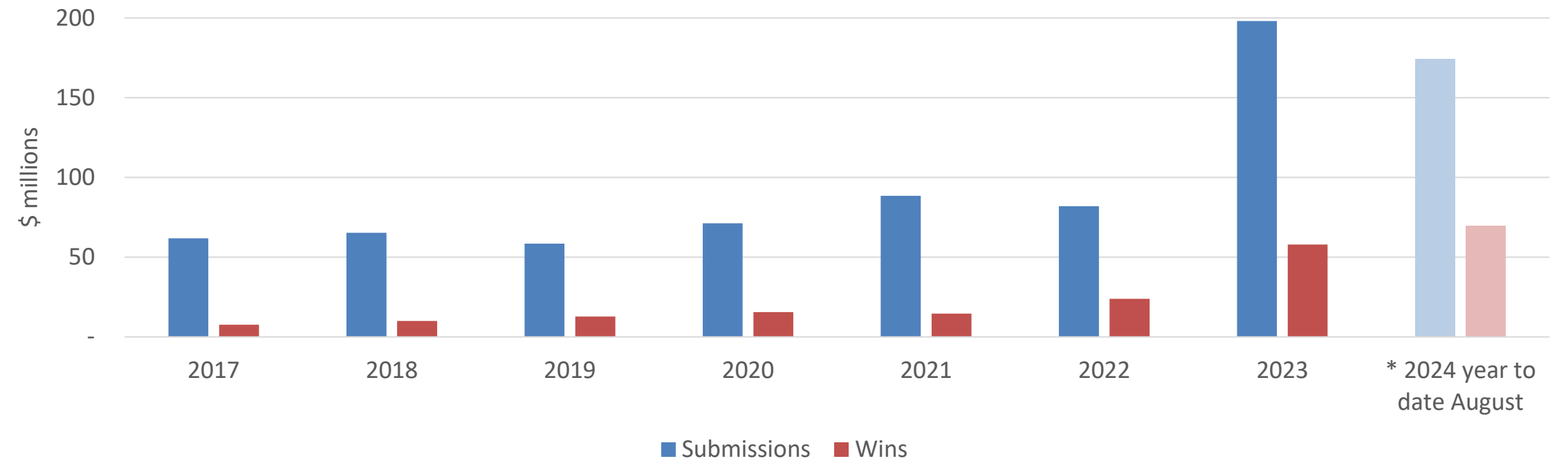
Grant Activity Year-to-date August 2024	Submissions		Wins		Pending an Outcome	
Institute / Faculty	Number	Value	Number	Value	Number	Value
Gulbali-AgriPark	88 (19<$50k)	$54.7m	69 (16<$50k)	$49.6m	26	$23.1m
Rural Health Research Institute	18 (0 < $50k)	$35.9m	7 (4 < $50k)	$6.0m	10	$18.0m
AI and Cyber Futures Institute	25 (2 < $50k)	$24.5m	2 (1 < $50k)	$0.5m	10	$7.8m
Subtotal Research Institutes	**131**	**$115.7m**	**78**	**$57.7m**	**44**	**$49.1m**
Arts and Education	37 (9 < $50k)	$18.7m	5 (3 < $50k)	$0.5m	20	$11.3m
Business, Justice and Behavioural Science	39 (8 < $50k)	$17.1m	11 (5 < $50k)	$3.2m	19	$10.2m
Science and Health	47 (15 < $50k)	$22.8m	19 (11<$50k)	$3.2m	21	$18.9m
Total Research Grants	**199**	**$174.4m**	**113**	**$64.3m**	**106**	**$89.5m**

Grant activity data is extracted from Research Master and does not include proposals submitted outside the Research Master process, which may include non-research grant applications or consulting projects and mostly relate to AgriPark and AICF. 124

Progress

HIGHLIGHT

Establishment of three Research Institutes and the AgriPark, recruitment of around 80 new staff between 2022 and 2024

ISSUE

Original AgriPark business model was dependent on Government funding that was not forthcoming. A new business case was developed and approved by Council in December 2023

HIGHLIGHT

The Research Portfolio has been able to attract several Distinguished Professors and other key appointments to increase research capability and profile

HIGHLIGHT

Progress made on Faculty/School research focus and organising research capability to achieve world standard in other priority Fields of Education not covered by Institutes

CHALLENGE

Foundation systems and processes needed to be established at the same time as the onset of a period of growth

Some processes and systems struggled to handle the growth

HIGHLIGHT

A range of reforms including fee waivers for domestic PhD and MPhil students were implemented following the HDR Review

ISSUE

The Aboriginal Health and Medical Research Council did not approve the First Nations components of the RHRI Commonwealth research program in time to complete those components within the grant period

HIGHLIGHT

KPIs tracking well and grant activity/success indicates growth will continue

Implementation of the AgriPark Co-investment Business Case is progressing well.

AgriPark is working closely with key industry partners and the broader community of practice on common value-based missions underpinned by co-investment. This demand-led approach is already reaping benefits.

➢ AgriPark Income YTD August at $4.4m is marginally behind budget of $4.6m

➢ AgriPark now has a pipeline of 72 projects valued at $34m, with an expected conversion of $12m

➢ A large number of regular industry engagement activities have been initiated

Master/Umbrella agreements have been established for the following programs in line with the Business Case:

1. **Global Digital Farm**
   Vineyard of the Future, Feedlot of the Future, Animal Welfare

2. **Cool Soils Initiative**
   New Sectors, Grains Expansion, New Services

3. **Australian Agriculture Data Exchange**
   In contract negotiation stage with Meat & Livestock Australia, CSIRO, Fisheries RDC, Australian Wool Innovation

4. **Renewables in Agriculture**
   Waste to Energy, New Renewables, New Services

5. **Australian Plant Phenomics Network (NCRIS)**
   Elders Bio Solutions, ReGen Agriculture, Sustainable Packaging

Identified Risks

RISK IDENTIFIED	COMMENTARY
RHRI – Revenue shortfall resulting from the First Nations research components of the Commonwealth grant not proceeding	The AH&MRC had not approved the First Nations components of the RHRI Commonwealth Grant research by the end of August 2024, which meant it was not possible to complete these components of the research in time. This will likely mean that around $3m of the $18m Commonwealth grant will not be able to be acquitted. The RHRI has proposed alternate uses for the funding; however, we expect the Commonwealth will not agree to this proposal. The financial implications are that revenue over the 2024-2025 period will be around $3m below expectations; however, there will be a corresponding reduction in expenses and the RHRI bottom line will not be affected. There will be a negative impact to government block funding in future years (2025-2027) in the range of $600k in total.
RHRI and AICF revenue generation	RHRI and AICF started from scratch in 2023 with ambitious targets for securing grants and delivering education programs. We remain confident in the ability of the Institutes to grow revenues; however, the experience so far is that the lead time to grant success and getting education programs to market is longer than expected. Notwithstanding this, there are encouraging signs with strong grant submission pipelines.
Project delivery	The Gulbali Institute alone is currently managing more than 150 research projects. The current systems allow for limited oversight of projects, milestone delivery, and revenue forecasting. We will need to increase project management capability and systems in order to ensure project delivery as it grows, which will safeguard reputation and attract additional funding.

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Future Focus / Strategic Refinement

Focus on Faculty/Intra-faculty research in target fields of education not covered by the Institutes in order to meet the Australian University Provider Category Standards by 2030

Establishment of a central Project Management Office with embedded project managers in Gulbali ensure effective milestone delivery, and later extended to RHRI and AICF

Research facilities planning, management and development requires integration and management to ensure that research is future proofed and competitive

The digitisation of researcher support and development is advancing but opportunities to accelerate change will be sought to improve service quality and efficiencies

Deputy Vice-Chancellor Associate (Global Research) will lead the development of a targeted international research strategy to lift Charles Sturt's world rankings on indicative research measures

Charles Sturt University

Introducing Deputy Vice-Chancellor Associate (Global Research) – Professor Neena Mitter

- Professor Neena Mitter is joining us from the University of Queensland where she was the founding Director of both the QAAFI Centre for Horticultural Science and the Australian Research Council Industrial Transformational Research HUB for Sustainable Crop Protection (70 core staff/students and over $37m in research projects

- The role of Deputy Vice Chancellor Associate (Global Research) is to develop international research and commercialisation partnerships, sources new international research income, collaborate on postgraduate research programs and improve Charles Sturt's overall international research performance.

- This role complements the work of the Pro Vice-Chancellor (International) who is responsible for the University's overarching International Strategy.

[Professor Neena Mitter - UQ Researchers](#)

THANK YOU

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Priority FoR metrics

FIELD OF EDUCATION / Field of Research	Research Outputs			FWCI 2018	FWCI 2023	School/Institute contribution		
	2018 Ref Period	2023 Ref Period	ERA 2018 Level	Ref Period	Ref Period	Priority	Supporting	Emerging
01 - NATURAL AND PHYSICAL SCIENCES			3					
31 - Biological sciences	178	349	**2**	**1.27**	**1.34**			
3101 – Biochemistry and Cell Biology	62	91	3	1.01	1.2	SDMS	RHRI	
3103 – Ecology		105	-	1.48	1.16	SAEVS, Gulbali		
3109 – Zoology		58	-	1.06	0.85	SAEVS, Gulbali		
51 - Physical sciences	**64**	**148**	**5**	**9.12**	**8.21**			
5101 – Astronomical Sciences	62	119	5	3.43	23.87			SCME
02 - INFORMATION TECHNOLOGY			3					
46 - Information and computing sciences	**952**	**802**	**3**	**1.14**	**1.37**			
4602 - Artificial Intelligence	442	48	3	1.08	1.66	AICF, RHRI		
4603 - Computer vision and multimedia computation		211	3	1.08	1.48	SCME, AICF		
4604 - Cybersecurity and privacy	59	81	2	1.05	1.46	SCME, AICF		
4605 - Data management and data science		97	2	0.92	2.37	SCME, AICF		
4606 - Distributed Computing and Systems Software	115	58	2/1	0.79	1.33	SCME, AICF		
4609 - Information systems	75	71	2	0.92	1.43	AICF		
4610 - Library and Information Studies	240	178	4	1.31	1.24	SICS		
03 - ENGINEERING AND RELATED TECHNOLOGIES			2					
40 - Engineering	**168**	**94**	**2**	**2.75**	**2.22**			
No 4 digit FoR would meet Low Volume Threshold								
05 - AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES			4					
30 - Agricultural, veterinary and food sciences	**778**	**962**	**4**	**1.33**	**1.22**			
3003 - Animal Production	109	102	3	1.25	0.84	SAEVS, Gulbali		
3004 - Crop and Pasture production	274	105	3	1.5	1.26	SAEVS, Gulbali		
3005 - Fisheries sciences		28	-	1.91	1.31	Gulbali		
3006 - Food Sciences	159	206	2	1.2	1.39	SDMS, Gulbali	AICF	
3008 - Horticultural production	131	193	5	0.82	1.16	SAEVS, Gulbali		
3009 – Veterinary Sciences	225	319	4	1.45	1.1	SAEVS, Gulbali		
41 - Environmental sciences	412	353	3	1.42	1.48			
4102 – Ecological Applications		83		1.52	1.91	SAEVS, Gulbali		
4104 – Environmental Management	368	174	4	1.49	1.39	SAEVS, Gulbali		

