The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*r

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University of Tasmania Submissions

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 1 - Introductory Submission

The University of Tasmania welcomes the Legislative Council's establishment of a Select Committee to inquire into and report upon the provisions of the *University of Tasmania Act 1992* with particular reference to –

(1) The constitution, functions and powers of the University;
(2) The constitution, role, powers and obligations of the Council and Academic Senate;
(3) The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making;
(4) The appropriateness of the Act to protect and promote academic freedom, independence and autonomy; and
(5) Any other matters incidental.

In response to the Inquiry the University of Tasmania has provided the Select Committee with fifteen submissions (see Appendix A) which detail how the *University of Tasmania Act 1992* (the Act) provides a clear mission for the University to serve Tasmania, and describe how the University is going about delivering on its mission. Each submission focuses on one or more of the Terms of Reference and explains how the quality and integrity of what the University delivers is enabled through the Act. Together they provide a powerful body of evidence that the constitution, functions, powers and other provisions detailed in the Act are well understood by the University and provide adequate mechanisms to ensure accountable University-wide operations.

Serving Tasmania requires a large organisation with substantial scope

Our submissions will explain why, to provide the higher education and research needs of Tasmania as required by the Act, the University needs to be a substantial and complex organisation. We meet those needs today by:
- Educating over 36,000 students, both locally, nationally and internationally. In 2021 alone, 6,091 new Tasmanian students from all regions began their journey with the University of Tasmania.
- Providing 310 unique degree courses in 65 disciplines of which 22 disciplines are professionally accredited, the University of Tasmania contributes to meeting the workforce needs of Tasmania in critical front-line service professions, while also creating jobs across Tasmania and beyond.
- Running major campuses in Hobart, Launceston, Burnie and Sydney and a large number of smaller campuses such as the ones at Taroona, Cambridge and Beauty Point, along with our two research farms at Elliot and Forthside.
- Employing 5,799 staff members across each region, as well as on our Sydney campus.

- Spending approximately $150 million annually on research, which is by far the largest research expenditure on the island and, outside of a small number of universities, as well as Defence and CSIRO, it is one of the largest in the public or private sector in Australia. In 2021, the University brought in $197.3 million in research funding which is being used across a range of crucial initiatives that will help Tasmanians, as well as people around the world.
- Maintaining international operations through partnerships in Hong Kong and China.

We have a yearly budget approximately equal to $600 million, a $1 billion balance sheet and a total payroll of just over $400 million each year that flows into the Tasmanian economy.

We need to navigate a very challenging funding environment

The University must conduct all of these operations in a very challenging funding environment.

The income the University can earn from domestic students is capped and operates on a formula that has seen the amount the University receives to educate each student decrease in real terms. That formula sets the income received based on the average cost of provision of mainland universities, which is significantly lower than is required to deliver the broad mission of the University of Tasmania.

The Government does not provide systematic funding for the renewal of university's physical assets as it once did, meaning that this must be raised from other sources.

Universities have had to look to other sources to meet these challenges for many years. International students have been one source but there are limits to this approach if you are to maintain a balanced student population and not be over-exposed to particular markets.

Because universities in Australia have had to find other sources of income to meet the growing gap in government funding, building long-term endowments is vitally important.

As they seek to be long-term sustainable in this challenging funding environment universities need to use more sophisticated contemporary instruments from securitisation to green bonds. Like many other Australian universities, two of the contemporary instruments the University of Tasmania looks to is commercialisation of its intellectual property[1] as provided for by Section 6 (fa) of the Act and commercialisation of its land holdings as provided for by Section 26 of the Act[2].

The scale, scope, challenges and complexities we have set out requires sophisticated best practice modern governance. The Act provides very well for this governance and is similar to the Acts governing other Australian universities. Through the provisions of the Act, the University Council is constituted of people with both the experience and skills to manage these complexities[3].

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[1] Section 6 (fa) to foster or promote the commercialisation of any intellectual property.

[2] Section 26 Notwithstanding the repeal by this Act of the Amalgamation Act , the land specified in Schedule 3 remains vested in the University but free from any restrictions as to the power of the University to sell, mortgage or otherwise dispose of that land that may, but for this clause, restrict the power of the University in respect of that land.

[3] University of Tasmania Submission 4 titled *University Council* provides detailed information on the constitution and associated accountability of the University Council.

University Council has to be equipped and must give appropriate focus to the near term and long-term financial sustainability of the institution. As previously mentioned, this results in universities needing to have alternative sources of revenue. The University, through its Council, has to manage those alternative sources of revenue in order to best support delivering on the core mission. In recent decades universities around the country and the world have done that through their governing bodies by increasing the number of international students, building their investments to create income to support them, developing or enhancing their property to provide long term income, commercialising Intellectual Property and looking to increase philanthropic contributions.

