

## MINUTES

ACADEMIC BOARD

(6/16)

7 NOVEMBER 2016

- PRESENT:** The Chairperson of the Board (Professor Naylor), Professor Connolly, Dr Devine, Ms Gordon (for Professor Kift), Professor Greenwood (via videoconference), Ms Griffin, Professor Knight (via videoconference), Dr Kuttainen, Dr Lasen (via videoconference), Mr Middleton and Mr McMahon.
- ATTENDANCE:** Mr Kern (Secretary) and Ms Sutherland (Minute Secretary). Ms Leete (CIMS) and Ms Midson (Director, Student Services) (via videoconference) (Observers). Professor Stewart and A/Professor Sealey (for item 12). Ms Hamilton, Dr Morris and Mr Zamykal (for items 11 & 15).
- Other members of staff as observers for the "Meeting in the Round":  
In Townsville: Ms Barrett, Mrs McPherson, Mrs Murray, Dr Skerratt, Ms Staer and Ms Weier.  
In Cairns: Professor Aikhenvald and Ms Cook.  
In Singapore: Ms Arumynathan and Dr Dillon

**WELCOME TO NEW MEMBER** The Chair welcomed Dr Kuttainen onto the membership of the Board noting that she had been provided with a an induction prior to the Meeting.

**START TIME:** 12:03pm

- 1.1 APOLOGIES:** Apologies were received from the Deputy Chairperson of the Board (Professor Sen Gupta), the Vice Chancellor (Professor Harding), Professor Cocklin (Chair, Research Committee), Professor Elston and Professor Kift (Chair, Education Committee).

### APPROVAL OF PART B ITEMS

The Chair invited members to indicate any items in Part B they wish moved from Part B of the Agenda to Part A. Thereupon all other items in Part B were deemed to have been approved or noted as presented. Members requested that items 17, 19, 23 and 25 be elevated to Part A for discussion.

**1.2 DECLARATION OF CONFLICTS OF INTERESTS:**

There were no conflicts of interests declared.

**2. MINUTES:** The following Minutes were adopted as a true and correct record:

**2.1** Ordinary Minutes of Meeting (5/16) held on 26 September 2016 and signed by the Chairperson

N-G&CS

**3. BUSINESS ARISING FROM THE MINUTES:**

There was no business arising from the minutes.

**4. ACTION TAKEN:**

**4.1 ACTION TAKEN BY COUNCIL ON PREVIOUS RECOMMENDATIONS**

All matters arising from the minutes of the Board's (5/16) Meeting, held 26 September 2016, requiring the support or approval of the Council, received such support or approval on 21 October 2016.

**4.2 ACTION TAKEN ON PREVIOUS RESOLUTIONS IMPACTING ON JCU SINGAPORE**

The minutes of Academic Board Meeting (5/16) of 26 September 2016, were considered by the Academic Compliance Committee (ACC) in Singapore at its next scheduled meeting.

**5. MATTERS NOT YET FINALISED:**

**5.1 REVIEW OF THE CAIRNS INSTITUTE** - Item to be placed on the Schedule of Business for 2017

**5.2 UNIVERSITY POLICY – INTERNATIONAL POLICY – INTERIM POLICY - ATTENDANCE MONITORING POLICY - ENGLISH LANGUAGE PROGRAMS – FORMAL APPROVAL REQUIRED (2/16)**  
This item was withdrawn and would be presented to a future meeting.

**5.3 SELT REPORT – QILT REPORT - GRADUATION DESTINATION SURVEY REPORT (SEE ITEM13)**

**6. VICE CHANCELLOR'S REPORT – STATEMENT AND QUESTIONS**

The Board noted the Vice Chancellor's report, dated 7 November 2016, which addressed the following matters:

- Budget Savings (Omnibus Bill) 2016
- 2017 Funding Agreements and Compacts
- Review of the Cost of Delivery of Higher Education
- Research and Development Tax Incentive Review
- Advance Queensland STEM.I.AM Program
- Advancing our Cities and Regions Strategy
- Respect. Now. Always. Program running at JCU
- TEQSA Accreditation
- Student Load Report
- 2016 Academic Ranking of World Universities by Subject Field
- Times Higher Education World University Ranking
- Conversions Priority Project
- Australian Awards for University Teaching
- 2016 Inclusive Practice Awards
- Outstanding Alumni Breakfast
- Three Minute Thesis Competition
- JCU Brisbane
- United Nations Habitat III Conference
- ARC Centre of Excellence for Australian Biodiversity and Heritage
- Singapore Council for Private Education Graduate Employment Survey
- JCU Pathways
- International Recruitment
- School Engagement
- Graduation Ceremonies

N-EO RESOLVED:  
that the report from the Vice Chancellor dated 7 November 2016, be accepted.