Priority FoR metrics

FIELD OF EDUCATION / Field of Research	Research Outputs			FWCI 2018	FWCI 2023	School/Institute contribution		
	2018 Ref Period	2023 Ref Period	ERA 2018	Ref Period	Ref Period	Priority	Supporting	Emerging
06 - HEALTH			2					
32 - Biomedical and clinical sciences	**868**	**382**	**2**	**0.93**	**1.51**			
3201 - Cardiovascular medicine and haematology	78	95	1	0.75	2.17	SDMS		
3202 – Clinical Sciences	286	163	2	1.28	0.89	SAHESS, SDMS, RHRI		
42 - Health sciences		490		1.27	1.45			
4201 - Allied health and rehabilitation science		178	2	1.61	1.44	SAHESS, UDRH		
4203 - Health services and systems		53	1	1.47	1.32	SRM, SNPHS, SDMS, SAHESS, RHRI, UDRH		
4205 – Nursing	185	110	3	1.82	1.34	SNPHS, UDRH		
4206- Public Health	180	48	1	1.47	1.6	SAHESS, SRM, RHRI, UDRH		
4207 – Sports Science and exercise	116	56	2	1.11	1.04	SAHESS		
07 - EDUCATION			3					
39 - Education	**989**	**790**	**3**	**1.18**	**1.26**			
3901 – Curriculum and Pedagogy	337	298	4	1.37	1.3	SoE	SNPHS, SAEVS, SDMS, SoPS, SRM, SAHESS, UDRH	
3903 – Education Systems	428	326	3	1.21	1.41	SoE		
08 - MANAGEMENT AND COMMERCE			2					
35 - Commerce, management, tourism and services	**336**	**236**	**2**	**1.06**	**1.16**			
3506 – Marketing	116	69	3	1.15	1.38	SoB	AICF	
3507 – Strategy, management and organisational behaviour	174	40	2	1.05	1.74	SoB	AGSPS, AICF	

Priority FoR metrics

FIELD OF EDUCATION / Field of Research	Research Outputs			FWCI 2018	FWCI 2023	School/Institute contribution		
	2018 Ref Period	2023 Ref Period	ERA 2018	Ref Period	Ref Period	**Priority**	**Supporting**	**Emerging**
09 - SOCIETY AND CULTURE			`2-3`					
44 - Human society	**392**	**663**	**3**	**1.16**	**1.09**			
4402 – Criminology	92	141	3	0.63	1.13	SoPS, AGSPS		
4409 – Social Work	93	121	2	1.01	0.94	SSWA		
4410 – Sociology	100	75	3	1.12	1.11	SSWA		
45 - Indigenous studies		**96**		**1.24**	**1.43**	**new code**		
No 4 digit code meets low volume threshold, if that will apply to 45						SIAS		
47 - Language, communication and culture	**140**	**127**	**2**	1.33	1.76			
4701 - Communication and Media Studies		62	2		1.37	SICS		
48 - Law and legal studies	**77**	**73**	**2**	0.44	0.46			
4804 – Law in Context	81	30	2	0.58	0.83	CCES		
50 - Philosophy and religious studies	**704**	**696**	**3**	**1.12**	**1**			
5001- Applied Ethics	166	76	4	1.15	1.19	SSWA	SCME, AICF	
5004 – Religious Studies	465	386	2	1.02	0.91	SoT, CISAC		
5005 – Theology	465	82	2	1.02	0.55	SoT, CISAC		
52 - Psychology	**121**	**204**	**1**	**1.07**	**1.14**			
5201 - Applied and developmental psychology	226	236	1	0.83	0.83	SPsych		

Item 13: Academic Freedom and Freedom of Speech Attestation Statement

PURPOSE

To provide Academic Senate with a proposed attestation statement on academic freedom and freedom of speech, to be included in the University's 2024 Annual Report.

RECOMMENDATION

The Academic Senate resolves to **endorse** the academic freedom and freedom of speech attestation and **recommend** it to the University Council for approval to include in the University's 2024 Annual Report.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
AS190/06 - the academic freedom and freedom of speech attestation was recommended to University Council for approval to include in the University's 2023 Annual Report.	Academic Senate to consider the report, noting that although the Treasury does not require the attestation to be included in the Annual Report, the University Chancellors Council recommends that universities include an attestation statement in the Annual Report.

KEY ISSUES

1.   Background

An attestation statement template was developed by the University Chancellors Council for university governing bodies to report publicly each year on their alignment with the Model Code for the Protection of Free Speech and Academic Freedom.

While it is a voluntary undertaking, not a legislative requirement, to publish the statement, the Department of Education monitors its use. This statement demonstrates clearly to our stakeholders the university's firm commitment to academic freedom and freedom of speech.

2.   Annual Attestation Statement

Charles Sturt University is committed to upholding the principles of academic freedom and freedom of speech, which it sees as defining values critical to the pursuit of knowledge through scholarship, research, teaching and academic excellence.

In January 2021, Charles Sturt University introduced a Statement on Academic Freedom and Freedom of Speech as its principal policy to uphold these values. The Statement is fully aligned with the Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers.

Key University policies (including the Code of Conduct, Student Charter, Bullying, Discrimination and Harassment Prevention Policy, University Governance Framework, Governance (Student Representation) Rule 2023, Support for Students Policy, Research Policy, Philanthropic Donations and Gifts Received Policy, and Communications and Marketing Policy) reference the rights of staff and students under the University's Statement on Academic Freedom and Freedom of Speech.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with Standard 6.1.4 of the Higher Education Standards Framework 2021.
Policy Alignment	This decision is made in accordance with the Statement on Academic Freedom and Freedom of Speech.

RISK ASSESSMENT

Risk appetite according to the Risk Appetite Statement.	Charles Sturt University has a Low Appetite and willingness to take risks which may impact negatively on the University's existing relationships and reputation for quality learning, teaching, research, and the student experience.
Consequence of decision in relation to risk appetite	Decision sits within risk appetite. There is a likelihood of adverse reputational impact if the University does not publicly publish an attestation statement.

Prepared by: 28/02/2025 **Dr Sharon Schoenmaker, Chief of Staff, Office of the Vice-Chancellor**
Cleared by: 28/02/2025 **Professor Renée Leon, Vice-Chancellor and President**

Item 14.1: Discontinuation of Specialisation Approval - Faculty of Business Justice and Behavioural Sciences

PURPOSE

To consider submissions for accreditation for courses of study leading to degrees and awards offered by the University; and approve major changes to an award course of study.

RECOMMENDATION

The Academic Senate resolves to a**pprove** the discontinuation of three specialisations within the Master of Information Technology: Business Analysis; Systems Analysis; and Network Security.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
Academic Senate considered the discontinuation of the three specialisations within the Master of Information Technology at its 18 November 2024 meeting.	Senate deferred the approval of the discontinuation pending confirmation of whether there was a teach-out plan.

KEY ISSUES

The three specialisations are within the Masters of Information Technology and their removal due to currency was an outcome agreed during the professional re-accreditation of the course with the Australian Compute Society (ACS). There are no students remaining in any specialisation so there is no teach-out plan and this approval to discontinue will remove the information from course documentation associated with the Master of Information Technology.

Business Analysis BA0001 Business Analysis - Information - CourseLoop

Systems Analysis SS0001 Systems Analysis - Information - CourseLoop

Network Security NT0001 Network Security - Information - CourseLoop

Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Charles Sturt University has a Low Appetite to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation, academic integrity, and educational standards by the University or its third party education arrangements.	The course will be monitored through the Annual Couse Health Check process.	Yes

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with: Standard 3.1.2 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This decision is made in accordance with the Course and Subject Policy and the Course and Subjects Lifecycle procedure

Prepared by: 31/01/2025   A/Prof Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioural Sciences.

Approved by: 31/01/2025   A/Prof Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioural Sciences.

Cleared by: 03/02/2025   Professor Graham Brown, Provost and Deputy Vice-Chancellor (Academic)

Item 14.2: Course Approvals – Faculty of Arts and Education

PURPOSE

To seek approval from Academic Senate for the discontinuance and reaccreditation for courses of study leading to degrees and awards offered by the University.

RECOMMENDATION

The Academic Senate resolves to**:**

1. **endorse** the discontinuation (teach-out arrangements) of the Doctor of Ministry; and

2. **approve** the reaccreditation of the Master of Islamic Studies (Research).

BACKGROUND

1.1 Doctor of Ministry – Discontinuation (teach-out arrangements)
The Doctor of Ministry has been a professional doctorate which has been suspended from new intake for a number of years. Remaining students in the program have been in the final stages of the program, being actively managed to completion. The main reasons for discontinuation have been due to the financial non-viability to deliver the course and the relative lack of appeal to students with fee waivers now available across other research programs.

The following endorsements have occurred:

*   Discontinuation of the Doctor of Ministry was endorsed and recommended to the University Research Committee by the Faculty Board (FB) (Resolution FOAEFB SC9/2).

*   Discontinuation of the Doctor of Ministry was endorsed by the University Research Committee and recommended to Academic Senate for approval (Resolution URC50/5).

1.2 Master of Islamic Studies (Research) - Reaccreditation

The Master of Islamic Studies (Research) has been offered by the University's partner school, the Centre for Islamic Studies and Civilisation. Course review had identified a risk arising from misalignment of the program's thesis length with that required by policy. The changes to the course proposed for reaccreditation were to align these correctly.

The following endorsements have occurred:

*   Reaccreditation of the Master of Islamic Studies (Research) was endorsed and recommended to the University Research Committee by the Faculty Board (FB) (Resolution FOAEFB SC9/2).

*   Reaccreditation of the Master of Islamic Studies (Research) was endorsed by the University Research Committee and recommended to Academic Senate for approval (Resolution URC50/5).

KEY ISSUES

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and learning: Charles Sturt University has a High Appetite and willingness to take risks with regards to the conceptualisation and development of market-oriented innovative courses.	The course will be closely monitored through the Annual Course Health Check and Comprehensive Course Review Process.	Yes.

ACTIONS AND NEXT STEPS

Doctor of Ministry - Once approved for discontinuation, the Doctor of Ministry will undergo continuous monitoring commensurate with standard University Annual Course Health Check practices to ensure timely teach-out of remaining active students and maintenance of academic quality and standards commensurate with the requirements of the HESF.

Master of Islamic Studies (Research) - if approved, the Master of Islamic Studies (Research) will better align with sector practices and better meet students' academic needs and expectations for a Higher Degree by Research (HDR) pathway. The course will also undergo continuous monitoring commensurate with standard University Annual Course Health Check practices to ensure academic quality and standards continue to commensurate with the requirements of the HESF.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Section 5.1 of the Higher Education Standards Framework 2021.
Policy/TOR Alignment	This submission is made in accordance with: • Clause 13 of the Course and Subject Policy.

ATTACHMENTS

Please refer to the proposal information at CDAP at the following links:

1. Doctor of Ministry- CourseLoop (csu.edu.au)

2. Master of Islamic Studies (Research- CourseLoop (csu.edu.au)

Prepared by:	7/2/2025	Associate Professor Brendon Hyndman, Acting Associate Dean (Academic), Faculty of Arts and Education.
Approved by:	10/2/2025	Professor Graham Brown, Provost and Deputy Vice-Chancellor (Academic)
Cleared by:	10/2/2025	Professor Graham Brown, Provost and Deputy Vice-Chancellor (Academic)

Item 15: Deputy Chair Election Outcome / Update to Academic Senate Rule 2024

PURPOSE

To seek endorsement for a minor amendment to the Governance (Academic Senate) Rule 2024 and to discuss the filling of the vacant Deputy Chair position.

RECOMMENDATION

The Academic Senate resolves to **endorse** the minor amendment to the Governance (Academic Senate) Rule 2024 and **recommend** to Council for approval.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
The Governance (Academic Senate) Rule 2024 (Rule) was endorsed and recommended to Council for approval on 31/10/24.	Council approved the Rule on 17 December 2024 (CNL195/3).