Increasingly, universities need to be more entrepreneurial if they are to have the operating budget needed to facilitate a high-quality student experience and ambitious research driven agenda. This is especially true for a university like the University of Tasmania with a higher cost operating model to deliver the full breadth of offers the State requires, at small scale, in multiple physical locations while supporting the broad research agenda Tasmania requires in everything from health to agriculture. The establishment of acts and governance structures are intended and designed to allow flexibility so that universities can rapidly change course as they need to in an ever-changing higher education sector.

We do all of this in a complex regulatory environment.

The challenge of successfully operating an institution as large and complex as the University of Tasmania is facilitated by governance machinery established through both State and Commonwealth legislation. At the State level, the Act provides a contemporary governance structure. It is a structure that enables state-wide delivery and accountability. Organisations of this scale require this kind of structure, however, the quality and integrity of what is being delivered is also subject to extensive Commonwealth legislation and regulation[4].

Significant compliance obligations and external oversight mechanisms are incorporated into key Commonwealth legislation. The most significant of these pieces of legislation is the Higher Education Standards Framework (Threshold Standards) 2021, which is applied to all Australian universities by the sector's regulator, the Tertiary Education Quality and Standards Agency (TEQSA). The Act is however only one of over 280 legislative obligations with which the University must comply.

Universities are often the focus of both State and Federal parliaments and are constantly impacted by and must be cognisant of changes to legislation and regulations. As the Tasmanian Legislative Council now places its attention on the University of Tasmania, it is important to reflect on when this has happened in the past. During the early 1990s, the parliament was very much focused on the University as they stewarded the amalgamation of the University with the Tasmanian State Institute of Technology. This relationship was cemented through the *Higher Education (Amalgamation) Act 1990*. The Amalgamation Act provided interim legislation to establish the amalgamation until the *University of Tasmania Act 1992* received Royal Assent on 10 December 1992. The *University of Tasmania Act 1992* provided effective governance for the University at the time of its commencement and has continued to do so over

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[4] University of Tasmania Submission 2 titled *The University of Tasmania's Regulatory Environment* provides detailed information on all legislation that regulates the University of Tasmania at both a federal and state level.

the years through various amendments, namely in 2001, 2004 and 2012[5]. The governance machinery established by the Act and the Commonwealth see the University effectively delivering its mission right across the island.

We fully support the Inquiry

As the Legislative Council would appreciate, as the only university on the island, the University of Tasmania plays a crucial role in tackling the challenges we face here . We are very much committed to the island's future and seeing the people and places here prosper. Through this Inquiry we aim to support the Tasmanian Parliament to understand and appreciate the complex operations of the University in the context of the national and international sector landscape.

We strongly believe that the provisions of the Act are an appropriate and effective governance mechanism for a contemporary Australian university such as the University of Tasmania. The information detailed in our suite of submissions will provide the body of evidence to support this belief. Our belief is founded on the provisions of the Act enabling the University to remain accountable to its community, the wider communities we proudly serve and the island itself and all that makes it what it is today and what it will become in the future. We also very much welcome feedback from the community and look forward to engaging with the members of the Legislative Council and the community as part of this Inquiry.

Please do not hesitate to contact us if you require further information or if we can be of assistance in any way.

Kind regards,   Kind regards,

Ms Alison Watkins AM   Prof Rufus Black
Chancellor   Vice-Chancellor
University of Tasmania   University of Tasmania
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Appendix A – List of submissions from the University of Tasmania.

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[5] University of Tasmania Submission 2 titled *The University of Tasmania's Regulatory Environment* provides a timeline of amendments to the Act .

Appendix A

Submissions from the University of Tasmania to the Legislative Council's Inquiry into provisions of the *University of Tasmania Act 1992*:

Number	Title	Author
1	Introductory Submission	Ms Alison Watkins AM Chancellor & Professor Rufus Black Vice-Chancellor
2	The University of Tasmania's Regulatory Environment	Ms Jane Beaumont General Counsel
3	Corporate and Academic Governance at the University of Tasmania	Ms Jane Beaumont General Counsel & Professor Martin Grimmer Deputy Vice-Chancellor (Academic)
4	University Council	Ms Alison Watkins AM Chancellor
5	Academic Senate	Professor Natalie Brown Senior Academic & Chair, Academic Senate
6	Academic Freedom, Independence and Autonomy	Professor Martin Grimmer Deputy Vice-Chancellor (Academic) & Professor Natalie Brown Senior Academic & Chair, Academic Senate
7	University of Tasmania Strategy	Professor Rufus Black Vice-Chancellor
8	Benefits of Higher Education to Tasmania	Professor Rufus Black Vice-Chancellor
9	The University of Tasmania's place in the national and global higher education environment	Assoc Professor Andrea Carr Principal, University College
10	Managing the University's long-term financial sustainability	Mr Craig Barling Vice-President Strategy, Finance & Marketing