#### 7. **CHAIRPERSON OF THE ACADEMIC BOARD – REPORT**

The Chairperson of the Academic Board introduced his report, which addressed the following matters:

- Academic Board Communication and Engagement Strategy
- Scheduled Meetings
- Other Meetings/Activities Attended Include
- Working parties reviewing and implementing Delegations
- TEQSA
- IRU Senior Staff Forum
- The Australian Chairs of Academic Boards Conference (OZCABS)

N-ChAB RESOLVED:  
that the report from the Chairperson dated November 2016, be accepted.

#### 8. **CHAIR OF EDUCATION COMMITTEE REPORT**

The Chairperson's Report addressed the following key points:

- Pathway Masters to PhD Working Party
- 2016 National Symposium on Enhancing Student Mental and Wellbeing
- Visit to JCU: Emeritus Professor Geoff Scott
- RESPECT. NOW. ALWAYS
- Student Services Change Plan Implementation
- Update on Student Services Conversions Priority Project
- Exit and Intermediate Awards - Transitional Process
- Academic Health Check Ups
- National Citations for Outstanding Contributions to Student Learning
- JCU Inclusive Practice Awards
- JCU Sessional Teaching Awards
- Subject Coordinator Advanced Workshop
- Professional Learning Series

- Epigeum Module: Developing an Enterprising Mindset
- Curriculum Management Project
- Additional 2016 Meeting of Education Committee

RESOLVED:

N-CHEC that the report from the Chairperson of Education Committee dated November 2016, be accepted.

**9. CHAIR OF RESEARCH COMMITTEE REPORT**

The Chairperson's Report addressed the following key points:

- National Internship Program
- Report on THES, QS and NTU Rankings
- Update on Impact and Engagement Assessment Framework
- Research Committee 2017 Priorities
- Report from the Dean, Research Infrastructure
- Australian Government and Singapore Government Research Collaboration

RESOLVED:

N-CHRC that the report from the Chairperson of Research Committee dated November 2016, be accepted.

**10. THIS ITEM WAS WITHDRAWN****11. CONFIDENTIAL AND COMMERCIAL IN CONFIDENCE - PRESENTATION: STUDENT LOAD**

Ms Hamilton, Director Quality Planning and Analytics introduced the presentation in relation to the University's Student Load data and Student Load Forecasts and highlighted the following:

Ms Hamilton advised the Board that the information contained in the report was 'Commercial in Confidence'.

The Report addressed the following topics:

- Understanding Student Load (EFTSL)
- Student Load Projections by:
  - All campuses
  - Australian Tropical Campuses (ATC) -Townsville, Cairns, Mount Isa, Thursday Island, Mackay
  - JCU Singapore
  - JCU Brisbane
  - JCU tracks ATC student load and income by fee type
  - Commonwealth-Supported (CSP)
  - Student load and income forecasts are prepared using a model developed in COGNOS TM1 and are reported in EFTSL only
  - The forecast total taught student load is the view presented in the University's triennium budget
  - The student load and income projections would only become reality if the commencing targets were met and the other budgeting assumptions held true
  - Commencing student load provided an indication of future total student load
  - Continuing student load was calculated by the TM1 model. The accuracy of this model compared favourably with sector benchmarks
  - The main drivers of commencing student load were:
    - student demand for our courses and conversions of applications/preferences to enrolments
    - JCU's reputation and student perception
    - Population growth in our main catchment areas
    - Economic and demographic factors in our region (for domestic) and global economic factors (for international)
    - Competition
  - The main drivers of continuing student load were:
    - Commencing cohorts in prior years
    - Student retention rates
    - Student part-time ratio
    - Course term (ie. degree length)
- Trend noted in commencing student load between 2014 and what is forecast in 2016

- Student load projections were noted, taking into account strategies to achieve targetted growth in commencing student load in 2017 and targetted conversions of offers to acceptances.
- Sensitivity differences in movements in student load between ATC, JCUS and JCUB were noted
- Current analysis of market share of CSP students in our region was noted.
- Areas where increasing threat of competition was growing were noted
- Current conversion rates and strategies in play were noted
- JCU was targetting good recruitment over the next 3 years
- JCU's current unfunded student load where capped CSP places existed, was noted
- Forecasts for commencing CSP in the draft 2017-2019 budget were noted
- QTAC applications were a leading indicator of commencing domestic undergraduate student load
- There was a reduced cohort of students tracking their way through Queensland schools. These students are currently in year 9 and would have the first opportunity to attend university in 2020
- The reasons why the impacts extend beyond 2020 were noted
- Current indications around International enrolments on ATCs in 2017 were noted.

The Board noted that student load projections are developed following detailed consultation at College and Divisional level.

The Board noted a projected decline for the Institutional Total Student Load but that the Institutional Commencing Student Load was projected to be up based on conversion numbers.

Ms Hamilton advised the Board that the principles around the target were challenging but thought that they were attainable. She also advised the Board that there was a lot of work going on to do things better and this would improve things in the future.

