JAMES COOK
UNIVERSITY
AUSTRALIA

JCU – the Future

Report on Consultation Process
July 2012 to November 2012

Table of Contents

Executive Summary

The consultation process for the JCU - The Future project is already the most extensive to be conducted within the University within the last decade. It has been embraced by staff, who made more than 900 individual contributions by attending a focus group, and/or contributing to the word cloud and/or providing a written submission. Staff from each of three tropical campuses and from all but one organizational unit participated in the focus groups.

It is clear from the participation and level of engagement that staff care deeply about the future of the University and want it to succeed. The alignment of keywords gathered through an analysis of the word cloud, focus groups and submissions also indicate a strong congruence with attributes or areas of importance to staff and those articulated in the Strategic Intent and University Plan.

The Four Futures scenarios provided a useful mechanism to engage with staff and challenge thinking on possible futures for JCU. The discussions within focus groups and written comments received indicated that there are varying levels of awareness of the potential impact of changes in the higher education sector on James Cook University.

Although prompted through a discussion question, staff did not appear to engage with the scenarios from an individual perspective, considering what the possible futures might mean for their work unit or individual position. An exception to this was the suggestion that the need for accreditation of courses might diminish, which drew quite strong reactions from those involved in professionally accredited programs.

Key themes to emerge from the consultation process to date include: emphatic support for JCU maintaining research capacity; the changing landscape in regard to teaching and learning; the significance of location and JCU's place in the tropics; the importance of recruiting and retaining world-class staff; the need to streamline internal processes; and a sincere commitment to the communities which JCU serves within Australia and the tropics more broadly.

The feedback gathered through this initial phase will inform the 'Crystalizing our Purpose' report. But this is just the first phase of a much larger consultation process which will roll out as the broader project evolves and involves staff, students, external stakeholders and the wider community.

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1.0   Purpose

The purpose of this document is to report on the consultation process conducted between June 2012 and November 2012 including the mechanisms used to engage the JCU community, the participation of target audiences and the identification of key themes to emerge from the process.

It supplements the *Report on Staff Consultation* authored by Maree Conway of Thinking Futures (Refer Appendix 1 for Executive Summary) which documents feedback gathered at JCU-the Future Focus Groups and via the dedicated website.

2.0   Objectives

The objectives of the JCU – the Future Consultation and Communication Plan were defined as:

- Clearly identify all project stakeholders and encourage their involvement in the project and future direction of JCU;

- Provide balanced and objective information to the stakeholders to make them aware of the scale of the project and level of change that could be implemented;

- To obtain stakeholder feedback by providing scenarios as a starting point for stakeholders to raise ideas, issues and concerns;

- To work directly with stakeholders to ensure that ideas, issues and concerns are understood and considered; and

- To involve stakeholders in aspects of decisions including the development of alternatives and identification of potential ''JCU models''.

3.0   Awareness Raising

The initial focus of the Consultation and Communication Plan was to make staff, students and University Council members aware of the Future project and stress the importance of their involvement.   The following mechanisms were used to raise awareness:

- 18 June - the Vice Chancellor and Chancellor emailed staff announcing the project, its rationale and the establishment of a Taskforce to lead it. This was followed shortly after with Terms of Reference for the Future Project.

- 20 June - Dr Weller advised the Joint Consultative Committee of the project and invited comments

- 25 and 26 July - the Vice Chancellor held Staff forums in Townsville and Cairns, video-conferenced to other centres to explain the project and answer any questions. These forums were well attended.

- 10 and 14 August - Professor Cocklin met with research leaders at the Townsville and Cairns Campuses on 10 and 14 August respectively to explain the project and elicit their ideas on future directions for the University.

- September - A project website was established providing further information on the project and a discussion board.

- July to November - the Vice Chancellor spoke about the Future Project at sixteen School and Office meetings conducted as part of her annual visit schedule.

4.0   Consultation Mechanisms

A priority of the JCU – The Future project consultation process has been to engage with as many members of the University community (for this part of the project defined as staff, students and University Council) as possible and provide them with the opportunity to have input into the future directions of the University in an open and constructive environment.

To achieve this outcome the following mechanisms have been implemented:

- Word Cloud
- Written Submissions – either via web discussion board or via email to taskforce
- Focus Groups and Faculty Meetings
- Individual contact with a member of the JCU – the Future Taskforce
- Agenda item on University Committees

Email has been used as the primary communication method to reach staff. This has included a mix of all staff broadcasts in addition to emails directed at Senior Managers and designated contact people in organizational units.

A more targeted approach was used for students including emails to the Student Association and the president of academic groups (e.g. Golden Key, medical students group).