11	Contemporary Student Learning	Professor Mitch Parsell Deputy Vice-Chancellor (Education)
12	Research and Research Training	Professor Anthony Koutoulis Deputy Vice-Chancellor (Research)
13	Campus Transformation	Mr David Clerk Chief Operating Officer
14	Access and Educational Attainment	Mr Craig Barling Vice-President Strategy, Finance & Marketing
15	State-wide Engagement	Professor Dominic Geraghty Pro Vice-Chancellor (Launceston), Professor Jim Cavaye Pro Vice-Chancellor (Cradle Coast) & Professor Mark Hunt Pro Vice-Chancellor (South & Transformation)

The Tasmanian Legislative Council's Inquiry into the Provisions of the
University of Tasmania Act 1992

Submission 2 - The University of Tasmania's Regulatory Environment

Introduction

This submission provides information on the University's regulatory environment and in doing so addresses the following Term of Reference:

- *The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making.*

Through this submission we will demonstrate that the *University of Tasmania Act 1992* (Act) is an appropriate legislative instrument to ensure accountable executive, fiscal and academic decision-making at the University. Included in this submission is historical information in relation to the establishment of the Act, including amendments that have been made to the Act since its commencement in 1992 that have ensured the Act remains reflective of the continually evolving landscape of the higher education sector. We will also provide information in relation to the additional state and Commonwealth legislation that regulates the higher education sector and explain the ways in which the internal governance instruments at the University also work to support the Act. Together this information demonstrates that the Act is an appropriate instrument to support the contemporary governance structure required to operate a large and complex institution such as the University of Tasmania.

Overview

The University of Tasmania was established on 1st January 1890 by an Act of the Colony of Tasmania. The University of Tasmania became the fourth established university in Australia. The University's enacting legislation was modified several times in the ensuing years, including the assent to the *University of Tasmania Act 1992*. A common thread through all versions of the University's enacting legislation is that the University's mission is to serve Tasmania and its people, and the Act supports a contemporary governance structure that allows the University to deliver on its mission in sector-leading ways. As the only university in the state, this mission requires a large and complex operation to ensure delivery is of an excellent standard and complies with the multifaceted regulatory environment of the Australian higher education sector. The Act is not the only piece of legislation that ensures accountable executive, fiscal and academic decision making at the University, but it is an appropriate legislative instrument to ensure that accountability.

The quality and integrity of what the University delivers is subject to extensive legislation and regulation. In addition to the Act, the University has over 280 state, Commonwealth and international legal obligations applying to its operations both broadly and to specific activities.[1]

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[1] A full list of legislative obligations which impact on University operations is contained in *Appendix A*.

It is essential that the University observes and complies with all statutory laws and regulations and demonstrates to University Council through its Audit and Risk Committee that it is meeting and managing those obligations. A breach of legislation, depending on the severity, may have significant implications for the University, including fines, litigation, imprisonment of public officers, class action, loss of licence to operate and reputational damage.

To further safeguard accountable executive, fiscal and academic decision making, the University has developed a Legal Compliance Framework which ensures all obligations are identified, risk assessed and managed appropriately and that non-compliances are reported to the Audit and Risk Committee (through to University Council) and are used to inform continuous improvement. The framework includes the development of legal compliance plans, identification of accountabilities for compliance, establishment of compliance monitoring for high-risk obligations, central reporting of non-compliances and monitoring for new legislation and amendments.

All staff have an obligation to be aware of and understand the legal compliance obligations that may impact their activities and decision making, and to monitor compliance in relation to these obligations. The legislation with which the University must comply is recorded in the Legal Compliance Register which is overseen by the Senior Advisor, Compliance and Risk who ensures staff are aware of and understand their obligations.

Whilst the Act is an appropriate instrument to consolidate and amend the law relating to the University of Tasmania, the *University of Tasmania Act 1992 Compliance Plan* is the internal-facing mechanism that details the risk control measures that have been implemented to ensure compliance with the Act and to safeguard accountability. The *University of Tasmania Act 1992 Compliance Plan* is reviewed annually and updated as necessary to ensure ongoing compliance with the Act.

To fully understand the appropriateness of the Act to ensure accountable executive, fiscal and academic decision making, it is important to look at the history of the Act and the amendments that have been made to the Act over time. The following section details how historical amendments have ensured the Act remains reflective of the continually evolving landscape of the higher education sector.