BACKGROUND

At the October 2024 meeting, Academic Senate approved the Governance (Academic Senate) Rule 2024. The updated Rule provided the ability to appoint two Deputy Chairs to Academic Senate.

On 17 December 2024, Council approved the new Rule, and the Returning Officer commenced the process for the calling of nominations for the two Deputy Chair positions with the following terms:

- with immediate effect until 30 June 2025; and

- with immediate effect until 30 June 2026.

The split in the terms of office aligns with the split in the elected members of Academic Senate and allows for appropriate succession planning.

KEY ISSUES

On 8 January 2025, the Director, Governance, on behalf of the Returning Officer, advised Academic Senate of the outcomes of the nominations process whereby there was a vacancy for the position expiring on 30 June 2025 and Dr Laidlaw was appointed to the Deputy Chair role expiring on 30 June 2026.

Under the Rule, clause 45 states:

> In the event that there are no eligible nominations received, the Council may by resolution directly appoint a suitably experienced person to the position of Deputy Chair.

As no nominations were received for the Deputy Chair role expiring on 30 June 2025 and to enact this clause, Council will need guidance from Academic Senate as to who from the elected members can be directly appointed to the role of Deputy Chair. For this to occur Academic Senate is requested to amend clause 45 as follows (addition underlined):

> *In the event that there are no eligible nominations received, the Council may by resolution directly appoint a suitably experienced person to the position of Deputy Chair, based on the recommendation of the Chair of Academic Senate.*

Should Senate endorse the amendment to the Rule, then the Chair of Academic Senate will liaise with the appropriate elected members to ascertain who is willing to serve in the role of Deputy Chair expiring on 30 June 2025 and provide this name to Council for approval.

RISK ASSESSMENT

Risk appetite	Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative

according to the Risk Appetite Statement.	requirements, regulatory compliance obligations and internal policies and procedures
Consequence of decision in relation to risk appetite	This decision sits within the risk appetite

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with: • Standard 6.3 of the Higher Education Standards Framework 2021
Policy Alignment	This submission is made in accordance with: • Policy Framework Policy • Policy Development and Review Procedure. • Governance (Academic Senate) Rule 2024

ATTACHMENTS

Nil

Prepared by:	20/01/2025	Mark Smith, Director, Governance
Approved by:	21/01/2025	Tony Heywood, University Secretary
Cleared by:	22/01/2025	Professor Wilma Vialle, Chair Academic Senate

Item 16: FY2024 Third-Party Education Arrangements Review

PURPOSE

To present the summary of findings of the 2024 annual review of Third-Party Education Arrangements (TPAs).

RECOMMENDATION

The Academic Senate resolves to **note** the summary of findings of the 2024 Annual Review of Third-Party Education Arrangements.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
The Third-Party Education Arrangements Review is an annual process undertaken by the Risk and Compliance Unit.	The report is being considered by the faculty boards at the meetings to be held on February 10th and 11th, 2025. The Executive Deans will be able to provide an update to the Academic Senate on any key issues raised at the meetings.

BACKGROUND

The University conducts an annual review of the *Higher Education Standards Framework (Threshold Standards) 2021* (HESF), *Education Services for Overseas Students Act 2000 (Cth)* (ESOS) and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)* (National Code) compliance of its Third-Party Education Partnerships. In previous years, this review has been conducted as a self-assessment questionnaire. In 2024, the Risk and Compliance Unit (RCU) performed a substantive review involving stakeholder discussions and verification to source material. Key areas of focus for the 2024 review included:

- Compliance with the University's Partnership Policy;
- Orientation Delivery;
- Scholarly Activity;
- TPA Websites, including references to TPAs on the University website; and
- Academic Quality

Appendix A includes a list of the University's TPAs included in the 2024 review. Appendix B outlines the proposed scope of TPA reviews for 2025 and subsequent years to support appropriate coverage and assurance over key TPA risks and compliance requirements.

KEY ISSUES

The findings and recommendations relating to each focus area are currently being finalised following validation with the key stakeholders accountable for each review.

Preliminary reports highlighted several opportunities for improvement to support compliance with relevant legislation and University policy and will complement the significant improvements in the University's oversight of TPAs made in recent years.

1. Compliance with University Partnerships Procedure

The Risk and Compliance Unit (RCU) completed the annual review of each third-party education delivery arrangement's performance against the requirements of the University's Partnership Procedure ('Partnership Procedure').

1.1 Partnership agreements and approvals
Contractual agreements were obtained for each TPA. For new (CSUS – NAVITAS) and renewed contracts (TITM) executed since the last TPA review, RCU confirmed appropriate due diligence activities were performed and documented including financial viability of the partners and proposed arrangements.

In its 26 March 2024 formal decision on re-registration of the University, TEQSA highlighted an area of concern regarding the University's management of third-party arrangements, specifically:

> *Evidence demonstrating that CSU has reviewed, and where necessary updated its contracts with all third parties, to ensure they clearly state the requirement for annual reviews and include CSU's process for monitoring third parties' compliance with the Threshold Standards; due within 12 months of this decision.*

The Office of Engagement and Enterprise, in collaboration with Legal Services, has been conducting a review of the University's agreements with third-party education partners throughout 2024. The University is scheduled to respond to TEQSA by 20 March 2025.

1.2 Partnership delivery and ongoing management
The review confirmed that appropriate governance mechanisms were in place across each Faculty for each TPA with confirmation during 2024. Key monitoring controls observed and evidence obtained included:

- Faculties continue to execute joint steering committees (JSC) and academic management committees (AMC) for each TPA. RCU sighted regular JSC and AMC agenda packs, reporting metrics and meeting minutes for each TPA.

- Risk registers were maintained for each TPA and included in JSC meeting agendas. RCU noted the management and completion of risk registers was largely consistent with the University's Risk Management Procedures and Risk Management Guidelines and has made recommended minor recommendations to the structure of TPA risk registers to clarify the handling of improvement actions.

- Dedicated partnership operating manuals, outlining key responsibilities for both parties and relevant information to support the effective management and delivery of the partnership, were obtained for each TPA.

  As part of the University's 2024 internal audit plan, Internal Audit performed a review of the operating manual supporting the Charles Sturt University Sydney campus and its partnership with Navitas. The review assessed the coverage and design adequacy of key controls for key processes outlined in the Manual to support compliance with relevant Education Services for Overseas Students (ESOS) Act 2000, National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) and the Higher Education Standards Framework (HESF). The Manual's provisions for identifying, assessing, and mitigating risks as part of the ongoing management of the CSUS Campus were assessed as part of this review.

  Overall, the review assessed that the operating manual covers the vast majority of key risks and processes associated with academic delivery and student experience at CSUS across HESF domains. Staff roles and responsibilities could be further defined, clarified and delineated to assist with performance of key activities across the Campus.
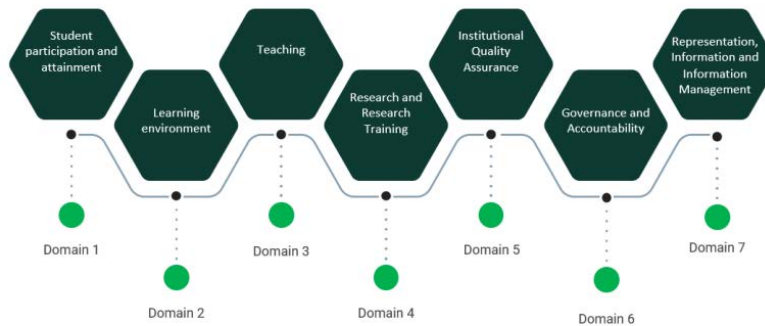
Figure 1

Legend: Coverage Exists | Gaps in Coverage | No Coverage

1.3 Terminating partnerships

During FY2024, the University did not renew its partnership with Ming Hua Theological College (MHTC) once the agreement expired on 21 December 2024. The TPA will move into a 'Teach Out' phase in 2025. RCU confirmed that the partnership was terminated in accordance with the Partnership Procedure, Course and Subject Policy, and schedule E of the Delegations Policy.

2. Orientation Delivery

Relevant legislative instruments: HESF Section 1.3 and ESOS/National Code Standard 6.1.

In addition to a desktop review of available documentation supporting orientation of Charles Sturt students studying at TPAs, RCU hosted a risk workshop with stakeholders from the Division of Student Experience (DSX), Office of Engagement and Enterprise (OEE), and Office of Global Engagement (OGE). From discussions and a review of student orientation process documentation, a number of recommendations were made including:

- Student experience and retention – improve communications between offer acceptance and orientation to improve student experience and retention.

- Responsibility for orientation – ensure overall ownership of orientation resides within the University, clarifying roles and responsibilities including approval of orientation material delivered at TPAs.

3. Scholarly Activity

Relevant legislative instruments: Academic scholarly activity undertaken at TPAs - HESF Domain 3.2.

RCU held discussions with stakeholders from each Faculty, OEE, and the Division of Learning and Teaching (DLT) and performed a desktop review of the University's Scholarly Activity Framework and website. Several opportunities for improvement were identified including:

- Scholarly Activity – ensuring academic leaders and staff are aware of requirements for TPA academics to undertake scholarly activities. It is recommended that DLT and faculties implement accepted recommendations from the DLT scholarly review activity.

- Recording and Reporting Scholarly Activity – define where and how TPA scholarly activity is to be recorded. Ensuring TPA scholarly activity is reported regularly to relevant management and governance committees for assurance that HESF standards are being met.

- Agreements – ensure scholarly activity requirements are included in agreements with third parties.

4. TPA Website Disclosure

Relevant legislative instruments: HESF Sections 7.1, 7.2 and Standard B1.1.3, and ESOS Section 107, National Code Standard 1.

RCU conducted a review targeting specific areas of online disclosure including:

- University provider information being displayed, in accordance with obligations under the Higher Education Standards Framework (Threshold Standards) 2021 (Cth) and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth).

- Referencing of the partnership on the University's and the TPA's webpages.

- How course information is displayed on the TPA's webpages.

From the review, we noted a number of opportunities to support compliance and strengthen consistency between Charles Sturt and TPA websites resulting in two overarching recommendations:

- Quality Assurance (QA) – Regular QA checks on course information on TPA websites by faculties/Division of Customer Experience. These checks should include referencing of partnership and the University's provider details, consistency of course (including admission criteria) and general information about the University (e.g. fees), ensuring branding is correct, and inclusion of links to University OCBs and/or Course Handbooks.

- Duplication of Information – Information about TPA locations is duplicated across multiple pages on the University's website. TPA websites are duplicating course information rather than direct readers to source materials e.g. OCBs. Duplication of this nature can lead to incorrect or inconsistent information across multiple websites/webpages.

5. Academic Quality

Relevant legislative instrument: HESF Section 5.4.

The scope of the 2024 review included quality of academic delivery by TPAs and how the University ensures that the student experience of Charles Sturt students through partners is at least equivalent to that of students educated directly by Charles Sturt. Focus was also given to how Charles Sturt ensures compliance with the Higher Education Standards Framework (HESF2021) Domain 5: Institutional quality assurance, and how delivery arrangements with other parties are quality assured.

A sample of three subjects delivered by TPAs, one from each Faculty, was selected and the corresponding audit trail evidencing academic quality was traced through the University's quality assurance and academic governance processes. Based on the sample testing, discussions with stakeholders, reviews of school and faculty committee reporting, Quality Assurance and Reflection System (QUASAR) reports, and Academic Senate committee reporting, the RCU formed a view that the academic quality assurance processes are consistently applied to subjects delivered by both TPAs and Charles Sturt University directly.