4.1   Word Cloud

Staff and Students were invited to contribute 5 words to describe attributes they would like to see in JCU in the future. The words entered the most time gained prominence on the cloud. From 6 September to 5 November there were 2054 word entries consisting of 524 unique words contributed by 416 users.

Words contributed fell into three broad categories:

- *Focus words* describing activities that the University should pursue (e.g. research, learning and teaching, tropics);
- *Adjectives* which should characterize the University (e.g. innovation, excellence, supporting); and
- *Discipline areas* that should be strengthened (e.g. Medicine and Health, Engineering and Economics)

4.2   Written submissions

Staff and students were invited to contribute in writing through the web discussion board at www.jcu.edu.au/future, or email either to futuretaskforce@jcu.edu.au or directly to a member of the Future Taskforce.   The web discussion board made it possible for anonymous posts and was open to anyone who wished to contribute (i.e. it was not necessary to have a JC log in). Respondents could contribute in regard to discussion questions that were posted, the Four Future Scenarios or make comment about potential future directions.

As at 15 November, 72 written submissions from 67 individuals had been received by the Taskforce. This included 14 comments by NTEU members forwarded to the Taskforce by Michael McNally, NTEU Industrial Officer and four submissions from students.

4.3   Focus Groups and Faculty Meetings

Twenty focus groups were held between 16 October and 5 November to discuss the Four Future scenarios developed for the consultation process.   This was made up of:

- 3 focus groups at the Singapore Campus
- 10 focus groups at the Townsville and Cairns Campuses open for any staff member to register (two of these were video-conferenced from Townsville to Mt Isa and Cairns)
- 1 focus group at the Cairns Camus specifically for students
- 2 focus groups for identified research leaders
- 4 faculty meetings used as focus groups by the respective faculties

Four hundred and twenty people attended the focus groups comprising 419 staff and one student. Registrations were received from 399 staff members. The focus group schedule and attendance is attached at Appendix C.

Staff from all organizational units (with the exception of the Advanced Analytical Centre) attended the focus groups. Three of the four faculties had dedicated faculty meetings to discuss the Four Future scenarios.   The Faculty of Science and Engineering chose not to do so, with staff participating in the discussions through the whole of university focus groups. The participation of staff across organizational units is represented at Appendix D.

Focus Groups were kept to 20 participants where possible to enable free flowing discussion and ensure all staff felt able to contribute. Staff did contribute to the discussions and it was evident that they appreciated the opportunity to be involved in the consultation process. The scenarios provided a useful mechanism to encourage staff to think about possible future directions and identify the areas they most valued in the University.

4.4   Individual Contact with a member of Future Taskforce

Staff were invited to contact a member of the Taskforce personally if they wished to discuss any aspect of the project. Taskforce members have indicated that this occurred

from time-to-time although the discussions have not been formally recorded as submissions.

<u>4.5   Agenda item on University Committees</u>
Staff and the University Council have been kept informed and invited to provide feedback on the Future Project through agenda items at each of the following Committees of Council.

- Strategy Committee – 16 August
- Research Committee – 22 October
- Education Committee – 29 October
- Strategy Committee – 1 November
- Academic Board – 12 November

The Future Project was the main topics of discussion at the Council's Strategy Workshop held on 1 September. Furthermore an update on the project and any relevant information has been provided in the Vice Chancellor's Report to Council for the July, August and October Meetings.

An update on the JCU – the Future Project is a standing item on Vice Chancellor's Advisory Committee (verbal update) each fortnight.

Updates have also been provided to the Joint Consultative Committee at its meetings on 20 June, 8 August and 15 November.

5.0   Participation

The engagement of the JCU community in the consultation process has been pleasing with a total of 903 contributions, the majority from staff. This is made up of 420 attendees at focus groups, 416 individual contributions to the word cloud and 67 contributors of written submissions.

 The fact that all organisational units except one (which is small) were represented at the focus groups indicates that the awareness-raising campaign was effective and the importance of the project is widely acknowledged.

The lack of contact with students has been disappointing with the timing of the process very close to final exams making it difficult to engage. It is expected that engagement with students will be more extensive in the next stage of the project.

6.0   Key Messages from Consultation Process

Provided below is a keyword analysis of the three primary consultation mechanisms – word cloud, focus groups and written submissions. This provides a broad indication of key thematic areas that have emerged during the consultation process to date.