University of Tasmania Act 1992 – Historical Context

University of Tasmania Bill 1992

Although the University had been accountable to the State Government since 1890, the current Act was first introduced to parliament through the *University of Tasmania Bill 1992*. This Bill was a result of the decision two years earlier to amalgamate the University (as it was then) and the Tasmanian State Institute of Technology. The amalgamation was legislated through the *Higher Education (Amalgamation) Act 1990*.

The Hansard transcription from the Second Reading of the *University of Tasmania Bill 1992*, read by the Minister for Education and the Arts (24 November 1992), states the following:

> "This bill does not set out to regulate in detail every aspect of the administration of the University of Tasmania. That would be a major mistake. There is considerable dynamism in the Australian higher education scene. **Universities are expected to find an increasing share of their budget from non-government sources, and to be much**

more entrepreneurial than before. In order to compete in this rapidly changing scene, the University Council will need a degree of flexibility in marshalling its resources to respond to new challenges. The bill provides the university with that flexibility, but also ensures its basic accountability to the Government and the people of Tasmania, particularly through significant government, parliamentary and community representation on the council of the university. The new University of Tasmania is in a healthy state and competing strongly in the unified national system of higher education. This bill will set the structure for its future firmly in place." [bold added]

Among other things, the resultant *University of Tasmania Act 1992* legislated the following:

- The constitution, functions and powers of the University (Sections 5, 6 & 7)
- The constitution, role and powers of the Council (Sections 8, 9,10 &11)
- The establishment and function of Academic Senate (Section 13)
- The role of officers and the Visitor[2] (Sections 14, 15, 16 & 17)
- The ability for the University to sell, mortgage or otherwise dispose of any land that is vested in the University, free of any restrictions (Section 26).

University of Tasmania Amendment Bill 2001

The purpose of the *University of Tasmania Amendment Bill 2001* was to amend the existing Act to allow the University Council to operate within a more contemporary management framework (in line with the recommendations of The Hoare Report, 1995).

The *University of Tasmania Amendment Act 2001* contained the following amendments:

- an addition to the functions of the University to foster or promote the commercialisation of any intellectual property;
- the size of the Council of the University was reduced from 24 persons to 17 persons (18 if an additional person was resolved by Council);
- establishment of an audit committee and other committees to perform or exercise any of the Council's functions or powers, and to include some persons on those committees who were not members of Council;
- detailed Council member's obligations for care and diligence, including the introduction of the term *business judgment*, and obligations to act in good faith; and
- further definition of the role of the Visitor and other incidental amendments.

The Hansard transcription from the Second Reading of the *University of Tasmania Amendment Bill 2001*, read by the Minister for Education and Skills (23 May 2001), states the following:

"The council's composition and function are more akin to that of a board of directors whose members' obligations and loyalty are to the council itself and through it to the university, rather than a type of legislature whose members' allegiance is to their constituents, or an advisory group that does not have governing or decision-making powers."

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[2] The Governor of Tasmania is the Visitor of the University but has ceremonial functions only.

In the *University of Tasmania Annual Report 2001*, the then Chancellor, Dr Michael Vertigan stated that:

> "The *University of Tasmania Act 1992* was amended in 2001 and now provides a contemporary governance framework for the University that is arguably without peer in Australia."

University of Tasmania Amendment Bill 2004

In May 2003 the Commonwealth Minister for Education, Science and Training proposed a set of national governance protocols for higher education institutions. In July 2003 State and Territory ministers agreed to the merit of developing best practice standards in university governance arrangements, and for states and territories to work with the Commonwealth to reach agreement on a set of national governance protocols. The Australian Government determined that the addition of a further $404.3 million into the higher education sector – by incrementally increasing its contribution per student places by 2.5 per cent from 2005, building to an increase of 7.5 per cent by 2007 – would be dependent upon institutions adhering to the new National Governance Protocols.

Previous amendments in the *University of Tasmania Amendment Act 2001* enabled the University to comply with most aspects of the National Governance Protocols. In order to fully comply with the protocols, amendments to the Act were required in relation to membership of the Council; disqualification of members; and maximum membership terms of members.

In the Hansard transcription from the Second Reading of the *University of Tasmania Amendment Bill 2004* (17 November 2004), the Honourable Member for Nelson states the following:

> "Tasmania is one of the most advanced, I would suggest, in governance structure out of all the other universities. I believe that it is probably the envy of a great number of other universities because of its present governance structure... We are governed as well as, if not better, than any other university, I believe, in Australia. That is going to continue with this amendment."