The Board noted that there had been a marked increase in advertising from southern universities that had very engaged social media campaigns.

The question was raised as to whether there was any data on retention rates for converted students through conversions and was advised that there may be individual studies by other universities but currently there was no data for JCU.

**RESOLVED:**

that the commercial in confidence presentation on Student Load by Ms Hamilton, be noted.

**12. COLLEGE ON A PEDESTAL: COLLEGE OF HEALTHCARE SCIENCES**

The Chair introduced Professor Stewart, Head of the College of Healthcare Sciences and A/Professor Sealey, the College's Associate Dean Learning and Teaching, for the "College on a Pedestal" presentation.

Professor Stewart highlighted the following:

- Student EFTSL – 1700
- Staff numbers – 219 continuing; 266 casuals
- With dual degrees included, we have more than 10 programs requiring accreditation
- Campuses and teaching sites:
  - Townsville/Cairns/Singapore/Mackay/Mt Isa/Thursday Island/Cloncurry
- Designated WHO Collaborating Centre
- Centre for Nursing & Midwifery Research
- College Leadership Group
- College Learning & Teaching Committee
- College Research Committee
- College Academic Lead – Indigenous Health/partnering relationship with new Indigenous Centre
- Shared appointments with Queensland Health – Professor Nursing, Mental Health academic, exploring other options including Physiotherapy

Associate Professor Sealey highlighted the following governance matters and outcomes from a Learning and Teaching perspective within the College:

- Learning & Teaching innovations were emerging
- Subject outline space was being worked on
- Peer review and auditing was made compulsory
- Internal approval processes were being reviewed

- Assessment moderation tool kits developed
- Student focussed meetings
- Student voices were well heard across all disciplines
- Listened to feedback from surveys
- Communications were being uploaded and they were frequent
- Forward thinking courses were coming through
- Responding to market demands
- Increased demand for adult-based support for staff
- New curriculum management system looking forward to coming online
- Moving sooner rather than later
- Focus on casuals – asking the question: How are we mentoring our staff?
- Clinical training critical to roll out highly trained graduates

Good news:

1. Leading the development, implementation, review and sharing of College internal Quality Assurance processes such as subject outline pre-population, peer review and auditing; online exam management approvals; assessment moderation compliance and assessment meeting processes
2. Successful transition to College Curriculum Management Committee (CCMC) & College Learning & Teaching Meeting (CLTM) structures with clear terms of reference and aims, deliberate membership differences, and clear processes. Noting that the CCMC focuses on approvals of subject and course changes; while CLTM is a hands-on committee that develops and implements student learning initiatives such as orientation activities and learning support.
3. Solid communication strategy via committee minutes (Available to all staff) and LearnJCU L&T community site updates, resources and links.
4. Forward thinking courses - developing AQF8 Bachelor Honours degrees (embedded & end-on); and industry-driven professional development courses/modules.
5. Staff actively engaged with student-staff engagement and feedback opportunities.

Challenges identified in the Learning and Teaching Space:

1. The existing Course and Subject Database is very fragile and curriculum design is largely paper-based. New Curriculum Management System will present significant opportunities
2. Increasing requests for at-elbow curriculum development support, particularly for assessment design and rubric development.
3. Cross-campus consistency of processes, curriculum and support are improving but work is continuing and is challenged by differing expectations and structures.
4. Provision of mentoring for staff beyond the L&T induction and role-specific workshops.
5. Learning spaces availability for on-campus experiences.
6. Communication across the Institution - committees have representation from key areas across the University in an attempt to ensure that changes/activities are implemented at all levels, however representation is sporadic.

The Chair of the Board thanked Professor Stewart and a/Professor Sealey for their presentation and asked if there was anything that the Board could be doing to help the College at this stage or any impediments the Board should look at.

The College identified the following priority areas:

- the need for education designers to assist with work
- the Board needs to have the ability to be nimble around approving programs so bureaucratic barriers were not put in the way of fast approvals.
- ensuring the University supported the development of graduating health professionals for rural and remote allied health services
- challenges associated with award finalisation and graduation approval processes.

RESOLVED:

N-CHS that the College on a Pedestal presentation from the College of Healthcare Sciences, be noted.

**13. QPA - QILT REPORT INCORPORATING: SES (STUDENT EXPERIENCE SURVEY) - CEQ (COURSE EVALUATION QUESTIONNAIRE) - GDS (GRADUATION DESTINATION SURVEY)**

Mr Zamykal, Manager, Reporting and Analytics with the Quality Planning and Analytics Directorate, introduced the presentation. Dr Morris, Predictive Analytics and Teaching Quality Data Specialist

within the Directorate of Learning, Teaching and Student Engagement was also present.