Topic	Word cloud	Focus Groups	Written submissions	Total
Research	114	18	18	150
Learning & Teaching	87	35	6	128
Tropics/Place	82	24	12	118
Staff	54	22	10	86
Community/Region/local	45	31	6	82
Engagement/Collaboration /Partnerships	52	13	17	82
Students	28	35	4	67
Sustainability	60		3	63
Environment	47		4	51
International	24	24	2	50
Innovation	47		2	49
Indigenous/Reconciliation	40		5	45
Technology	27	13	4	44
Excellence	36		4	40
Bureaucracy		21	13	34
Supporting	28			28
Equity	24			24
Facilities and infrastructure	6	8	8	22
Honesty	22			22

Table 1 – Keyword Analysis

Research
- Has become somewhat of a 'non-negotiable' through the consultation process. A question was raised in early discussions as to whether JCU would retain a focus on research or perhaps become more of a teaching university. The word cloud and written submissions emphasized the importance of research to JCU's ethos and reputation.
- There was some support for growing research capacity in areas where there is existing strength or where this could be developed through a targeted recruitment campaign. There was some acknowledgement that it might be necessary to scale back research in areas that are not world-class.
- Multi-disciplinary research – required to resolve complex problems; JCU is organized according to disciplines and there is limited cross-disciplinary collaboration.
- It was suggested that prospective employees' research capacity and potential to contribute to areas of research strength within the University needed to be considered in the recruitment process rather than recruiting simply to fill teaching gaps.

Learning and Teaching and the role of Technology
- Much of the discussion was around potential delivery modes – flexible, blended, block mode, trimesters – and the potential impact of Massive Open On-line

Courses (MOOCs). The potential of delivering content via technology and then utilizing the unique locations to offer block-mode or field schools was also discussed.

- Questions considered were "Why choose JCU when you can go to various other universities - what is our competitive advantage? What will be the role of a University in the future? Will there be degrees or short courses?
- It was acknowledged that significant investment would be required if JCU wanted to embrace technology-based course delivery including the development of a reliable platform, development of staff capability to utilize technology effectively and to provide ongoing IT support.
- Concerns about the accessibility of programs to people in rural and remote areas and low SES if technology based learning is pursued due to lack of bandwidth and computer specifications.
- Education Committee listed "sustainable approach to eLearning and blended on-line learning, including enhanced infrastructure and support" and "pedagogical driven harnessing of technology" as non-negotiable elements of JCU in the future.
- The concept of offering more advanced program, such as an Honours College to academically bright students was suggested in a meeting with Research leaders
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Tropics and Place

- JCU's location and focus on the tropics is seen as a key point of differentiation that should be built on. This response demonstrates that the University community is committed to the Strategic Intent.

Staff

- The importance of staff to the future success of JCU was a consistent theme through the consultation process.
- Attention needs to be given to recruiting the best and brightest staff and supporting them once they arrive at JCU; improving induction procedures and staff training; and planning the workforce so JCU can respond to the changing demands of students.

Community/Region/Local

- The commitment of staff to serving the educational and research needs of the communities JCU serves resonated through the consultation process.
- There was particular emphasis on serving the needs of rural and remote and Indigenous populations.
- There were comments about whether our commitment to our local communities could be seen as a point of differentiation. Could our teaching of profitable programs subsidise research "for the greater good?"

Engagement, Collaboration and Partnerships

- There was a feeling that collaboration across JCU could be improved
- Partnerships with overseas universities was seen as important

- Engagement with industry for research, opportunities for work integrated learning, with communities for research e.g., PNG and rural and remote communities

Students
- The importance of the student experience and the need to ensure that JCU offers responsive services to students (recognizing that this is not a homogenous group and there are different needs depending on whether school leaver, mature age, Indigenous, International) was a consistent theme.
- It is important to staff that JCU continues to provide opportunities for students in the northern Queensland region including those from rural, remote, Indigenous and low SES backgrounds.

Sustainability
- There were comments that Government policy, regulation and international student market can be fickle and that JCU needs to have enough sources of income to be resilient to change.
- A suggestion that JCU needs to broaden student base and have more ways to deliver to students who can't physically come to the campus

International
- Linkages with overseas Universities are perceived to be important
- Regions/countries with potential identified as Indonesia, PNG, Asia, Africa, South America
- Comment that we shouldn't just focus on Asia as this makes us vulnerable to a downturn in markets
- What is the plan if we don't achieve branch campus status in Singapore?

Bureaucracy
- There were concerns raised that JCU is hamstrung by processes and administrative tasks that take academics away from their core work.
- Government regulation is not likely to decrease but JCU needs to streamline processes

Facilities and Infrastructure
- There were comments about improving facilities and infrastructure but also others relating to what a campus might look like in 2025
- There was a suggestion that students would come to a place where there were good amenities and connectivity.