As a result of the University of Tasmania Amendment Bill 2004, the *University of Tasmania Amendment Act 2004* contained the following amendments:

- the number of Council members appointed by the State Minister for Education was increased from 3 to 4;
- the Chairperson and Deputy Chairperson of the alumni were removed as members of Council;
- '2 students elected by the Council' was changed to '2 students appointed by the Council after consultation with any relevant student associations.';
- the number of 'persons appointed by the Council, each of whom must not be a member of the academic staff or a student and of whom at least one must be a graduate of the University' was increased from 3 to 4 and included reference to general (professional) staff;
- the conditions in relation to making appointments to Council were altered by referring to a balance of skills and experience and requiring that the Council and Minister consult with each other about any intended appointment;

- a clause was added stating that 'a person authorised by the University to conduct an inquiry into a matter has, in conducting that inquiry, the same protection and immunity as a judge of the Supreme Court.'; and
- various amendments were made to Schedule 1 'Provisions in respect of the Council' and Schedule 4 'Savings and Transitional' in relation to the terms of Council membership.

University of Tasmania Amendment Bill 2012

The *University of Tasmania Amendment Act 2001* and *University of Tasmania Amendment Act 2004* enabled the University Council to operate within a more contemporary management and governance framework. The tabling of the *University of Tasmania Amendment Bill 2012* continued that evolution.

The purpose of this legislation was to enable the University Council to:

- reduce membership from 18 members to a maximum of 14 members;
- reduce the membership terms of members appointed by the Minister and Council from four to three years; and
- formalise Council's power to remove the Chancellor and Deputy Chancellor.

The then Chancellor of the University of Tasmania, Mr Damian Bugg, requested this amendment to the *University of Tasmania Act 1992*. The changes proposed in this bill were in accord with the [*Voluntary Code of Best Practice for the Governance of Australian Universities*](#) that the then Minister for Education and Skills together with his colleagues on the Ministerial Council on Tertiary Education and Employment endorsed in September 2011. This Code was supported by the [University Chancellors Council](#).

The Hansard transcription from the Second Reading of the Bill, read by the Minister for Education and Skills (28 August 2012), states the following:

> "As with other Australian universities, the University of Tasmania has been responding strategically to an altered environment, including strong growth in enrolments, changing funding arrangements, increasing competition, and new regulatory frameworks. These changes have been reflected in the University Council's desire to adopt contemporary management and governance practices…I have mentioned the changing directions in which the country's universities must operate with increasingly complex educational, organisational, business and management responsibilities. Council membership must provide the necessary skills sets for ensuring the proper governance of a large tertiary education business within a highly competitive environment and a budget governed along business lines, rewarding achievement with revenue."

The resultant [*University of Tasmania Amendment Act 2012*](#) contained the following amendments:

- membership of University Council was amended to "not less than 10 and not more than 14 members.";
- the number of Council members appointed by the Minister decreased from 4 to 2;
- the number of students members on the Council reduced from 2 to 1;

- the number of members appointed by Council increased from 4 to 6;
- Council powers to dismiss the Chancellor and/or Deputy-Chancellor were added;
- the terms of members appointed by the Minister and Council reduced from four to three years; and
- other incidental amendments.

The *University of Tasmania Amendment Act 2012* commenced on 1 January 2013. Since that time there have been no further amendments to the Act. All iterations of the Act from its inception in 1992 have included the requirement that an annual report on the University's governance and operations be submitted to the Governor and copied to the State Minister for Education. These reports contain a full account of the income and expenditure of the University for the financial year to which they relate. The Minister must provide a copy of the report to both Houses of Parliament within the first 10 sitting days of each House after the report is received by the Minister. The reports are freely available from the University of Tasmania website.

The above historical context has outlined the evolution of the Act over time to respond to contemporary issues in the higher education sector and demonstrates the collegial way in which the University and the Parliament work together to ensure Tasmania's only university is delivering on its mission to serve the people and the state of Tasmania.

As mentioned previously, the Act is not the only legislative instrument that regulates the operations of Australian universities. The following section outlines the additional legislation and regulation that supports the Act to ensure accountable executive, fiscal and academic decision making at the University.

Higher Education Regulators and Registration

The Tertiary Education Quality and Standards Agency (TEQSA)

In addition to their establishing acts and internal governance instruments, such as ordinances, policies, procedure and by-laws, Australian universities operate under a comprehensive framework of federally governed laws and regulations. The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national quality assurance and regulatory agency for higher education. Established by the TEQSA Act 2011, the agency has broad powers to assess provider compliance with the Threshold Standards, Australian Qualification Framework (AQF) and the Education Services for Overseas Students (ESOS) Act 2000 (the latter in conjunction with the Department of Education, Skills and Employment (DESE)).

TEQSA registers higher education providers in four categories[3] and approves provider requests for self-accrediting status. Self-accrediting providers, such as the University of Tasmania, can approve their own courses of study without further reference to TEQSA. All other providers must seek TEQSA's approval before a course is offered. As part of this course approval

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[3] Australian University; Overseas University; University College; and Institute of Higher Education.

function, TEQSA is responsible for ensuring all higher education award courses[4] are designed and delivered in accordance with the AQF. This means that any provider not registered with TEQSA is forbidden from using AQF nomenclature (such as Bachelor Degree) to describe any educational services they offer.