The presentation included the following reports:

- QILT Report incorporating:
- SES (Student Experience Survey)
- CEQ (Course Evaluation Questionnaire)
- GDS (Graduation Destination Survey)

Mr Zamykal spoke to the item and gave a live presentation highlighting the following points:

- COGNOS has QILT link
- QILT compared JCU to other regional universities
- Universities can directly reference QILT data
- JCU ranked well on student support
- Universities leveraging off QILT data and promoting it

Ms Gordon, Director, Library and Information Services (LIS), drew the Board's attention to the high quality assessment of LIS and that having Library resources was rated as high. However, in view of continual budget cuts, this wouldn't be sustainable.

A member asked if there was a connection between student experience and the resources of a university.

Questions were raised about how QILT collected its information and how reliable was the data? Dr Morris advised the Board that ABSC fields data can get down to course level if necessary but this may not line up exactly with JCU's Discipline Codes. The Board was advised that the data results could not currently be dissected based on location for remote students with the lowest level being done at "Field of Education" level and in turn this may extend to undergraduate and postgraduate analysis.

The Chair thanked Ms Hamilton, Mr Zamykal and Ms Morris for attending to speak to the item and invited Mr Zamykal back to a meeting next year.

Professor Connolly thanked the Chair for responding to issues raised by members and for allowing Academic Board to be more informed.

RESOLVED:

N-QPA that the report on QILT Report incorporating SES (Student Experience Survey), CEQ (Course Evaluation Questionnaire) and GDS (Graduation Destination Survey), be noted.

**14. TEQSA RE-REGISTRATION ACADEMIC QUALITY – QUALITY MANAGEMENT – QUALITY ASSURANCE**

The Board noted that the recent TEQSA Self-Assessment Tool exercise had confirmed the considerable degree of compliance considered to be in place at the University. It also highlighted areas requiring attention in order for JCU to meet all standards. One significant area of focus was that of comprehensive academic course review. Whilst academic programs were currently reviewed in a range of ways such as Course Performance Reporting and external accreditation, the University does not have a clearly defined structure to ensure all courses undergo a "periodic" comprehensive review.

**TEQSA Requirements**

Domain 5.3.1 requires Providers to undertake comprehensive course reviews for its academic courses at least every 7 years. TEQSA has also advised that review cycles 'should ensure the course is updated whenever required, and should provide for a comprehensive course review.

Collectively JCU currently uses a range of quality management activities to inform both quality assurance and quality improvement.

1. *Course Performance Reports (CPRs)*
2. *Division Academic Program Reports (DAPRs)*
3. *College/discipline based course review and analysis*
4. *Monitoring and reporting on professional accreditations*
5. *Academic Calibration Project (assessment quality verification)*
6. *Other measures*

A sector scan of course review approaches was undertaken for 21 Australian universities noting access to some material was restricted. The majority of the 21 universities have clear requirements for in-depth

cyclic review of their courses to inform academic governance decisions on course reaccreditation. Over half of the universities had a five year cycle, four had adopted a seven year cycle. 11 universities conducted annual self-reviews as well as cyclic reviews.

Only 12 of the universities referred to professionally accredited courses. Of these, two did not require professionally accredited courses to undergo additional external review. The remaining ten required professionally accredited courses to undergo the university's cyclic review process, but with provisions to reduce duplication of effort.

A number of universities have or are reviewing course review structures in line with the new Higher Education Standards Framework (Threshold Standards) 2015. Underpinning this review is a move to the harmonisation of professional accreditation and cyclical course reviews.

Most universities identify an academic quality governance structure that includes an academic senate or board, and a standing academic quality committee. It is proposed to establish a working group for a fixed term in place of a formal governance structure. A draft set of Terms of Reference for such a body was provided drawn from University of Canberra, University of Tasmania, University of South Australia, and Edith Cowan University.

JCU needed to ensure its approach to course monitoring, review and renewal was efficient and effective in supporting continuous improvement of our courses, was compliant with TEQSA Threshold Standards and was sustainable within our resource constraints. A Quality Management Policy and Integrated Quality Framework were proposed to provide the underpinning principles of development and management of academic quality at JCU. These have been developed with reference to good practice across the sector including the University of Tasmania and University of Wollongong, and the principles of ISO 9001:2015. These tools aim to provide the underpinning corporate framework on which JCU can better meet the quality management obligations inherent in the Higher Education Standards Framework.

One of the challenges for this was the relatively high number of coursework courses on offer – approximately 270 (EFTSL>0, coursework, undergraduate + postgraduate) courses for 2017. The strategies proposed take into account available resources and the complexity and size of the academic profile.

The Board noted that JCU needed to develop and implement a course review strategy that was built on:

- data analysis and benchmarking with external standards;
- clear academic governance;
- be an efficient use of resources; and
- supports evidence based academic quality management decisions.

The Policy outlined the three key components of the University's course review Framework that were needed to achieve this:

1. *Maintenance and continued enhancement of the annual CPR/DAPR process*
2. *Introduction of Comprehensive Academic Course Review (Attachment 3)*
3. *Establishment of an Expert Working Group*

The renewal of academic governance structures 'post' Academic Governance Review had strengthened academic governance arrangements at JCU, with a clear path of approval and management of all courses now in place.