7.0   Alignment of feedback with strategic documents

The table below indicates the strong alignment of keywords identified in the consultation process with the Strategic Intent and University Plan. The exception is the word "supporting" which emerged through the word cloud, making it difficult to quantify whether it relates to student support or was intended to reflect a need for a

more supportive staff environment. The only value listed in the Strategic Intent and not appearing in the list below is "mutual respect" however the word "respectful" was entered 17 times into the word-cloud.

Key Word	Strategic Document
Research	Core Business – University Plan Discovery – value in Strategic Intent
Learning & Teaching	Core Business – University Plan
Tropics/Place	Core element of Strategic Intent, People and Place – University Plan
Staff	Enabler – University Plan
Community/Region/local	Connecting Globally, Locally – University Plan
Students	Students at heart of University – core element of Strategic Intent
Sustainability	Priority – University Plan, Value – Strategic Intent
Environment	Priority – University Plan
International	Connecting Globally, Locally, Priority– University Plan
Innovation	Value – Strategic Intent
Indigenous/Reconciliation	People and Place, Priority – University Plan, Reconciliation – core element of Strategic Intent
Engagement/Collaboration/Partnerships	Core Business – University Plan
Technology	Enabler – University Plan
Excellence	Value – Strategic Intent
Bureaucracy	Organisatonal Effectiveness, Enabler– University Plan
Supporting	
Equity	Diversity – core element of Strategic Intent with Reconciliation
Facilities and infrastructure	Enabler - Physical and Virtual Infrastructure
Honesty	Authenticity and Integrity – value in Strategic Intent

Table 2 – Alignment with Strategic Intent and University Plan

8.0   Future Directions

The feedback received through this initial phase of the consultation process will inform 'Crystalizing Our Purpose' report. It is the beginning of a much larger consultation process to be rolled out as the JCU Future project evolves which will include engagement with staff, students, external stakeholder groups and potentially the wider community.

Appendix A – Report on Staff Consultation Executive Summary

Prepared by Maree Conway, Thinking Futures

This report provides a synthesis of feedback obtained from staff at James Cook University (JCU) as part of a broader exercise being undertaken by the Future Taskforce. The Taskforce is working to 'chart the course to create a University that has a sharper focus on the tropical agenda; is more impactful, more relevant and more engaged' (JCU website).

The report consolidates feedback from focus groups held in October/November 2012 to comment on the Four Futures scenarios, comments from the JCU website (http://www.jcu.edu.au/future/) and comments provided by individual staff.

Key Themes Emerging from the Feedback

External Drivers of Change

Staff are aware of the nature of change occurring in the external environment which was having an impact on the University as a whole; these drivers are part of the rationale for the Four Futures Scenarios and the Future Taskforce. It was apparent that many JCU staff understand the potential impact of these sorts of change drivers on the University, but equally, many staff do not have the same level of understanding, or are unaware of global developments in higher education. There are many other drivers of change interacting with those in the above list that together, create the complex and changing world all universities now inhabit. Building deeper understanding of these drivers and their impact (through a systemic environmental scanning system) will assist with change in other quadrants.

Individual Staff Perspectives

It was clear from the groups attended by the facilitator that staff care deeply about the future of the University, and want it to succeed. This suggests congruence with perceived university values and mission. At the same time, it was also clear that some of the assumptions that surfaced in the groups will need to be challenged or tested to ensure they are relevant into the future – since untested assumptions can trap thinking in the past and constrain innovation and change. A notable assumption that surfaced was that 'JCU is for Australians' (see JCU Purpose) which may have been true when the University was established, but no longer is valid in an increasingly globalised world. Staff comments suggest that there is an awareness of the depth of individual and cultural change needed to achieve the level of change required for JCU to be sustainable in the future (although not universal).

The University – Organisational Behaviour, Systems and Structures

There were a range of comments about how the University operated, ranging from infrastructure and services, learning and teaching to the student experience. Most comments were made about learning and teaching, and there was a high level of frustration across all comments with bureaucracy which was seen to hinder rather than support staff to do their jobs. Details of the feedback are provided in Section 3.3 of the report.

The University Organisational Culture

There is a strong commitment to the communities which JCU serves and to delivering outcomes for those communities which make a difference. As indicated in Section 2.2, staff care deeply about the future of the University. They will need to be willing to change how they work, however, and to help design new cultural 'rules of the game' through their behaviour, if JCU's culture is to be nimble and resilient. The need to make bold decisions today to ensure a sustainable future is essential, but it will bring with it winners and losers, both for individual staff and for disciplines. It is more than likely that staff know this intuitively, and the idea that the University cannot be all things to all people is a key message that will need to continue to communicated clearly.