Several continuous improvement recommendations were identified, including:

- Establishing a process for monitoring and reporting on the status of QUASAR actions to support timely completion and strengthen accountability.
- Moderation QA – review the moderation sample selection process to ensure assessments in subjects delivered by TPAs are included in the QA process.
- Reporting – assess the adequacy of summary reporting on TPA academic performance to Academic Senate. The annual Student Performance Report to Academic Senate compares first-year attrition rates of Charles Sturt students studying through TPAs and Partner Campuses with those of students taught directly by Charles Sturt. Limited reporting was provided on other areas such as timely completions and progress to facilitate comparisons between TPA students and direct students on timely completion, progress, and student access to support.

ACTIONS AND NEXT STEPS

RCU to finalise reports and actions with stakeholders to ensure accepted recommendations are implemented in a timely manner. The summary outcomes from the annual TPA review will be reported to the February 2025 Academic Senate.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • *Higher Education Standards Framework (Threshold Standards) 2021* (HESF) – Sections 1.3, 3.2 5.4, 7.1, 7.2 and Standard B1.1.3 • *Education Services for Overseas Students Act 2000 (Cth)* (ESOS) – Section 107 • *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)* (National Code) – Standards 1, 6.1
Policy/TOR Alignment	This submission is made in accordance with: Clauses 37 to 42 of the University Partnerships Procedure.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Legislative and Regulatory Compliance - Charles Sturt University is committed to a high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt has a **Low Appetite** for behaviours and conduct potentially leading to legislative and regulatory non-compliance.	The risk maturity roadmap continues to be delivered with the objective to enhance the University's RMF. Issue escalation, risk self-assessments, risk reporting, and an assurance framework are in place to support an effective RMF.	Yes

Prepared by: 28 January 2025 Kim Broadley, Associate Director, Compliance, Dugald Hope, Director, Risk and Compliance

Approved by: 31 January 2025 Tony Heywood, University Secretary

Cleared by: 5 February 2025 Professor Renée Leon, Vice-Chancellor

Appendix A - Charles Sturt University April 2023 to June 2024 Third Party Arrangements (Education Partnerships)

	Abbreviation	Name of Third Party Arrangement
1	ADA	Australian Dental Association
2	CCES	Centre for Customs and Excise Studies
3	CISAC	Centre for Islamic Studies and Civilisation
4	CSUS - NAVITAS	Charles Sturt University Sydney
5	EFI	Economics and Finance Institute
6	GOTAFE	Goulburn Ovens Institute TAFE
7	HKU SPACE	Hong Kong School of Professional and Continuing Education
8	HOLMESGLEN	Holmesglen
9	JUFE	Jilin University of Finance and Economics
10	MHTC	Ming Hua Theological College
11	SOT	School of Theology
12	SOPS	School of Policing Studies
13	SGA	Study Group Australia (Teach Out formally ended 14/6/2025)
14	TITM	The IT Masters
15	TUC	Tianjin University of Commerce
16	YUFE	Yunnan University of Finance and Economics
17	YZU	Yangzhou University

Appendix B – Annual TPA Scope Coverage

In accordance with the University's Partnership Procedure and TEQSA's **Guidance note: Delivery with other parties | Tertiary Education Quality and Standards Agency**, it is proposed that the following key areas supporting compliance will be assesssed in subsequent annual TPA reviews.

Annual TPA Review Scope		2023	2024	2025	2026	2027
Partnership Procedure	Assess the University's compliance with Charles Sturt's University Partnership Procedure ⬘	✓	✓	✓	✓	✓
Notable Threshold Standards in the context of delivery with other parties	**1.3.6** Orientation and progression		✓			✓
	1.5 Qualifications and certification					✓
	3.1 Scholarly activity		✓			✓
	3.2 Staffing	✓			✓	
	3.3 Learning resources and educational support*	✓		✓	✓	
	5.1.2-3 Course approval and accreditation	✓			✓	
	5.2 Wellbeing and safety*			✓		
	5.2.4 Academic and research integrity			✓		
	5.3 Monitoring, review and improvement ⬘	✓	✓	✓	✓	✓
	5.4 Delivery with other parties		✓			✓
	6.2a, h-i Corporate monitoring and accountability				✓	
	7.1 Representation ⬘	✓	✓	✓	✓	✓
	7.2 Information for prospective and current students ⬘	✓	✓	✓	✓	✓
	7.3.3 Information management			✓		
TEQSA Act	**Section 26** - ensure the other party or parties, in delivering the course, are compliant with the Threshold Standards	✓	✓	✓	✓	✓
	Section 29 requirement to notify TEQSA of any material changes which may significantly affect the provider's ability to comply with the Threshold Standards.					
National Code in the context of delivery with other parties	**1.1-1.3** – provider and its education agents may supply information relevant to a provider's courses. ⬘	✓	✓	✓	✓	✓
	2.1.6 – requires the provider, prior to accepting an overseas student, to inform the student of the details of any arrangements with other parties		✓			✓
	4 – providers must ensure education agents are clear on their responsibilities and act in accordance with them.	✓			✓	
	5 – providers must ensure it and any other party delivering education can meet the legislative and other regulatory requirements relating to child welfare and protection.	N/A				
	6 – providers must ensure it and other parties provide appropriate assistance and information to support overseas students' adjustment to study and life in Australia.*		✓	✓		✓
	11.1.4 and **11.2.5** – in registering a course, a provider must seek approval from TEQSA for arrangements with other parties and demonstrate other parties they engage to deliver a course has adequate staff, resources, and facilities.	As required				

⬘   Higher inherent risk areas requiring annual reviews.

*   Area potentially included within FY2025 Internal Audit Plan

Item 17: Comprehensive Course Reviews 2024 Summary Report

PURPOSE

To provide the Academic Senate with a summary of Comprehensive Course Reviews (CCRs) for 2024.

The University Courses Committee (UCC34) has considered the detailed report, and a high-level summary of the findings is provided below.

RECOMMENDATION

The Academic Senate resolves to **note** the Comprehensive Course Review 2024 Summary Report.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
Resolution UCC34/6 The University Courses Committee resolved to: 1. **endorse** the schedule of comprehensive course reviews, 2. **endorse** the faculty summary reports on annual course reviews, and 3. **approve** submission of a subsequent summary report to the Academic Senate and Audit and Risk Committee.	Actions: **UCC34/3** Discuss Comprehensive Course Review reporting for 2025 and the possibility of a faculty combined report for future reporting with the ADA's. (In process) **UCC34/4** Amend the Comprehensive Course Review report to identify delayed courses before submission to AS. (Complete)

SUMMARY OF KEY ISSUES

The University Courses Committee received the Faculty Board Reaccreditation Reports. Although the course reviews did not reveal any significant risks, the faculty reports identified several process-related issues:

- **Faculty of Arts and Education**: Some discrepancies have been noted in review dates and are being corrected.

- **Faculty of Business, Justice, and Behavioural Sciences**: Several courses are being reviewed early.

- **Faculty of Science and Health**: A potential risk exists due to the substantial number of reviews scheduled for 2029. To mitigate this, certain CCRs are being moved forward to distribute the workload more evenly, these courses will meet existing review timelines.

All faculties have effectively managed outstanding CCRs and reaccreditations (Figure 1). From 2011 to 2024, all courses have met the university's CCR or reaccreditation requirements. There are no outstanding requirements.

The 17 courses previously marked as overdue are now progressing through either Stage 1 (CCR) or Stage 2 (reaccreditation); nine courses are being discontinued, one has been replaced, three are undergoing reaccreditation, and four are in the CCR process.

Table 1 further illustrates the annual variation in CCR and reaccreditation distribution across faculties. Faculties may need to adjust their review schedules to maintain compliance with prescribed timelines;

some reviews may be completed earlier, or faculties may consider proactively seeking deadline extensions. Notably, a substantial volume of courses is slated for CCR and reaccreditation between 2026 and 2029, prompting some faculties to advance review dates where feasible.
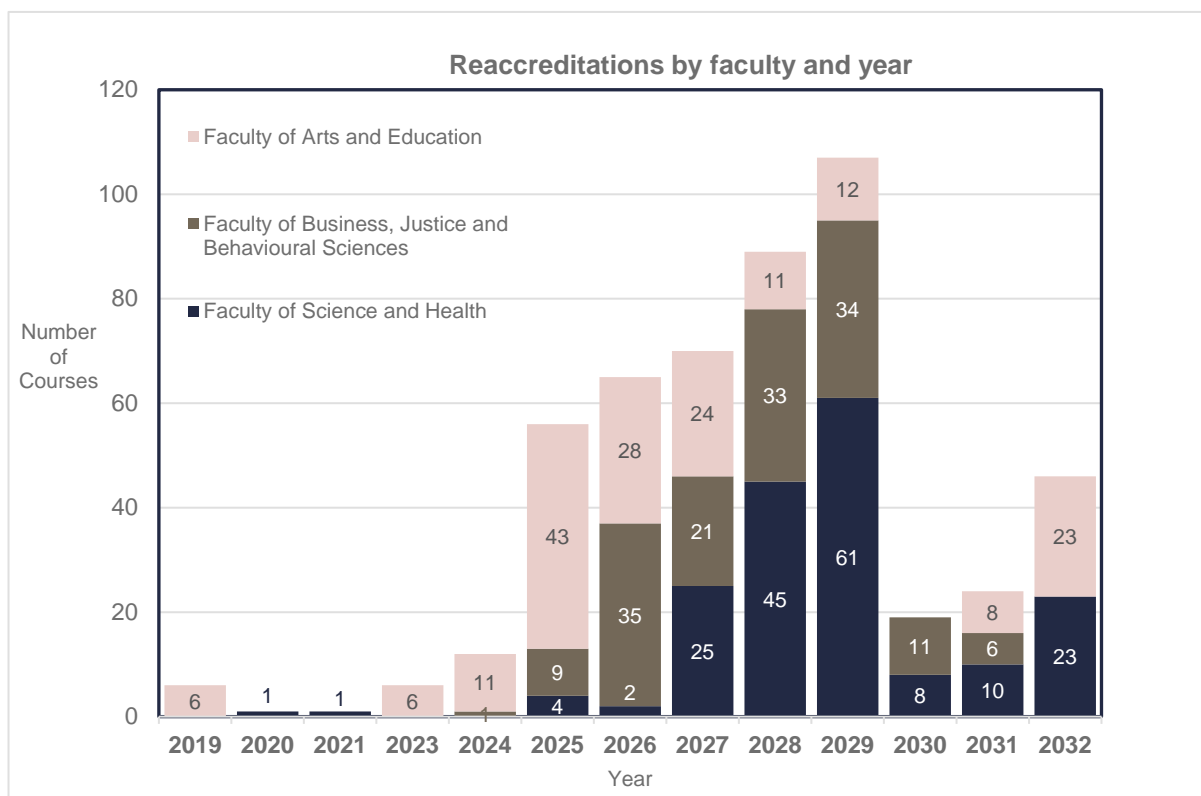
Figure 1 – Reaccreditations by faculty and year.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.	Comprehensive Course reviews are managed through CDAP which includes governance oversight. This allows for identification of any outstanding reviews.	Yes

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Standards 1.4, 3.1 and 5.1 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This decision is made in accordance with the Course and Subject Policy.

Prepared by:	21/01/2025	James Elibank Murray, Manager Course and Subject Accreditation
		Rachel Stephens, Manager, Academic Quality Enhancement
Approved by:	23/01/2025	Mark Bassett, Director Academic Quality and Standards
Cleared by:	24/01/2025	Graham Brown, Provost, and Deputy Vice Chancellor Academic
	05/02/2025	Professor Renée Leon, Vice-Chancellor and President

Charles Sturt University

Item 18: Annual Course Health Check Summary Report 2024

PURPOSE

To provide the Academic Senate with a summary of the Annual Course Health Check (ACHC) reports for 2024.