The Board noted that the Curriculum Management Improvement Project had potential to support the Course Review work in the provision of a 'single source' for course, curricula data.

With regard to the structure for comprehensive academic course review procedure, the Board noted that there were three types of comprehensive course review processes following the 'first pass' review. Furthermore, feedback had been provided about concerns that the involvement of the College /Division in the new course evaluation review processes may create a conflict of interests. Instead it was suggested that there should be a separation of functions.

During discussions about the Comprehensive Academic Course Review Procedure A/Professor Lasen provided feedback in relation to the *Comprehensive Academic Course Risk Map and specifically around Indicator 8 – Assessment – methodology, mapping to learning outcomes*, stating that there was no indication in the descriptors of the quality of design of assessment (validity and authenticity)

and the reliability of grading practices (pre and post moderation practices).

The Board agreed that this review process provided a tangible opportunity for it to be closely involved in the course review space. In this regard, there was more development work to do.

The Board noted that while there had been some consultation in the development of the Policy and Procedure it was not complete. One of the purposes of the working group would be to ensure consultation was completed and the Board's feedback would be appropriately addressed.

RESOLVED:

that:

1. the establishment of an Academic Board Expert Working Group to provide advice and support for academic quality management, including the Comprehensive Academic Course Reviews project, be approved;
2. subject to concerns raised by the Board, the draft Quality Management Policy, be endorsed;
3. subject to concerns raised by the Board, the draft Integrated Quality Framework, be endorsed; and
4. that the feedback provided on the Comprehensive Academic Course Review Procedure be noted and addressed by the Academic Board Expert Working Group .

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N-CHRAP

**15. ACADEMIC BOARD – PROPOSED TARGETS FOR 2017 KPIS AND PIS**

A-EXAMS  
A-DGRS

Academic Board is requested to endorse the proposed targets for 2017 PIs that the committee has oversight responsibility, and recommend to Council the proposed targets for the 2017 KPIS that the committee had oversight responsibility. (KPIS are highlighted in yellow to distinguish them from PIs).

The Board raised queries in relation to the compilation of the targets and the projected numbers and was advised that at the point when the budget was approved the targets equalised the projections. However, as the year progressed the projections were adjusted to reflect actual circumstances and events and included an estimated component through to the end of the year, based on what has happened, available data and historical statistics. By contrast the targets remained the same.

RESOLVED:

that the proposed targets for 2017 PIs (Performance Indicators) for which Academic Board has oversight responsibility, be endorsed.

N-QPA

RESOLVED TO RECOMMEND:

that the 2017 KPIS (Key Performance Indicators) targets that Academic Board has oversight responsibility be endorsed and recommended to Council for approval.

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**16. OFFERING ADDITIONAL HDR PROGRAMS IN SINGAPORE**

N-MGRSC

Professor Greenwood introduced this item. The Board noted that James Cook University, Singapore (JCUS) had a desire to increase the quality and quantity of its research outputs. One way to assist in this goal would be to increase the number of HDR students supervised by staff in Singapore. A big constraint was that JCUS was unable to have international HDR students studying on the Singapore campus. In the case of international students, this meant that they were not recognised as students in Singapore, and were unable to get the appropriate VISA to be in Singapore. While Singaporeans could enrol in HDR degrees in Australia and be supervised by staff in Singapore (i.e., they could work on their PhD in Singapore), this was likely to be a smaller market than the international market for various reasons.

JCUS wished to ensure that students, both domestic (i.e., Singaporean) and international, could study HDR programs in Singapore. To be able to cover the range of disciplines represented by the staff located in Singapore, JCUS would need to be able to offer the following programs:

- Doctor of Philosophy (Agriculture, Environmental and Related Studies)
- Doctor of Philosophy (Education)
- Doctor of Philosophy (Health)
- Doctor of Philosophy (Information Technology)
- Doctor of Philosophy (Management and Commerce)
- Doctor of Philosophy (Society and Culture)
- Master of Philosophy (Agriculture, Environmental and Related Studies)
- Master of Philosophy (Education)
- Master of Philosophy (Health)

- Master of Philosophy (Information Technology)
- Master of Philosophy (Management and Commerce)
- Master of Philosophy (Society and Culture)

Both variants of the following programs had already been submitted to the CPE to be registered.

- Graduate Certificate of Research Methods
- Graduate Diploma of Research Methods

The Board noted that whilst JCU would ask the CPE for permission to offer all of these HDR programs in Singapore, unless we had the appropriate facilities, supervisory capacity and could provide a quality HDR experience for students we would not support applications. In any case, the final decision on all enrolment matters would rest with the Colleges into which the students enrolled and the GRS. If either the College or the GRS thought that the experience JCUS was able to provide the applicant would be substandard, they could simply not support the application.