Feedback

A keyword analysis of the records of focus groups and other meetings and submissions resulted in an initial set of 46 categories. Seventeen of these categories had more than 10 comments, with another 12 categories having between 5 and 10 comments, and 36 comments in 17 categories classified as 'Other', as shown in Table 1. There were 39 comments about the scenarios themselves, as opposed to implications for JCU.

Table 1: Number of Comments by Category

Category	Number of Comments
Scenarios	39
Learning and Teaching	35
Student Experience	24
Asia	24
Staff	22
Bureaucracy	21
Research	18
Purpose	16
Strengths	14
Technology	13
Place	13
Partnerships	13
Accreditation and Credentials	13
Campuses	12
Student Expectations	11

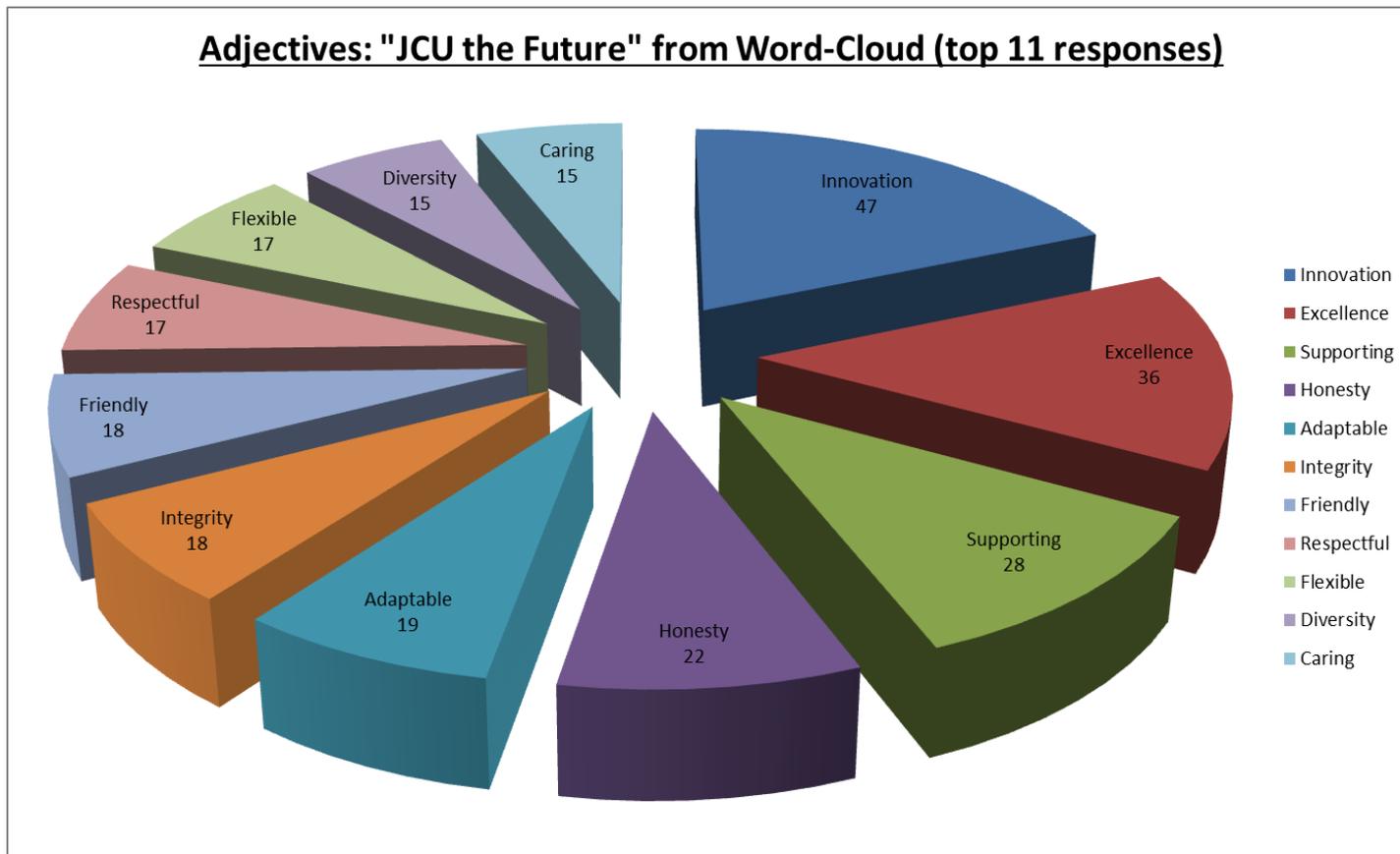|	
Defining the Tropics	11
Competition	10
Brand/Reputation	10
Region	9
Culture	9
Privatisation	8
Infrastructure and Services	8
Find a Niche	8
Context	8
Resilience	7
Being Nimble	6
Structure/Size	5
Regulation/Compliance	5
Other	36
Total	**428**

Section 3.3 of the report provides detailed comments across the areas listed in Figure 1, including response to the Four Futures scenarios themselves. Learning and Teaching attracted the most comments, followed by the Student Experience, Asia, Staff and Bureaucracy. This section is the core of the report.