Once registered with TEQSA, providers must undertake a renewal of registration at least once every seven years. The renewal of registration process requires the submission of evidence of ongoing compliance with the Threshold Standards. This scope includes a core component for all providers, which may be extended to any area of provider operations covered by the Threshold Standards. TEQSA determines the full submission scope based on its own Risk Assessment Framework and areas of current regulatory interest. The University of Tasmania underwent the renewal of registration process most recently in 2017-2018. Renewal for the maximum seven-year registration period was confirmed as recently as 2019 which demonstrates TEQSAs confidence in how the University is operating, including ongoing and sustained compliance with the Threshold Standards.

Outside of the renewal of registration process, TEQSA may, at any time, require providers to submit evidence of their compliance with any of the Threshold Standards in accordance with its Compliance Monitoring Framework. This includes regular, sector-wide checks on areas of high regulatory risk including, for example, third party delivery of teaching, contract cheating or institutional management of sexual assault and harassment. As part of these assessments, the agency seeks to determine that there are robust policies and procedures in place to mitigate against risk, that underlying organisational structures and administrative processes are sufficient to operationalise policy, and that there is adequate reporting and monitoring to identify, and remediate, any instances of non-compliance.

Further to renewal of registration and ongoing compliance monitoring processes, the TEQSA Act requires all providers to notify TEQSA within 14 days of a situation where it has either not met, or reasonably believes it will be unable to meet, its obligations under the Threshold Standards. This is referred to as a material change notification. In response to a notification, TEQSA may, for example, direct a provider to deliver a full account of the circumstances surrounding the breach or suspected breach, conduct an internal or external review of the matter, or provide a detailed action plan that both remediates the immediate issues and ensures that future, similar breaches of the Threshold Standards are avoided. Providers must also submit material change notifications to advise the regulator of major operational changes, including the appointment of a new Chancellor or Vice-Chancellor or the provider entering into or ceasing a third-party teaching arrangement with another institution.

TEQSA has far reaching powers to ensure compliance with the TEQSA Act, Threshold Standards, ESOS Act and associated National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code). These extend to civil and criminal action taken against providers or individuals for serious breaches of legislation. TEQSA is also empowered to suspend or cancel the registration of any higher education provider, as well apply conditions to the registration of a provider. These conditions may include:

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[4] Courses offered at AQF Level 5 and above, including the Undergraduate Certificate qualification which sits outside the normal AQF levels.

- prohibiting the provider from admitting students to a certain course or courses;
- reducing the length of the provider's registration period from the standard seven years;
- requiring the provider to submit evidence of ongoing compliance with relevant standards on a schedule determined by TEQSA;
- requiring that a provider cease a relationship with a third-party service provider, such as a partner university or educational agent; and/or
- suspending or cancelling a provider's self-accrediting authority.

All conditions are published on TEQSA's website.

As mentioned above, the TEQSA Act 2011 provides TEQSA with broad powers to assess provider compliance with the Threshold Standards, Australian Qualification Framework (AQF) and the Education Services for Overseas Students (ESOS) Act 2000 as follows:

<u>Threshold Standards</u>

The Higher Education Standards Framework (Threshold Standards) 2021 provide a regulatory quality and compliance baseline for all higher education providers, across seven domains of institutional activity.

1. Student Participation and Attainment

2. Learning Environment

3. Teaching

4. Research and Research Training

5. Institutional Quality Assurance

6. Governance and Accountability

7. Representation, Information and Information Management.

There are more than 100 standards in the seven domains outlined above that address essentially all aspects of university business and all stages of the student lifecycle, from first enquiry to graduation. As a minimum regulatory baseline, providers are expected to always comply with the standards and, importantly, be able to provide evidence of this compliance.

Additionally, the Standards:
- Set out the requirements that a higher education provider must meet – and continue to meet – to be registered by TEQSA to operate in Australia as a provider of higher education. The Standards provide the basis for the regulation of registered higher education providers.
- Ensure that the requirements for entry into the higher education sector are set sufficiently high to underpin and protect the quality and reputation of the sector as a whole.
- Establish a baseline for operational quality and integrity from which all providers can continue to build excellence and diversity.
- Serve other broader purposes including the provision of:
  - an articulation of the expectations for provision of higher education in Australia.
  - a guide to the quality of educational experiences that students should expect;

- o a reference for international comparisons;
- o a reference for other interested parties; and
- o a model framework which higher education providers can apply themselves for the internal monitoring, quality assurance and quality improvement of their higher education activities.