The majority of applicants initially would come from the disciplines of Psychology and Business.

### **Psychology**

JCU Singapore employs 18 academic staff in the discipline of Psychology. All are doctorally qualified. Of these staff, one is on the Advisor Register as an advisor mentor, 5 are listed as primary advisors, and 5 as secondary advisors. Of the 18 staff, 7 are citizens and 4 have PR. Only 5 of these staff are on employment passes. It is argued that having 18 staff in the discipline and 11 of them with citizenship or permanent residency status provides a proper base to enable JCU Singapore to offer a good quality HDR experience to potential students in psychology.

### **Business**

JCU Singapore employs 14 academic staff in the discipline of Business and 3 academic staff in IT who often research in business fields. All are doctorally qualified. Of these staff, 9 are listed as primary advisors, and the 3 IT staff are all primary advisors. Of the 14 staff, 8 are citizens and 1 has PR. Only 5 of these staff are on employment passes. Two of the IT academics have PR and 1 is on an employment pass. It is argued that having 14 staff in the discipline and 9 of them with citizenship or permanent residency status provides a proper base to enable JCU Singapore to offer a good quality HDR experience to potential students in business.

*2. That a process is established through which areas of focus for research at the Singapore campus are defined and that this process recognize the need to account for disciplinary demand factors in **building up a critical mass of HDR candidates**.*

*11. That consideration be given to Singapore becoming a venue for facilitating the professional development of selected **HDR candidates** and Early Career Researchers from the tropics as a contribution to fulfilling JCU's Strategic Intent of 'Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference'.*

The Board noted that Research Education Sub-committee (RESC) had at its (5/16) meeting held on 20 October 2016, endorsed the following:

#### **\*7.7 HDR at JCUS**

*Professor Greenwood explained the challenges of expanding the number of HDR candidates based at JCUS. At present applicants who are not Singapore nationals cannot enroll through JCUA because their enrolment would not be considered to be in Singapore and hence they cannot obtain a visa to study there.*

#### **Resolved:**

- 1. The RESC endorse the enrolment of HDRs based at JCUS, and make consequential recommendations to Research Committee noting that details of fees and other administrative matters need to be clarified.*

Due to there being no further Research Committee meetings for 2017, the Chair of Research Committee noted the RESC minutes and endorsed the proposal to be put forward to Academic Board.

The Board is requested to endorse the provision of the HDR Programs in Singapore, subject to details of fees and other administrative matters being clarified, and forward the proposal to Council for approval.

The Board noted that JCUS had not previously sought HDR approval but was now capable of providing the same conditions as in Australia. With such approval JCUS could register HDRs with CPE (now Skills Future) and thus allowing HDR students to obtain a Singapore student visa. Singapore has

looked at this for quite a while.

Ms Gordon asked whether there was adequate support for such things as library support and research support. Professor Greenwood advised that JCUS was trying to support HDR students and research staff, but trying to do so with limited resources. Professor Greenwood advised on behalf of JCUS that JCUS would provide the appropriate resources to support HDR students.

The Board noted that the item needed to go to Council for approval.

RESOLVED TO RECOMMEND:

that the provision of HDR programs in Singapore be endorsed, subject to details of fees and other administrative matters being clarified, and forwarded to Council for approval.

**17. ACADEMIC OFFERINGS – DIVISION OF TROPICAL ENVIRONMENTS AND SOCIETIES –  
NEW COURSE OFFERING FOR SINGAPORE - BACHELOR OF EDUCATION PROFESSIONAL DEVELOPMENT**

Concerns were raised regarding evidence of demand particularly with current small numbers in the B Ed EC and if the program was viable, however, the Board recognised the business plan was within the purview of JCUS and that Academic Board needed only endorse the Division's decision to make the Bachelor of Education Professional Development available in Singapore and that the College would support the program and its coordination.

RESOLVED TO RECOMMEND:

that the proposed new course offering in Singapore of the *Bachelor of Education Professional Development* within the Division of Tropical Environments and Societies, as recommended by the Deputy Vice-Chancellor, be endorsed and forwarded to Council for final approval .

**18. ACADEMIC OFFERINGS – DIVISION OF TROPICAL ENVIRONMENTS AND SOCIETIES –  
COURSE/MAJOR/MINOR AMENDMENTS**

RESOLVED:

that the amendments to the course award requirements of the following courses/majors/minors in the Division of Tropical Environments and Societies, as approved by the Chairperson of Academic Board, be noted:

*Bachelor of Arts – Bachelor of Business*

*Bachelor of Arts – Bachelor of Science*

*Bachelor of Arts - Bachelor of Laws (Hons)[Embedded]*

*Bachelor of Arts - Bachelor of Laws*

*Bachelor of Business - Bachelor of Laws (Hons)[Embedded]*

*Bachelor of Business - Bachelor of Laws*

*Bachelor of Science - Bachelor of Laws(Hons)[Embedded]*

*Bachelor of Science - Bachelor of Laws*

*BSc - Advanced Chemistry Minor*

*BSc - Advanced Mathematics Minor*

*BSc - Advanced Physics Minor*

*BSc - Chemistry Minor*

*BSc - Environmental Geochemistry Minor*

*BSc - Exploration Minor*

*BSc - Field Studies in Earth Sciences Minor*

*BSc - Fisheries Minor*

*BSc - Marine and Environmental Science and Sensors Minor*

*BSc - Mathematics Minor*

*BSc - Physical Geography Minor*

*BSc - Physics Minor*

*Master of Minerals Geoscience*

*Postgraduate Qualifying Program*

*TES - Biodiversity Assessment Minor*

*TES - Coastal and Marine Management Minor*

*TES - Conservation Minor*

*TES - Corporate Environmental Management Minor*

*TES - Data Science and Big Data Analytics*

*TES - Infrastructure and Planning Minor*

A-SECT  
A-CIMS  
A-DTES

A-CIMS  
N-DTES

*TES – Introduction to Marine Biology Minor*  
*TES - Land and Water Management*  
*TES – Paleontology*  
*TES - Preparatory Science Minor*  
*TES - Spatial Science Minor*  
*TES - Urban Design Minor*  
*BEnvPrac - Biodiversity Assessment and Management Major*  
*DipHigherEd - Information Technology Major*  
*DipHigherEd - Society and Culture Major*  
*Graduate Certificate in Business Administration*  
*Bachelor of Arts*  
*Bachelor of Advanced Science*  
*Bachelor of Environmental Practice*  
*Graduate Certificate of Business Administration*  
*Graduate Certificate of Disaster Management*  
*Graduate Certificate of Family Dispute Resolution*  
*Graduate Certificate of Information Technology*  
*Graduate Certificate of International Hospitality Management*  
*Master of Business Administration*  
*Master of Business Administration - Creativity and Innovation major*  
*Master of Tropical Urban and Regional Planning*

*Bulk Approval:*

- 1. Graduate Certificate of Development Practice*
- 2. Graduate Diploma of Development Practice*
- 3. Master of Development Practice*
- 4. Graduate Certificate of Science - Aquaculture Science and Technology*
- 5. Graduate Certificate of Science - Protected Area Management Major*
- 6. Graduate Diploma of Science - Aquaculture Science and Technology Major*
- 7. Master of Science - Aquaculture Science and Technology Major*
- 8. Master of Science - Protected Area Management Major*

*Bulk Approval:*

- 1. Bachelor of Arts – Bachelor of Science*
- 2. Bachelor of Geology*
- 3. Bachelor of Marine Science*
- 4. Bachelor of Engineering (Honours)[Embedded] – Bachelor of Information Technology*
- 5. Bachelor of Engineering (Honours)[Embedded] – Bachelor of Science*
- 6. Bachelor of Advanced Science – Mathematics Major*
- 7. Bachelor of Science – Advanced Mathematics Minor*
- 8. Bachelor of Science – Aquaculture Science and Technology Minor*
- 9. Bachelor of Science – Chemistry Minor*

*Bulk Approval:*

- 1. Bachelor of Education (Early Childhood Education)*
- 2. Bachelor of Education (Primary)*
- 3. Bachelor of Education (Secondary)*
- 4. Master of Teaching and Learning*

*Non-award English for Academic Purposes*

*Non-award General English*

*Bachelor of Education Professional Development – Early Childhood major*

**19. ACADEMIC OFFERINGS – DIVISION OF TROPICAL ENVIRONMENTS AND SOCIETIES – NEW COURSES**

These course proposals are part of a successful bid by JCU to a proposal request by the *Secretariat of the Pacific Community* (SPC) for the Design, Development and Delivery of accredited graduate certificate and diploma in Ridge to Reef Sustainable Development from 2017. The theme of the programs and the partnership with Pacific countries strongly align with JCU's intent for brighter futures for the tropics worldwide. There was an 'incumbent' provider for the SPC – International Water Centre a collaboration between UQ, Griffith, Monash and UWA previously provide equivalent program in

Integrated Water Management.

Main concern Clause 12 – 191 which saw the potential to give away the intellectual property.

Questions were raised in relation to the ownership of Intellectual Property rights and whether they had been transferred to JCU. Furthermore it appeared that the Impact of the contract was that whatever JCU delivered we had to give to the other organisation and JCU couldn't use for itself. The Board was advised that existing IP had been transferred from another university to JCU already and that not much new IP going into this venture. However, it was unclear as to whether legal had reviewed the arrangement and the IP issue.

The Board noted a concern that it appeared as though due diligence had been undertaken on JCU but that no due diligence had been undertaken on the partner organisation. This would need to be addressed before being taken back to VCA for further consideration. The arrangement needed further review.