The Academic Quality and Standards Committee (AQSC10) has considered the faculty reports, and a high-level summary of the findings is provided below.

RECOMMENDATION

The Academic Senate resolves to **note** the Annual Course Health Check 2024 summary report.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
Resolution AQSC10/3 • The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Check action plans for the Faculty of Science and Health. Resolution AQSC10/4 • The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Check action plans for the Faculty of Arts and Education. Resolution AQSC10/6 • The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Check action plans for the Faculty of Business, Justice and Behavioural Sciences.	Delays in the release of ACHC metrics negatively impacted the timeliness of considerations and associated actions. Academic preparedness to be strengthened through integration of academic skills in course delivery. Strengthening of para-academic services and support for all students 11 courses were identified to be suspended and/or discontinued due to poor performance 12 courses will have their comprehensive reviews brought forward to address performance issues.

The AQSC reviewed the Annual Course Performance Health Check reports for the faculties, which identified recurring themes such as low student numbers and poor performance indicators. These findings have led to actions such as the suspension or discontinuation of some courses and the acceleration of specific Comprehensive Course Reviews (CCRs). No significant risks were identified.

A key theme emerging in Undergraduate Certificate courses was the need to enhance academic preparedness. In response, Academic Skills subjects are being integrated into these courses. Recommendations from the para-academic review, led by the Pro Vice-Chancellor (Student Success), will strengthen para-academic services and support to students and staff.

Delays in the availability of ACHC metrics have impacted the timeliness of faculty actions, with some deferred to the 2025 governance committee timeline, under the active management of Associate Deans (Academic). Challenges were noted regarding the late release of data and reduced timeframes for staff to complete the required work. Nevertheless, support from the Division of Learning and Teaching was exemplary. Earlier data release and the timely establishment of support mechanisms in future cycles are expected to significantly streamline the process.

- **Faculty of Arts and Education:** There are 21 active Category 3 courses and 13 inactive courses. Of the 21 active courses 12 have completed the ACHC process and nine will proceed to CCR.

- **Faculty of Business, Justice, and Behavioural Sciences:** There are 27 active Category 3 courses. Of the active courses all have completed the ACHC process with six recommended for temporary suspension.

- **Faculty of Science and Health:** There were 31 Category 3 courses identified and the Executive Dean elected to elevate 18 Category 2 courses. From these 49 courses, five have been discontinued or suspended, three have moved to early CCR, 10 will have additional monitoring, 10 lower risk and/or requiring further consultation will be considered at February Faculty Board and the remaining courses have all completed the ACHC process.

All ACHC reviews and subsequent actions are documented in the Curriculum, Design, Accreditation and Publication (CDAP) system.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.	Annual Course Health Checks are conducted through the Curriculum, Design, Accreditation and Publication (CDAP), utilising performance data provided by the Office of Planning and Analytics and incorporating governance oversight. This process facilitates the early identification of performance issues and enables the implementation of annual actions informed by the outcomes of these reviews.	Yes

Prepared by:	24/01/2025	James Elibank Murray, Manager Course and Subject Accreditation Rachel Stephens, Manager, Academic Quality Enhancement
Approved by:	29/01/2025	Mark Bassett, Director, Academic Quality and Standards Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)
Cleared by:	30/01/2025	Graham Brown, Provost and Deputy Vice Chancellor (Academic)
	10/02/2025	Renée Leon, Vice-Chancellor and President

Item 19: Graduate Outcomes Survey – Full-Time Employment and Fields of Education Data

PURPOSE

To provide the Academic Senate with a summary of the full-time employment results for students in the Graduate Outcome Survey (GOS) in response to action AS196/1.

RECOMMENDATION

The Academic Senate resolves to **note** the 2023 sector employment information for Charles Sturt University graduates in the Graduate Outcome Survey.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
Academic Senate AS196/1	Academic Senate requested a report analysing Charles Sturt students full-time employment data to determine whether students are employed in the fields and occupations they studied and trained in.

KEY ISSUES

Analysis of the 2023 GOS results shows that in most cases, students tend to work within the industry linked to their course of study. This conclusion is drawn through analysis of a student's Course Profession Area, the industry a student reports working in, and their occupation title.

There appears to be a weak relationship between the extent to which students report working in fields related to their studies and their Scale of Perceived Overqualification (SPOQ). The SPOQ measures graduates' self-perception of how well their university-acquired skills and education are utilised in their current employment. Graduates working in professions closely aligned with their field of study tend to report lower SPOQ scores, while those employed in less related industries often report higher SPOQ scores.

The following tables show the profession areas with the highest and lowest proportions of full-time employed CSU graduates working in the field in which they trained. For example, in Teaching and Education, there were 312 survey respondents who reported working full-time, 96% were working within the sector related to their employment, and 22% perceived themselves to be overqualified for their occupation (the overall national average is 28%).

Charles Sturt course profession areas with a high proportion of students working in a related sector.

Profession Area	Number of survey respondents who reported being employed full-time	% of survey respondents working full-time who reported being employed in the field they trained	% of full-time cohort who reported being over-qualified for their occupation
Teaching and Education	312	96%	22%
Nursing, Midwifery and Indigenous Health	108	96%	9%
Rehabilitation and Complimentary Therapies	69	96%	11%
Social Work and Human Services	89	94%	34%

Charles Sturt course profession areas with a lower proportion of students working in a related sector.

Profession Area	Number of survey respondents who reported being employed full-time	% of survey respondents working full-time who reported being employed in the field they trained	% of full-time cohort who reported being over-qualified for their occupation
Theology and Religious Studies	32	56%	19%
Psychology	89	62%	63%
Communication and Creative Industries	23	74%	41%

Notes:

1. Profession Areas with a sample size of 20 or less have been excluded from this analysis.
2. This analysis includes graduates in full-time employment only and includes all course levels.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Charles Sturt University has a Low Appetite to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation, academic integrity, and educational standards by the University or its third-party education arrangements	Continue to monitor Graduate Outcomes and Course Satisfaction	Yes

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Standards 5.3 and 5.4 of the Higher Education Standards Framework 2021

Policy/TOR Alignment	This decision is made in accordance with the Course and Subject Policy.

ATTACHMENTS

A. Table 1: Charles Sturt course profession areas, the proportion of students working in a related sector, and their perceived overqualification.

Prepared by: 20/1/2025   Andrew Paul, Office of Planning and Analytics

Approved by: 21/1/2025   Sam Nielsen, Director, Office of Planning and Analytics & Professor Janelle Wheat, Pro Vice-Chancellor, Learning and Teaching

Cleared by: 5/2/2025   Professor Renée Leon, Vice-Chancellor

Table 1:

Profession Area	Number of survey respondents who reported being employed full-time	% of survey respondents working full-time who reported being employed in the field they trained	% of full-time cohort who reported being over-qualified for their occupation
Agricultural and Wine Sciences	50	86%	28%
Allied Health	86	90%	35%
Animal and Veterinary Sciences	24	92%	4%
Business	183	85%	36%
Communication and Creative Industries	23	74%	43%
Dentistry	15	100%	0%
Engineering	13	85%	23%
Environmental Science and Outdoor Recreation	28	93%	29%
Exercise and Sports Sciences	3	33%	50%
Humanities	27	85%	31%
Information and Library Studies	66	92%	38%
Information Technology and Computing	203	81%	38%
Law	16	75%	40%
Mathematics	6	83%	33%
Medicine	24	79%	46%
Nursing, Midwifery and Indigenous Health	108	96%	7%
Pharmacy	5	100%	0%
Policing, Security and Emergency Management	255	85%	31%
Psychology	89	62%	35%
Radiography	33	94%	16%
Rehabilitation and Complimentary Therapies	69	96%	6%
Science	1	100%	0%
Social Work and Human Services	89	94%	35%
Teaching and Education	312	96%	19%
Theology and Religious Studies	32	56%	30%
Tourism, Hospitality, Personal Services, Sport and Recreation	7	43%	67%

Item 20: Recipients of University Medals – August to December 2024

PURPOSE

To provide a report on the graduates awarded the University Medal in the August to December 2024 graduation period.

RECOMMENDATION

The Academic Senate resolves to **note** the report on graduates awarded the University Medal in the August to December 2024 period.

KEY ISSUES

The Medals and Executive Dean's Award Procedure states that the Executive Dean (or delegate) for undergraduate, postgraduate and Bachelor (Honours) medals and the Deputy Vice-Chancellor (Research) for HDR medals, will affirm recipients of University Medals and advise the Division of Student Administration and Academic Senate of the results.

Recipients of University Medals within the relevant category in the August to December 2024 period are listed below.

Category of University Medal	Surname	First Name	Faculty
Undergraduate	Green	Brooke	FOAE
	Leigh	Haydon	FOAE
	Chung	Thanh Son	FOAE
	Swain	Samantha	FOSH
	Burke	Hannah	FOSH
	Gardiner	Lauren	FOSH
	Cummins	Yasmin	FOSH
	Wright	Claire	FOAE
	Bean	Tamara	FOAE
	Niglia	Alicia	FOAE
	Couch	Nadia	FOBJBS
	Semmens	Matthew	FOBJBS
	Makaroff	Nikolai	FOBJBS
	Sonnichsen	Brendan	FOSH
	Cervo	Kyle	FOSH
	Nemarich	Anita	FOSH
Postgraduate	Kleinig	Rebecca	FOAE
	Marshall	Rosalind	FOAE
	Hastie	Michelle	FOAE
	Drummond	Rebecca	FOAE
	Khan	Zia	FOBJBS
	Foster	Lyn	FOBJBS
	Veenstra	Bruce	FOBJBS
	Walker	Christopher	FOBJBS

	Jones	Kelsey	FOAE
	Cheribet	Hanane	FOAE
	Nordenson	Amie	FOAE
	Robbins	Anuja	FOAE
	Sandral	Felicity	FOAE
	Pumphrey	Damien	FOSH
	Cowperthwaite	James	FOBJBS
	Marquez	Ernesto	FOBJBS
	Parisi	Matthew	FOBJBS
	McKibbin	Kylie	FOBJBS
	Dahlenburg	Kate	FOSH
	McDonald	Rhys	FOSH
	Parsons	Ellouise	FOSH
Bachelor (Honours)	Foster	Kimley	FOBJBS
	Lobo	Isaac	FOSH
	O'Rourke	Rebecca	FOAE
Higher Degree by Research	Margetson	Kate	FOAE
	Ooi	Soo Liang	FOSH

Members of Academic Senate are asked to note this information.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with: 1. Standard 1.4.5 of the Higher Education Standards Framework 2021
Policy Alignment	This decision is made in accordance with the Medals and Executive Dean's Awards Policy and the supporting procedure.

RISK ASSESSMENT

Risk appetite according to the Risk Appetite Statement.	**Teaching and Learning:** Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.
Consequence of decision in relation to risk appetite	This decision sits within the current risk appetite.

ATTACHMENTS

Nil

Prepared by: Kate Hayden, Manager, Governance
Cleared by: Wilma Vialle, Chair, Academic Senate

Charles Sturt University

Item 21: Academic Senate 2024 Assurance Report to Council

PURPOSE

To request the Academic Senate approve the 2024 Assurance Report to Council regarding its activities conducted during 2024, for submission to the April 2025 meeting of University Council for noting.