Comments about bureaucracy were overwhelmingly negative, and there was a consistent view that the University had under-invested in technology. Learning and Teaching comments covered MOOCs, teaching modes, the JCU Learning Experience and the nature of the workforce highlight the need for staff to be dynamic, able to respond to change according to our values, loyal and flexible. The need for the University to be resilient, nimble and responsive to change, and to find its niche, was raised across all feedback.
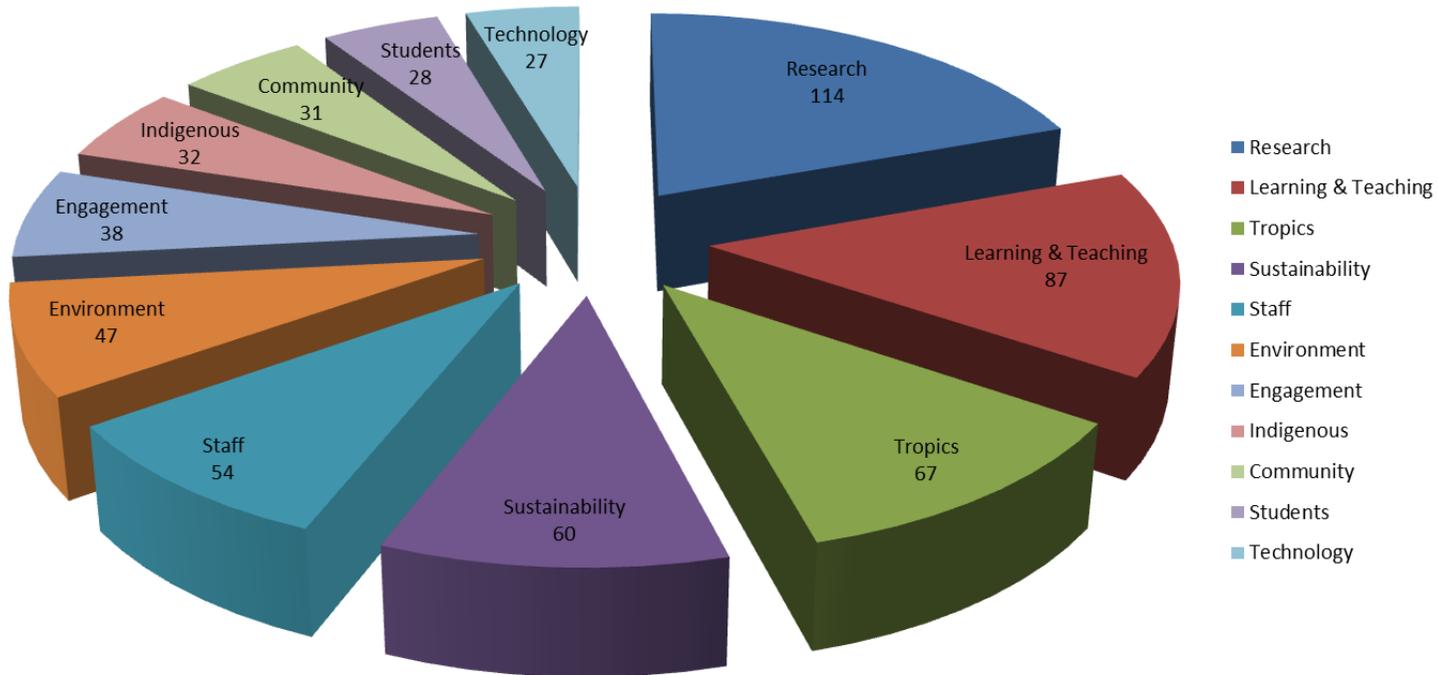
Accreditation and Credentials was one issue that drew quite strong reactions, with many people believing that there will always be professional courses which will need to be credentialed and accredited. While this is fact today, the impact of the digital world on all industries has implications for how knowledge is created and disseminated, how students engage with learning, and how research is published. What exists now may well exist in the future, but it may also equally disappear or change radically in form and nature from what is present today.