The Threshold Standards are set by the Commonwealth Minister for Education based on the advice of the Higher Education Standards Panel (HESP), an advisory group of experts in higher education management, operations and quality assurance.

The Standards encompass the matters that a higher education provider would ordinarily be expected to address while directing and monitoring its higher education activities and managing any associated risks. For example, the role of Academic Senate, as prescribed by its Ordinance is taken directly from the Threshold Standards, section 6.3 – Academic Governance.

University protocols for reporting actual or potential breaches of the Threshold Standards are clearly stipulated in the *Compliance Breach Management Procedure for Heads of Schools, Institutes and Executive Deans*. This Procedure sets out the responsibilities and accountabilities of Heads of Schools and Institutes and College Executive Deans, as they relate to management, student focussed approaches and regulatory compliance, including role-specific accountability to ensure ongoing local maintenance of, and strict compliance with, the Threshold Standards and other relevant national regulatory instruments. This Procedure also stipulates the process whereby identified compliance breaches must be reported and managed by Heads of Schools and Institutes, and systematically managed within academic colleges across all constituent schools and institutes by Executive Deans.

Australian Qualifications Framework – Course Design Standards

The Australian Qualifications Framework (AQF) is a binding policy for the categorisation of all post-secondary education, from Certificate I through to Doctoral Degrees. For each award type, the AQF specifies the broad purpose, volume of learning, and the level of knowledge and skills a graduate of the award will be expected to obtain.

All providers must ensure that all their award courses are compliant with the relevant AQF specifications as part of approval processes, and regular review and quality assurance activity.

The AQF is administered by the Commonwealth Department of Education, Skills and Employment (DESE). Any changes to the AQF must be agreed by the Commonwealth as well as all state and territory governments.

The University of Tasmania offers twelve AQF permissible higher education award types as outlined in the table below:[5]

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[5] The University also offers non-award courses such as Undergraduate Certificates. These job ready short courses are part of a Federal Government initiative in response to the pandemic.

UNIVERSITY *of* **TASMANIA**

AQF Level	Qualification Type	Area/s of University that offer qualification type
5	Diploma	University College College of Arts, Law and Education College of Health and Medicine College of Sciences and Engineering
6	Advanced Diploma	University College College of Sciences and Engineering
6	Associate Degree	University College College of Arts, Law and Education College of Sciences and Engineering
7	Bachelor Degree	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering
8	Bachelor Honours Degree	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering
8	Graduate Certificate	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering
8	Graduate Diploma	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering
9	Masters Degree by Coursework	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering
9	Masters Degree by Research	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering
9	Master of Philosophy	College of Sciences and Engineering
10	Doctoral Degree - Professional	College of Arts, Law and Education College of Business and Economics College of Health and Medicine
10	Doctoral Degree - Research	College of Arts, Law and Education College of Business and Economics College of Health and Medicine College of Sciences and Engineering

Each of the above listed colleges at the University are accountable to both Council and Academic Senate for executive, fiscal and academic decision-making as well as being obligated to comply with University-wide and college-specific legislation and regulations.

Australian Skills Quality Authority (ASQA)

In addition to the level 5 to 10 AQF permissible higher education award types listed above, the University also offers Vocational Education and Training (VET) certificates through the Australian Maritime College in the College of Sciences and Engineering (CoSE). These courses are offered in areas including shipboard safety and maritime operations. ASQA is responsible for regulating approximately 90% of Australian VET providers, including the University of Tasmania. ASQA accredits VET courses to ensure they meet nationally approved standards, based on industry, enterprise, education, legislative and community needs. ASQA has a risk-based approach to compliance and quality outcomes and focuses on protecting the quality and reputation of the Australian VET sector. ASQA conduct performance-based assessments (audits) to review compliance and identify and manage provider risks. ASQA work with the University to ensure compliance is systemic, structured and sustainable.

Education Services for Overseas Students – Commonwealth Register of Institutions and Courses for Overseas Students

Providers must also be registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) in order to offer courses to people studying in Australia on study visas. CRICOS is established under the Education Services for Overseas Students Act 2003 (ESOS Act) and is managed by TEQSA and DESE.

Institutional CRICOS registration and renewal of registration are separate to TEQSA registration processes, though many providers elect to align their renewal submissions.

Each course available to students on study visas must also be individually registered on CRICOS. This applies to all courses, including those offered by providers with self-accrediting authority. All registered courses are searchable via the CRICOS website. To register a course on CRICOS, providers must submit information including: standard course duration in weeks; delivery location and mode; projected overseas student enrolments; estimated fees for overseas students; any work-based training requirements; and any third-party delivery arrangements for the course.

In addition to the above legislation, the University must also comply with the following legislative obligations.