RECOMMENDATION

The Academic Senate resolves to **approve** and **recommend** the Academic Senate 2024 Assurance Report to the University Council.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
• AS190/08 – Academic Senate approved and recommended the 2023 Academic Senate Annual Report to the Council for noting.	• The format of the report to Council has been updated to align with the format used by the Council committees, which is more of an assurance report rather than a report against the terms of reference.

KEY ISSUES

The Academic Senate (Senate) 2024 Assurance Report provides an assurance to Council on its activities conducted during the previous year to demonstrate that Senate is discharging its functions in accordance with the Governance (Academic Senate) Rule 2018 (noting the Governance (Academic Senate) Rule 2024 was approved on 17 December 2024).

The report is attached for the approval of Academic Senate members prior to submission to Council.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Legislative and Regulatory Compliance: Charles Sturt University is committed to a high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt has a Low Appetite for behaviours and conduct potentially leading to legislative and regulatory non-compliance.	Establish and maintain leadership in academic governance and quality at an institutional level.	Yes

ACTIONS / NEXT STEPS

Submit the Annual Report from Academic Senate to the Council for noting.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with Standard 6.3.1 – 6.3.3 of the Higher Education Standards Framework 2021.
Policy Alignment	This decision is made in accordance with the Governance (Academic Senate) Rule 2018 (which was replaced by the Governance (Academic Senate) Rule 2024) and the University Governance Framework.

ATTACHMENT

A.   2024 Academic Senate Assurance Report to Council

Prepared by:	**Kate Hayden, Manager, Governance** **Professor Wilma Vialle, Academic Senate**
Approved by:	**Professor Wilma Vialle, Academic Senate**
Cleared by:	**Professor Wilma Vialle, Academic Senate**

2024 Annual Assurance Report from the Academic Senate to the University Council

FEBRUARY 2025

Summary

This report provides assurance to the University Council that the Academic Senate discharged its functions in accordance with the Governance (Academic Senate) Rule 2018 during 2024 (noting that this was replaced by the Governance (Academic Governance) Rule 2024 (Rule) in December 2024).

Academic Senate continues to ensure that Council is briefed on all matters it considers. Reports on the business of the Committee have been regularly provided to Council and minutes of meetings are also provided following each meeting.

The Terms of Reference for the Academic Senate relate to Domain 6.3 Academic Governance, and in particular to Standards 1, 2, 3, 4, 5 and 7. The Committee is confident that its activities meet the governance requirements of these standards.

Core responsibilities of Academic Senate (from the Terms of Reference in place during 2024) included:

(9) The Academic Senate shall exercise the following functions:

 a. Exercise academic governance of the University on behalf of the Council through institutional oversight, risk management and reporting to the Council on academic standards compliance, academic risk, quality and outcomes in teaching, learning, research, as well as research training.

 b. Provide advice and recommendations to the University Council and University management on academic matters, including advice on academic outcomes, policies and practices.

 c. Require the production and submission of reports in relation to academic issues from, or refer academic matters to; management, faculties, other organisational units or committees for consideration and action as required.

 d. Establish and maintain leadership in academic governance and quality at an institutional level.

 e. Set and monitor institutional benchmarks for academic quality and outcomes, and as necessary initiate action to improve performance against these benchmarks.

 f. Approve academic policies and monitor and review their effectiveness.

 g. Review the academic and course delegations annually to ensure these are being implemented effectively and recommend amendments to the delegations to the Council for approval.

 h. Critically scrutinise, approve and accredit courses of study and their associated qualifications.

 i. Oversee academic and research integrity, including monitoring of potential risks.

 j. Critically evaluate the quality and effectiveness of educational innovations or proposals for innovations.

 k. Evaluate the effectiveness of institutional monitoring, review and improvement of academic activities.

 l. Approve the lists of graduands of the University specifying the award and the level of award that each of the graduands is to receive for recommendation of awards to the Council.

 m. Ensure that students have opportunities to participate in academic governance.

The full Terms of Reference for the Academic Senate that were in place during 2024, are located here: Governance (Academic Senate) Rule 2018 (these were replaced by the Governance (Academic Senate) Rule 2024 on 17 December 2024).

Compliance with the Academic Senate Terms of Reference

The Academic Senate can advise Council that during 2024 it has discharged its responsibilities against the Terms of Reference, in relation to:

- endorsing and recommending of the Academic Freedom and Freedom of Speech Attestation Statement to the Council for inclusion in the University's 2023 Annual Report;

- receiving updates on the re-registration of the University as a higher education provider, including reviewing the excerpt of the TEQSA Re-registration Assessment Report relating to academic matters that accompanied the notice of re-registration;

- receiving updates on sector trends and issues, including those related to the Commonwealth Government's policies on international student caps and visa processing;

- monitoring the top ten risks and general updates on academic risk and compliance issues at each meeting;

- receiving the 2024 Annual Legislative Compliance Attestation;

- reviewing the results of the external review of academic governance by Dr Jeanette Baird, 2023 Administrative Review of Academic Governance Report and the Supplementary Report on the Implementation of the Recommendations from the Winchester Review 2018;

- endorsing and recommending the 2023 Student Performance Summary Report to the Council for noting;

- receiving the 2023 Student Access to Support Report;

- noting the proposed changes to the academic probation requirements for 2025;

- receiving the 2023 Graduate Outcomes Survey Annual Report;

- receiving the 2023 Workplace Learning Annual Report and endorsing the actions identified by the faculty boards and the Academic Quality and Standards Committee;

- receiving reporting on the International Academic Entry Requirements, the University's use of English Language Requirements and Waivers for international and domestic students credit arrangements for the international cohort, monitoring the progression of students enrolled at the University via the approved qualifications outside of direct ATAR equivalencies and approving changes to international entry requirements and updates to existing mechanisms as required;

- receiving reporting on the 2023 Academic Staff Promotion Outcomes;

- receiving the Jointly Conferred Course Completions (Charles Sturt University and Avondale University) Report;

- noting the approvals of the listings of graduands by the Academic Senate Standing Committee each month;

- receiving the 2023 Annual Research Report;

- receiving the 2023 Annual Higher Degree by Research Report;

- receiving reporting on the 2023 Graduate Research Experience Survey results;

- approving the nomination of three research active staff to the membership of the University Research Committee;

- receiving an update on the Generative AI and Assessment Mitigations;

- receiving the GenAI Institutional Action Plan (Award Integrity) in response to TEQSA's Request for Information;

- approving course and subject proposals under delegated authority;

- receiving the 2024 Professional Accreditation Report;

- receiving the Staff Academic Misconduct and Integrity Report for the year ended 31 December 2023;

- endorsing and recommending the Student Academic Integrity and Misconduct Summary Report 2023 to the Council for noting;

- receiving the 2023 Research Integrity and Misconduct Report;

- receiving the annual update on the Research Institutes;

- receiving a presentation and update on the Student Experience Transformation Program;

- receiving reporting on the recipients of the University medals;

- receiving an update on the Honorary Awards and Titles process;

- receiving regular reports on the Study Group Finance Teach-Out at each meeting, and the Ming Hua Theological College Teach out, in September 2024;

- approving the revised definition of inherent requirements, the alignment of policies and the development of procedures to reflect the revised definition, and the creation of a work plan to implement changes to inherent requirements;

- receiving the overview of the academic governance model for the Charles Sturt University Melbourne Campus (Melbourne Campus) and regular updates on the Melbourne Campus and the Charles Sturt University Sydney Campus;

- approving new policies and revisions to existing policies including:

  - Indigenous Australian Content in Courses and Subjects Policy;

  - Course and Subject Policy suite

  - Academic Integrity Policy;

  - Support for Students Policy; and

  - The University's Admissions Policy.

- noting changes to associated procedures and guidelines and minor amendments to policies as approved by the Chair under delegation A11;

- noting the minutes of the Academic Senate sub-committee meetings;

- noting the minutes of the Academic Senate Standing Committee, including the approval of the lists of graduands for recommendation to the Chancellor, for admission of the graduands to the degree or award as applicable.

- endorsing and recommending the revised Governance (Academic Senate) Rule 2024 to the Council for approval.

Commentary

The University was granted re-registration as a higher education provider for the full seven-year period without conditions in March 2024. The decision notice to the University was accompanied by an Assessment Report detailing the specific areas TEQSA had identified for further monitoring. The University is required to report to TEQSA on the matters but is not subject to statutory reporting requirements.

Dr Jeanette Baird, external reviewer, was engaged to undertake a review of the areas of concern, to ensure they have been addressed since the submission of the evidence to TEQSA as part of the re-registration process in 2022. Dr Baird's report is due to be completed in February 2025 and it will be considered by Academic Senate at the April 2025 meeting, with further updates on any remediations expected to be provided throughout 2025.

The results of the external review of academic governance undertaken in 2023 by Dr Baird, including the 13 recommendations outlined in the *2023 Administrative Review of Academic Governance Report* (Baird Report), were considered by Academic Senate at the February 2025 meeting.

During 2024, the Governance team and the Chair, Academic Senate worked to address the recommendations which were incorporated into the Management Response and Action Plan approved by Council in April 2024, with 12 of the 13 recommendations now completed.

One of the major outcomes of the recommendations was the review of the Governance (Academic Senate) Rule 2018 (Rule) to ensure the terms of reference reflect the actual authority of Academic Senate in respect of overall academic governance, rather than simply being taken from the Higher Education Standards Framework (Threshold Standards) 2021. The revised Rule was approved by Council in December 2024.

The updated Action Plan will be considered by Academic Senate in February 2025, and a final update will be provided to the Nomination and Remuneration Committee, the Council and Dr Baird, on the completion of the remaining action.

In July 2024, TEQSA issued a Request for Information (RFI) to all higher education providers requesting information on their strategies for managing Generative Artificial Intelligence (GenAI), including credible action plans to articulate how institutions will address the risks AI poses. In September 2024, Academic Senate considered the GenAI Institutional Action Plan (Award Integrity) that was developed in consultation with key stakeholders from across the University in response to the RFI and noted the identified actions were being incorporated into existing management, governance, monitoring and accountability frameworks. Senate will continue to focus on the risks AI poses to academic integrity and will receive periodic updates on the Action Plan in 2025.

On 8 May 2024, TEQSA approved the University's application for the establishment of the Charles Sturt University Melbourne Campus (Melbourne Campus). Academic Senate considered the academic governance model for the Melbourne Campus, which is the same as that of the Charles Sturt University Sydney Campus (Sydney Campus), noting the academic governance model for the University's partnership with Navitas Limited will be delivered in full compliance with the University's endorsed third-party arrangements governance framework. The Melbourne Campus will open in February 2025 and Academic Senate will continue to monitor and oversee the governance arrangements for both campuses.

The higher education sector experienced significant uncertainty in 2024 as a result of Commonwealth Government policies around international student cap allocations and visa processing. The Vice-Chancellor provided regular updates to members on the impact of the policies to the University, including the metropolitan campuses.

The cessation of the partnership between the University and Study Group Finance in 2022 triggered the commencement of teach-out arrangements for 764 students enrolled in 50 individual courses across study centre campuses in Brisbane, Sydney and Melbourne. The University notified TEQSA of the finalisation of the Third-Party Arrangement between the University and Study Group Finance on 18 June 2024. Academic Senate received updates on the teach-out to each meeting, with the final report provided to the October 2024 meeting.

Two important initiatives, designed to encourage participation and engagement within Academic Senate meetings and the University's community were launched during 2024. These were the *Questions on Notice* whereby members of the University's community are invited to submit questions for the Academic Senate to respond to; and the mentoring program, which is open to all members who wish to be mentored by another member of Academic Senate. A further discussion on the mentoring program is planned for the February 2025 meeting.