Strongly held views and comments about 'throw away lines' observed during focus groups are a signal that the brain's amygdala is roused – the flight or fight response that is activated when any deeply held habit or belief is challenged by an external force. The strong reaction to the idea that accreditation and credentials may not be important in the future, for example, was indicative of this response and also represents an assumption wall – hitting a wall in our thinking that challenges our beliefs, and where we just cannot see that change is needed or possible. Assumption walls indicate not that the belief is wrong, just that it may no longer be useful in the future context in which JCU will be operating. But, these assumption walls must be surfaced and tested because they represent issues that will need to be addressed in the change implementation process.

Appendix B– Word Cloud Contributions

Adjectives: "JCU the Future" from Word-Cloud (top 11 responses)

- Innovation 47
- Excellence 36
- Supporting 28
- Honesty 22
- Adaptable 19
- Integrity 18
- Friendly 18
- Respectful 17
- Flexible 17
- Diversity 15
- Caring 15

Focus words: "JCU the Future" from Word-Cloud (top 11 responses)

Discipline words: "JCU the Future" from Word-Cloud (top 11 responses)

- Medicine & Health 42
- Engineering 42
- Economics 36
- Mathematics 33
- Physics 33
- Languages 30
- Science 27
- Modelling 26
- Genomics 23
- Genetics 22
- Molecular 19

Legend:
- Medicine & Health
- Engineering
- Economics
- Mathematics
- Physics
- Languages
- Science
- Modelling
- Genomics
- Genetics
- Molecular
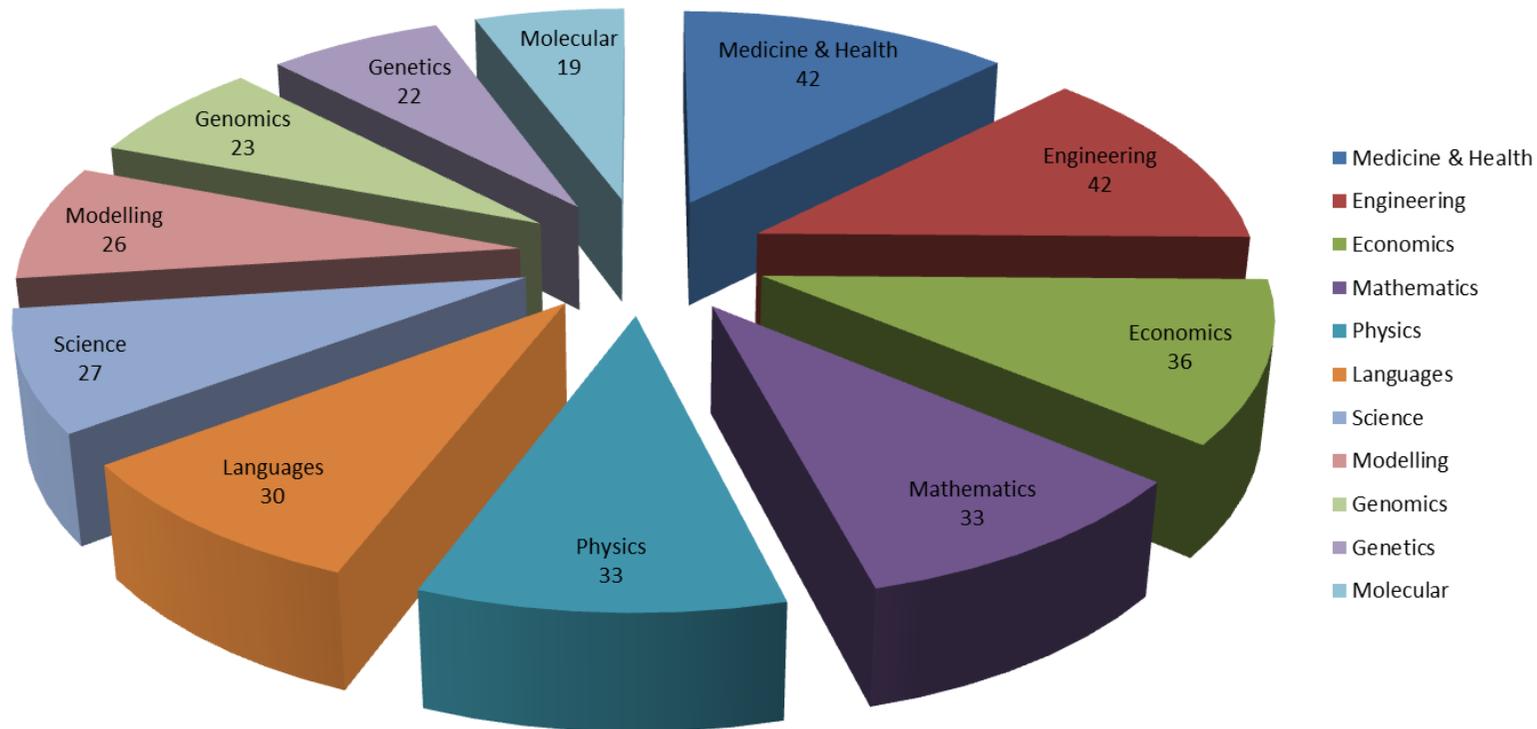
Appendix C – Focus Group Schedule and Attendance