The questions were taken on notice and subject to the concerns being adequately addressed and the points raised being clarified to the satisfaction of the Chairperson and VCAC review, the courses would be approved

RESOLVED:

that subject to issues raised being addressed and VCAC review, the proposed following new courses, as recommended by the Deputy Vice-Chancellor, Division of Tropical Environments and Societies, be approved:

A-CIMS  
A-DTHM

- Graduate Certificate in Ridge to Reef Sustainable Development
- Graduate Diploma in Ridge to Reef Sustainable Development

**20. ACADEMIC OFFERINGS – DIVISION OF TROPICAL HEALTH AND MEDICINE – COURSE/MAJOR/MINOR AMENDMENTS**

RESOLVED:

that the amendments to the course award requirements of the following courses/majors/minors in the Division of Tropical Health and Medicine, as approved by the Chairperson, be noted:

A-CIMS  
A-DTHM

- Grad Cert of Rehabilitation - Speech Pathology Major
- Grad Dip of Rehabilitation - Speech Pathology Major
- Master of Public Health and Tropical Medicine
- Graduate Certificate of Nursing Practice
- Bachelor of Nursing Science / Bachelor of Nursing Science (Pre-registration) (External)
- Bachelor of Nursing Science – Bachelor of Midwifery

**21. CONFIDENTIAL: DEGREES: AWARD OF DOCTOR OF PHILOSOPHY**

RESOLVED:

that the following Doctor of Philosophy awards be approved:

<u>Candidate</u>	<u>Field of Study</u>
AGUILAR HURTADO, Catalina	Molecular Biology
ATHERTON, Jennifer Ann	Marine Biology
BERNER, Florian	Aquaculture
BRODIE, Jon Edward	Prior Publication
BRIOUDES, Aurelie Jeanine	Tropical Veterinary Sciences
CAMPBELL, Mason James	Tropical Ecology
FIELD, Ellen Goodliffe	Education - General
JADOON, Quaid Khan	Geology
LEE, Yee Sum	Tourism
MENDEZ, Diana Helene	Public Health & Tropical Medicine
MEYER STEIGER, Dagmar Bernadette	Tropical Ecology
NADLER, Lauren Elizabeth	Marine Biology
PINTOR, Anna Francisca Valentina	Zoology
POULOS, Davina Elise	Marine Biology
ROCKER, Melissa	Marine Biology
SEVILHA, Anderson Cassio	Tropical Plant Sciences
SHAO, Luchang	Aquaculture

N-GRS

SHATTE, Adrian Brian Royce  
TWADDLE, Robin William

Information Technology  
Archaeology

**22. MEETING DATES 2017**

RESOLVED:

that the proposed Academic Board meeting dates for 2017 of 13 March, 2 May, 19 June, 7 August, 25 September and 6 November, be endorsed.

**23. ACADEMIC BOARD SCHEDULE OF BUSINESS – STANDING ITEMS 2017**

RESOLVED:

that the Academic Board and its Sub-committees' Schedule of Business 2017, be noted.

**24. PROGRESS REPORT: DIPLOMA OF HIGHER EDUCATION SEPTEMBER 2016**

RESOLVED:

that the progress report on the Diploma of Higher Education, be noted.

**25. ACADEMIC BOARD - SELF-ASSESSMENT OF PERFORMANCE AGAINST SCHEDULE A - DUTIES AND RESPONSIBILITIES AND SCHEDULE OF BUSINESS – ANNUAL REVIEW OF CHARTER**

The Secretary outlined the review process for 2016 Board members and requested that, when the surveys were issued, members try to ensure that they had provided responses prior to going on leave at the end of 2016, as the collated results had to be provided to QP&A in early January 2017.

The Board noted that there were two main questions to be answered:

- Each member to self-assess the Board's overall performance
- Against its charter
- Against Its Schedule of Business

There were no changes proposed to the Board's Charter.

RESOLVED:

1. that as part of JCU quality assurance and performance evaluation processes, members of the Academic Board are requested to note they will be required to complete, following the final meeting of the year, a self-assessment of the Board's performance for 2016.
2. that the Academic Board Charter be reaffirmed and recommended to Council for approval.

**26. MINUTES OF SUB-COMMITTEE MEETINGS OF ACADEMIC BOARD**

- EDUCATION COMMITTEE (6/16) OF 17 OCTOBER 2016
- RESEARCH COMMITTEE (6/16) OF 18 OCTOBER 2016

RESOLVED:

that the following Minutes of Sub-Committee meetings of Academic Board

- Education Committee (6/16) of 17 October 2016
- Research Committee (6/16) of 18 October 2016; be noted.

**27. GENERAL BUSINESS**

There were no items of general business.

The Chairperson thanked Board members for their participation and contributions throughout the year. He was looking forward to receiving feedback from the survey process in order to improve things for next year. Members were wished season greetings.

The meeting concluded at 2.05 pm.

Professor Naylor  
Chairperson of the Board  
28 November 2016