The 2024 Academic Senate Self-Assessment was completed in December 2024 and the results indicated improvements in most areas, particularly in the areas of academic quality and the oversight of academic risk. The results and any continuous improvement recommendations will be discussed at the February 2025 meeting.

The Academic Senate will continue to work with all academic and divisional leads to ensure appropriate, timely oversight of academic standards at Charles Sturt University and to ensure the highest level of student experience and success for all our student cohorts.

Professor Wilma Vialle
Chair, Academic Senate
3 February 2025

Item 22: Academic Senate – Role and Responsibilities of Members

PURPOSE

To provide a copy of the Statement of the Role and Responsibilities of Members to refresh Academic Senate member's familiarity with this information and to provide a reference point for the Committee's deliberations during the year.

RECOMMENDATION

Academic Senate resolves to **note** the Statement of Role and Responsibilities of Members.

PREVIOUS CONSIDERATION

Previous consideration	Key issues and outcomes
• Academic Senate considered the 2023 Administrative Review of Academic Governance Report and the Supplementary Report on the Implementation of the Recommendations from the Winchester Review 2018 (Reports) at its meeting on 21 February 2024. • A Management Response and Action Plan (Action Plan) was developed to address the 13 recommendations outlined in the Report.	• This paper addresses Recommendation 10 as detailed in the Reports and the Action Plan.

KEY ISSUES

The 2023 external review of academic governance by Dr Jeanette Baird identified a number of recommendations to improve the operations of Academic Senate and its committees.

Recommendation 10 suggested the University 'explore additional methods to ensure that all members of Senate and its committees are well prepared to engage in critical reflection of matters, for example, by assigning 'readers' to introduce particular reports or papers'.

The Action Plan arising from the review undertook to provide the *Statement of Role and Responsibilities of Members* on the Annual Plan for each academic governance sub-committee for submission to the first meeting of each year as part of the remediation action. The attached document is provided as a reminder and reference point for members in advance of the Committee's deliberations during the year, and this aligns with the process already in place for the Council committees.

The *Role and Responsibilities of Members* will be referenced in the University Governance Framework, and it is currently provided to new members of academic governance committees as part of the induction process.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Legislative and Regulatory Compliance Charles Sturt University is committed to a high level of compliance with relevant legislation, regulatory compliance obligations and internal policies	Regular reminders to members of their fiduciary duties and responsibilities.	Yes

and procedures. Charles Sturt has a Low Appetite for behaviours and conduct potentially leading to legislative and regulatory non-compliance.		

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with Standard 6.1.3 of the Higher Education Standards Framework 2021.
Policy Alignment	This decision is made in accordance with the Governance (Academic Senate) Rule 2024.

ATTACHMENTS
A. Statement of Role and Responsibility of Members

Prepared by:	5/2/25	Kate Hayden, Manager, Governance
Approved by:	5/2/25	Mark Smith, Director, Governance
Cleared by:	5/2/25	Professor Wilma Vialle, Chair, Academic Senate

Role and Responsibilities of Members of Academic Senate and its Committees

Regardless of their category of membership (that is, elected, nominated, ex officio etc.) all members of Academic Senate and its committees have the following roles and responsibilities:

a) To understand the purpose and functions of the committee;
b) To regularly attend and actively contribute to meetings and to the work of the committee;
c) To read and critically review all agenda papers before each meeting;
d) To ensure due care and diligence is taken in decision making;
e) To act honestly and in the best interests of the committee and the University;
f) To maintain confidentiality, where required;
g) To declare any conflict of interest that they may have with any matter on an agenda;
h) To be the communication point between the committee and the member's school, faculty, division or other area in relation to discussions, decisions, policies and other developments of the committee; and
i) To comply with the law and the University rules, policies and procedures.

Elected, nominated or appointed members of Academic Senate or one of its committees are encouraged to bring to that committee their own experience and expertise and the views of the particular group or electorate that they represent (such as the student body or a school or faculty). However, as a member of the committee, their decisions and input into the committee must reflect the interests of the University as a whole. Once they assume membership of the Academic Senate or committee, they are subject to the overriding duty to serve in the best interests of Academic Senate or the committee (Bennetts v Board of Fire Commissioners of New South Wales (1967) 87 W.N. (Pt1) (NSW) 307 at 311 refers). (AS 10/69 on 28.7.10 refers).

![Charles Sturt University logo]

Item 23: Academic Senate Standing Committee Report

PURPOSE

To provide a report on the business of the Academic Senate Standing Committee.

RECOMMENDATION

The Academic Senate resolves to:

1. **note** the Academic Senate Standing Committee Report; and

2. **note** the minutes of the Academic Senate Standing Committee meeting held by Flying Minute on 24 October 2024, 28 November 2024, 3 December 2024 (confirmed) and 4 December 2024 (unconfirmed) which included recommendations of the approved lists of graduands to the Chancellor for admission to degrees and awards.

KEY MATTERS FOR NOTING

1. **In Absentia Graduands**
   HESF 1.5, 6 | MTOR 7c

The Committee approved the list of graduands who were eligible to graduate in absentia in October 2024, November 2024 and December 2024 and recommended to the Chancellor the admission of the graduands to the degree or award as applicable.

OUTSTANDING MATTERS

Nil

ATTACHMENTS

A. ASSC2411 24 October 2024 Minutes
B. ASSC2412 28 November 2024 Minutes
C. ASSC2413 3 December 2024 Minutes
D. ASSC2414 4 December 2024 Minutes (unconfirmed)

Prepared by:	5/2/25	Kate Hayden, Manager, Governance
Approved by:	5/2/25	Mark Smith, Director Governance
Cleared by:	5/2/25	Professor Wilma Vialle, Chair, Academic Senate Standing Committee

![Charles Sturt University logo]

ACADEMIC SENATE STANDING COMMITTEE
Meeting No. 24/11

Minutes of the meeting held on 24 October 2024 by flying minute.

ATTENDANCE AND APOLOGIES

Present

Professor Wilma Vialle	Chair, Academic Senate
Professor Graham Brown	Deputy Vice-Chancellor (Academic) (Chair, University Courses Committee)
Professor Sarah O'Shea	Acting Chair, University Research Committee
Mr George John	Nominee of Academic Senate
Professor Janelle Wheat	Chair, Academic Quality and Standards Committee
Professor Marta Hernandez-Jover	Nominee of Academic Senate
Mr Shayne Chau	Nominee of Academic Senate

Apologies

Dr Prue Laidlaw   Interim Deputy Chair, Academic Senate

1. **Declaration of Interests**

   There were no conflicts of interest declared.

2. **Minutes of Previous Meeting**

   > **RESOLUTION ASSC24/22** The Academic Senate Standing Committee resolved to **approve** the minutes of the meeting held on 27 September 2024 by flying minute as a true and accurate record.
   >
   > APPROVED B   A MAJORIT

3. **List of Graduands – 1 November 2024**

   > **RESOLUTION ASSC24/23**
   >
   > The Academic Senate Standing Committee resolved to:
   >
   > 1. **approve** the list of graduands who are eligible to graduate, as listed in Attachment A; and
   >
   > 2. **recommend** the approved listing of graduands to the Chancellor for admission to the degree or award corresponding to their name on 1 November 2024.
   >
   > APPROVED B   A MAJORIT

Signed as a true and accurate record:

_____

Chair

![Charles Sturt University logo]

ACADEMIC SENATE STANDING COMMITTEE
Meeting No. 24/12

Minutes of the meeting held on 28 November 2024 by flying minute.

ATTENDANCE AND APOLOGIES

Present

Professor Wilma Vialle	Chair, Academic Senate
Dr Prue Laidlaw	Interim Deputy Chair, Academic Senate
Professor Graham Brown	Deputy Vice-Chancellor (Academic) (Chair, University Courses Committee)
Professor Michael Friend	Chair, University Research Committee
Professor Marta Hernandez-Jover	Nominee of Academic Senate
Mr Shayne Chau	Nominee of Academic Senate

Apologies

Mr George John	Nominee of Academic Senate
Professor Janelle Wheat	Chair, Academic Quality and Standards Committee

1. Declaration of Interests

There were no conflicts of interest declared.

2. Minutes of Previous Meeting

> **RESOLUTION ASSC24/24** The Academic Senate Standing Committee resolved to **approve** the minutes of the meeting held on 27 September 2024 by flying minute as a true and accurate record.
>
> APPROVED BY A MAJORITY

3. List of Graduands – 6 December 2024

> **RESOLUTION ASSC24/25**
>
> The Academic Senate Standing Committee resolved to:
>
> 1. **approve** the list of graduands who are eligible to graduate, as listed in Attachment A; and
>
> 2. **recommend** the approved listing of graduands to the Chancellor for admission to the degree or award corresponding to their name on 6 December 2024.
>
> APPROVED BY A MAJORITY

Signed as a true and accurate record:

[signature]

_____

Chair

ACADEMIC SENATE STANDING COMMITTEE
Meeting No. 24/13

Minutes of the meeting held on 3 December 2024 by flying minute.

ATTENDANCE AND APOLOGIES

Present

Professor Wilma Vialle	Chair, Academic Senate
Dr Prue Laidlaw	Interim Deputy Chair, Academic Senate
Professor Graham Brown	Deputy Vice-Chancellor (Academic)
	(Chair, University Courses Committee)
Professor Michael Friend	Chair, University Research Committee
Professor Janelle Wheat	Chair, Academic Quality and Standards Committee
Professor Marta Hernandez-Jover	Nominee of Academic Senate
Mr Shayne Chau	Nominee of Academic Senate

Apologies

Mr George John	Nominee of Academic Senate

1. **Declaration of Interests**

   There were no conflicts of interest declared.

2. **Minutes of Previous Meeting**

   > **RESOLUTION ASSC24/26** The Academic Senate Standing Committee resolved to **approve** the minutes of the meeting held on 28 November 2024 by flying minute as a true and accurate record.
   >
   > APPROVED BY A MAJORITY

3. **List of Graduands – Avondale University – 8 December 2024**

   > **RESOLUTION ASSC24/27**
   >
   > The Academic Senate Standing Committee resolves to:
   >
   > 1. **approve** the list of graduands who are eligible to graduate, as listed in Attachment A, noting that these graduands have been approved by the Academic Board of Avondale University at its meeting of 2 December 2024; and
   >
   > 2. **recommend** the approved listing of graduands to the Chancellor for admission to the degree or award corresponding to their name on 8 December 2024.
   >
   > APPROVED BY A MAJORITY

Signed as a true and accurate record:

_____
Chair

Charles Sturt University

ACADEMIC SENATE STANDING COMMITTEE
Meeting No. 24/14

Minutes of the meeting held on 11 December 2024 by flying minute.

ATTENDANCE AND APOLOGIES

Present

Professor Wilma Vialle	Chair, Academic Senate
Dr Prue Laidlaw	Interim Deputy Chair, Academic Senate
Professor Graham Brown	Deputy Vice-Chancellor (Academic)
	(Chair, University Courses Committee)
Professor Michael Friend	Chair, University Research Committee
Professor Janelle Wheat	Chair, Academic Quality and Standards Committee
Mr Shayne Chau	Nominee of Academic Senate
Mr George John	Nominee of Academic Senate

Apologies

Professor Marta Hernandez-Jover	Nominee of Academic Senate

1. **Declaration of Interests**

   There were no conflicts of interest declared.