	Date	Time	Facilitator	Attendees	location
1	Tues 16 Oct	3pm – 5pm	Chris	29 staff	TSV
2	Wed 24 Oct	11am-12pm	Chris	19 staff	Singapore
3	Wed 24 Oct	3pm – 4pm	Chris	14 staff	Singapore
4	Thurs 25 Oct		Chris	20 staff	Singapore
5	Mon 29 Oct	11.30am – 12.30pm	Chris	8 Research leaders	Cairns
6	Mon 29 Oct	1.00pm – 2.00pm	Maree	20 Staff	Cairns
7	Mon 29 Oct	2.30pm – 3.30pm	Chris	1 student	Cairns
8	Tues 30 Oct	9.00am-10.00am	Maree	21 Staff	Cairns
9	Tues 30 Oct	11.00am – 12pm	Maree	19 Staff	Cairns
10	Tues 30 Oct	3.00pm – 4.00pm	Chris	17 FLBCA staff	TSV
11	Wed 31 Oct	10.00am – 11.00am	Chris	16 Staff	TSV
12	Wed 31 Oct	11.15am – 12.15pm	Maree	25 FMHMS staff	TSV
13	Wed 31 Oct	12.15pm – 1.00pm	Chris	74 FLBCA staff	TSV
14	Wed 31 Oct	1.00pm – 2.00pm	Maree	22 Staff (incl 2 Cns)	TSV
15	Wed 31 Oct	2.30pm – 3.30pm	Maree	25 Staff (incl 5 Mt Isa)	TSV
16	Thurs 1 Nov	4.00pm – 5.00pm	Chris	15 staff	TSV
17	Fri 2 Nov	11.00am – 12.00pm	Chris	25 FAESS staff	TSV
18	Fri 2 Nov	2.00pm – 3.00pm	Chris	9 Research Leaders	TSV
19	Fri 2 Nov	3.30pm – 4.30pm	Chris	24 Staff	TSV
20	Mon 5 Nov	1.00pm – 2.00pm	Chris	17 Staff	TSV

Total - 420

Appendix D – Registrations for focus groups by organisational unit

Org Unit	Faculty Division	University Wide Focus Group	Faculty Mtng	SMG 16/10	Research Leaders	TOTAL		
Chancellery	CHANCELLERY	3	0	2	0	5	5	
FAESS	FAESS	0	25	1		26	29	
SIAS	FAESS	2		1		3		
FLBCA	FLBCA		91	1		92	105	
Business	FLBCA	3			3	6		
Creative Arts	FLBCA	5		1		6		
Law	FLBCA	1				1		
FMHMS	FMHMS		25			25	40	
Medicine	FMHMS	0			1	1		
Nursing	FMHMS	1		1		2		
Pharmacy	FMHMS	1		1	1	3		
PHTMRS	FMHMS	1				1		
Vet and biomed (see note)	FMHMS	0				0		
MICRRH	FMHMS	5				5		
QTHA	FMHMS	1			2	3		
FSE	FSE	2				2	26	
EES	FSE	2		1	1	4		
EPS	FSE	11		1		12		
Marine	FSE	4		1	3	8		
R&I	R&I	3		1		4	15	
AAC	R&I	0				0		
ARC Centre of Excellence	R&I	1			2	3		

Cairns Institute	R&I	2			3	5		
eResearch	R&I	1		1	1	3		
GRS	R&I	0		1		1		
Research Serv	R&I	2		1		3		
USR	USR	2		1		3		
Equity & Student	USR	9		1		10		
G&CS	USR	7		1		8		
HR	USR	11				11		
IT&R	USR	1				1		
JCI	USR	5		1		6		
Library	USR	2		1		3		
Marketing	USR	11		1		12		
Media and Communications	USR	0		1		1		
SAS	USR	18				18	73	
T&L	DVCA	12		1		13	13	
F&RP	FARP	0		1		1		
Audit & Assurance	FARP	3		1		4		
Commercial	FARP	1		1		2		
CPP and Quality	FARP	0		1		1	40	
Estate	FARP	19		1		20		
FaBS	FARP	7		1		8		
Discovery Rise	FARP	3				3		
Bookshop	FARP	1				1		
Singapore		53				53	53	
		216	141	29	17		399	

Note – the School of Veterinary and Biomedical Sciences were represented at the FMHMS faculty meeting.