2. **Minutes of Previous Meeting**

   > **RESOLUTION ASSC24/28** The Academic Senate Standing Committee resolved to **approve** the minutes of the meeting held on 3 December 2024 by flying minute as a true and accurate record.
   >
   > APPROVED BY A MAJORITY

3. **Academic Committees Meeting Guidelines**

   > **RESOLUTION ASSC24/29**
   >
   > The Academic Senate Standing Committee resolves to:
   >
   > 1. **approve** the Academic Committees Meeting Guidelines; and
   >
   > 2. **approve** the disestablishment of the Boards and Committees Policy – General; and the Boards and Committees Policy – Conduct of Meetings of Academic Committees.
   >
   > APPROVED BY A MAJORITY

Signed as a true and accurate record:

_____
Chair

Item 24: Academic Senate Sub-Committees Minutes

PURPOSE

To provide the minutes from the meetings of sub-committees of Academic Senate.

RECOMMENDATION

The Academic Senate resolves to **note** the minutes of the meetings of the Academic Senate sub-committees.

KEY MATTERS FOR NOTING

The minutes for the meetings of the sub-committees of Academic Senate held since the last meeting are provided for the information of members:

University Research Committee	20 September 2024
University Research Committee	27 September 2024
University Research Committee	8 November 2024
Academic Quality and Standards Committee	21 October 2024
University Courses Committee	23 October 2024
Indigenous Board of Studies	4 December 2024

Any items that require specific consideration and or decision by Academic Senate will appear as separate items on the agenda.

OUTSTANDING MATTERS

Nil

ATTACHMENTS

The Minutes can be accessed through the following links:

A. URC48 20 September 2024
B. URC49 27 September 2024
C. URC50 8 November 2024
D. AQSC10 21 October 2024
E. UCC34 23 October 2024
F. IBS35 4 December 2024

Prepared by:	5/2/25	Kate Hayden, Manager, Governance
Approved by:	5/2/25	Mark Smith, Director, Governance
Cleared by:	5/2/25	Professor Wilma Vialle, Chair, Academic Senate

Academic Senate Annual Plan - 2025

Report / Item	Report Type	Responsible Officer	19-Feb	16-Apr	28-May	13-Aug	24-Sep	12-Nov	Action	Comments	HESF	TOR	Committee Timings
Delegate Reports													
Academic Senate Chair's Report	Governance/Academic	Chair, AS	x	x	x	x	x	x	Note		6.3	All	
Vice-Chancellor's Report	Management	VC	x	x	x	x	x	x	Note		6.3	All	
Academic Senate Sub-Committee 1. Minutes 2. Report	Governance/Academic	Mgr, Governance / Committee Chair	1	1	1	1	1	1	Note minutes Note/Endorse/Approve report	Items of importance will be submitted by Chairs as a separate item	6.3	9.c.	
Learning and Teaching													
Student Performance Report - Annual	Governance/Academic Management	DVCA						x	Note and Endorse on recommendation of AQSC	Executive Summary to be submitted to Council.	1.3.1 - 1.3.6 2.2.1 - 2.2.3 5.3.5 & 5.3.7 6.2.1e - h 6.3.1.b 7.3.3.a & 7.3.3.d	9.a. 9.e.	FB - Aug AQSC - Oct AS - Nov CNL - Dec
Academic Staff Profile Report and Scholarly Activity Report	Governance/Academic Management	Chairs, Faculty Board / PVCLT			As required				Note	This report will come from AQSC to Senate, only if AQSC identifies any issues/risks.	5.3.5 5.3.7	9.e.	AQSC - Sep
Graduate Outcomes Survey Annual Report	Management	DVCA						x	Note on recommendation of AQSC		5.3.5 5.3.7	9.e.	AQSC - Sep AS - Nov
Academic Freedom Attestation	Governance/Academic Management	VC	x						Note Submit to Council via AS Report		6.1.4	9.a.	
Academic Promotions Outcomes	Governance/Academic Management	EDPC / VC		x					Note		3.2	9.a.	
Support for Students Report	Governance/Academic Management	PVCLT						x	Note on recommendation of AQSC	21/1/25 - the Student Access to Support Summary (annual summary)* was combined with the Annual Retention Report at the request of Rachel Stephens and the report was renamed Support for Students Report. The report has been added to the FB plans and the timing for all of the reporting including to AQSC is tbc, however, we have been asked to ensure this goes to the last meeting of Senate.	2.2.3 2.3 2.4 3.3	9.a.	AQSC - Oct AS - Nov
Annual Workplace Learning Report	Management	PVCLT					x		Note on recommendation of AQSC		2.1.1 2.1.3	9.e.	AQSC - Jul AS - Sep
International Student Academic and English Language Requirements	Governance/Academic Management	PVCI		x			x		Approve		1.1	9.e.	
Research and Research Training													
Annual Research Report	Governance/Academic Management	DVCR	x						Note on recommendation of URC		4.1 4.2	9.a. 9.e. 9.i.	URC - Nov AS - Feb
Annual Higher Degree by Research Report (including matters of HDR student performance	Governance/Academic Management	DGS			x				Note on recommendation of URC	The report for 2025 is to include: - Commentary on how the University is tracking against the actions of the HDR review work and implementation of initiatives to improve retention rates. - Data on timely progress and timely completions and variations by discplines and supervisors. - Analysis of outcomes for scholarship HDR students versus non-scholarship HDR students to determine whether the scholarship funding is meeting the academic aims. (Requested at the 22 May 2024 meeting)	4.1 4.2 7.3.3.c	9.a. 9.e. 9.i.	URC - Apr AS - May
Research Supervisory Metric Reports	Governance/Academic	DRS						x	Note on recommendation of URC		4.2	9.i.	URC - Sep AS - Nov
Graduate Research Experience Survey	Governance/Academic	DRS			x				Note on recommendation of URC		4.2	9.i.	URC - Apr AS - May
Course Approval and Accreditation													
Major Changes to Courses	Governance/Academic	DVCA / DVCR			As required				Note (via minutes of UCC)		3.1.5 5.1 5.3.1 5.3.2 7.1	9.h.	UCC and AS as required
Course Approvals - via UCC Minutes	Governance/Academic	UCC / URC			As required				Note		5.1 5.3	9.c. 9.h.	UCC, URC and AS as required
Annual Course Performance Health Check (Summary Report)	Governance/Academic	Mgr, Course & Subject Admin		x					Note (Summary report from AQSC) Provide update to Council via AS Report	To provide a snapshot of where the previous years' ACHC are up to and any key themes that emerged.	1.4 (1 - 4) 3.1 5.1	9.h.	AQSC - Mar AS - Apr FBs - Sep (feeds into following years Senate report)

Report / Item	Report Type	Responsible Officer	19-Feb	16-Apr	28-May	13-Aug	24-Sep	12-Nov	Action	Comments	HESF	TOR	Committee Timings
Comprehensive Course Review (Summary Report)	Governance/Academic	Mgr, Course & Subject Admin						x	Note (Summary report from UCC) Provide update to Council via AS Report	To provide a snapshot of where previous years CCRs are up to and any key themes that emerged.	1.4 (1 - 4) 3.1 5.1	9.h.	FB - Sep UCC - Sep AS - Nov ARC - Nov CNL - Dec
Accreditation and discontinuance (teach-out arrangements) for courses of study leading to degrees and awards offered by the University	Governance/Academic	DVCA / DVCR				As required			Approve on recommendation of UCC - summary report to be provided by ADA.		3.1.5 5.1 7.1.2	9.h.	UCC and AS as required
Professional Accreditation Report	Governance/Academic	DVCA						x	Note Submit to Council via AS Report			9.h.	FB - Jun UCC - Aug URC - Sep (HDR courses only) AS - Nov ARC - Nov
Academic and Research Integrity													
Student Academic Integrity and Misconduct Report	Governance/Academic Management	DVCA						x	Endorse Submit summary report to Council		1.3 1.4 2.2 2.3 3.1 3.3.4	9.i.	FB - Jun AQSC - Sep AS - Nov ARC - Nov CNL - Dec
Staff Academic Integrity and Misconduct Report	Governance/Academic Management	EDPC			x				Note		5.2	9.i.	URC - Apr AS - May
Research Integrity and Misconduct Report	Governance/Academic Management	DVCR			x				Endorse Submit summary report to Council	For 2025, report to include: information on the impact of Artificial Intelligence in the next iteration of the Annual Research Integrity Report. (Requested at the 22 May 2024 meeting)	4.1.1 4.2.2 7.3.3.c	9.i.	URC - Apr AS - May
Third Parties													
Consolidated Third Party Provider and Partner Report*	Governance/Academic Management	DRC	x						Note Submit to Council via AS Report	To include reporting on the Charles Sturt University Sydney and Charles Sturt University Melbourne campuses.	5.3 5.4 7.1	9.e.	FBs - Sep AQSC - Oct UCC - Oct ARC - Nov AS - Nov
Awards													
University Medal Recipients Report	Governance/Academic	Mgr, Governance	x				x		Note			1.5	
Honorary Award Nominations	Governance/Academic	VC / US			*		x		Note Submit summary to NRC	* Manager, Governance to remind members in the Notice of Meeting for the August meeting to consider completing nomination submissions for honorary awards and titles for consideration at the August meeting.	1.5		
Strategy and Innovation													
University Strategy	Management	ED DSMA / Strategy Manager	x						Note	Strategy update and Level 1 KPI results	6.2	9.e.	
Student Experience Transformation Program	Management	COO			As required or requested				Note	Previously LMS / Polaris	2.1 3.3	9.e.	
Research Institute Update	Management	DVCR					x		Note	This report has been moved to the September meeting to align with reporting to URC and Council.	4.1	9.c.	URC - Sep CNL - Oct
Risk and Compliance													
Risk and Compliance Update	Governance/Academic Management	DRC	x	x	x	x	x	x	Note	Academic Risk	6.2.1.e 6.3.2.d	9.a. 9.b.	
Legislative Compliance and Delegations Attestation (including information relevant to Academic Senate)	Governance/Academic Management	DRC						x	Note		6.2.1.e & k	9.a. 9.b.	
Academic and Course Delegations	Governance/Academic	US					x		Endorse Send full report to Council for approval	Annual Review of Academic and Course Delegations	5.1 6.3.2	9.g.	
Academic Policies	Governance/Academic	US			As required				Approve	Refer to the Policy Schedule submitted to Council in the University Secretary's Report	6.3.2	9.f.	
Governance													
Annual Assurance Report	Governance/Academic	US	x						Endorse Send full report to Council for noting		6.1.2	9.a. 9.b.	
Statement of Role and Responsibilities	Governance/Academic	US	x						Note		6.1.2		
Sub-committee Annual Reports	Governance/Academic	C, subcommittee		x					Note		6.1.2	9.e.	
Review of Self-Assessment Survey Report	Governance/Academic	Dep Chair / Mgr, Governance			x				Note		6.3	9.d.	
External Review of Academic Governance	Governance/Academic Management	US							Note	Biennial. Next due 2025.	6.3	9.d.	
Review of Annual Plan	Governance/Academic	Chair, AS / Mgr Governance	x	x	x	x	x	x*	Approve	* for following year.	6.3		
Annual Professional Development Workshop**	Governance/Academic	Mgr, Governance		x					** Event	Liaise with the Student Representation and Clubs Manager to align the workshop with the student leader symposium.	6.1.2		

Other Business 179

2025

No.	Date	Time	Location
~~199~~	~~Wednesday 19 February 2025~~	~~10.00am – 12.00pm~~	~~VC~~
200	Wednesday 16 April 2025	10.00am – 12.00pm	VC
201	Wednesday 28 May 2025	10.00am – 12.00pm	VC
202	Wednesday 13 August 2025	2.00pm – 4.00pm	VC
203	Wednesday 24 September 2025	10.00am – 12.00pm	VC
204	Wednesday 12 November 2025	10.00am – 12.00pm	VC