Standards for the Conduct of Research

Developed in collaboration between the National Health and Medical Research Council (NHMRC) and Universities Australia, the Australian Code for the Responsible Conduct of Research (Research Code), sets minimum standards for all research organisations in areas including ethics approvals for research involving humans and animals, transparency in publishing research results and the management of complaints regarding the conduct of research. The Research Code is supported by guides on specific topics including managing breaches, collaborative research, peer review and the management of conflicts of interest.

Universities and other research organisations must be able to comply with the requirements of the Research Code in order to remain eligible for grant funding programs administered by the NHMRC and Australian Research Council (ARC). These two bodies oversee a substantial proportion of Australian research grant funding, including prestigious programs such as the Australian Laureate Fellowships.

Professional Accreditation of Courses and Majors

Some University courses and their sub-components (majors) are subject to accreditation by external professional bodies or agencies. In accordance with the requirements of the Threshold Standards,[6] if professional accreditation is required for graduates to practise in a particular field, universities are forbidden from offering a course in that field until accreditation is obtained. This requirement is common to the health professions, teacher education, engineering and nautical sciences, and social work.

For other disciplines, such as accounting and computer science, external professional accreditation may not be required for graduates to practise in the field but may remain highly desirable for prospective students and employers alike.

Commonly, a graduate of a course accredited by an external professional body will register with that body as a member of the relevant profession. Accrediting bodies may set additional registration requirements beyond the completion of the course, including ongoing requirements for professional learning and development.

In all cases, external accrediting bodies have full discretion in setting their own requirements for providers to meet. Depending on the discipline, accrediting bodies may dictate highly specific course content requirements, or may alternatively take a competencies-based approach reflecting the skills and attributes a graduate requires to succeed in the profession.

In their decision-making, accrediting bodies may require extensive documentation from providers regarding the relevant course of study, over and above what may be required by internal university committees, and in formats set by the accrediting bodies themselves. Accrediting bodies often also require site visits and facilities audits as part of the accreditation process.

Most externally accredited courses undergo review and reaccreditation processes on a three-five-year cycle. The accrediting body determines the conditions by which a provider can amend a course of study outside of the regular review cycle and in what circumstances the accrediting body must be notified of a change.

In addition to the 280 state, Commonwealth and international legal obligations applying to the University's operations, the University has its own internal governance framework that further ensures accountable executive, fiscal and academic decision making.

The University's Internal Governance Instruments Framework

Ordinances, Policies, Procedures and By-laws

In 2020, a Governance Instruments Review Project at the University led to an immense change in how the University organises and frames governance instruments. The project delivered a new suite of 41 clear, simple governance instruments, including the University By-laws, 10 ordinances and 30 principles-based policies, all of which work together to guide decision

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[6] Standard 3.1.5

making and are supported by a suite of operational procedures. The framework also includes the governance and processes to maintain the currency of the instruments.

This was a major step forward for the institution. Previously there were over 430 instruments of various types including over 280 Academic Senate and University Council rules and 116 detailed and prescriptive policies. This transformative review not only significantly reduced the number and type of instruments that guide the University, but also introduced a step-change in how they are constructed. Three new straightforward ordinances: the University Council, Academic Delegations and General Delegations ordinances were introduced to ensure that key delegations of powers and functions by University Council to the Vice-Chancellor and University staff are clearly articulated and exercised in a principled manner. For the policies, the project developed and implemented a bold and innovative approach. Each policy is now a collection of principles, grouped together in a rational way, with each principle a standalone statement that guides a choice.

The new Governance Instruments Framework is organised according to the seven domains of the Threshold Standards. This not only provides a logical structure but also assists the University to demonstrate to TEQSA and other government agencies the ways in which the University is meeting regulatory and legislative requirements.

The change is supporting a whole-of-organisation shift from a compliance-driven, process focus, toward a values-based culture in which University community members are empowered to make decisions and are held accountable for those decisions. The University's policy principles, by-laws and ordinances, together with external legislation and regulation, now provide clear guidance for members of the University community and a solid foundation upon which the University's new suite of procedures has now been built.

The significance of this transformation for the University was praised by University Council, and subsequently recognised through a 2020 Vice-Chancellor's Transformation Award. The model attracted much interest, both locally and nationally and, as a result, won the national *Tertiary Education Management Award for Excellence in Governance and Policy* at the Association for Tertiary Education Management (ATEM) Best Practice Awards in 2021.

Conclusion

The University of Tasmania Act 1992 is an appropriate legislative instrument to ensure executive, fiscal and academic decision making at the University and amendments made to the Act over time have adequately reflected the continually evolving landscape of the higher education sector. Provisions of the Act are further enhanced by internal and external legislation and regulations with which the University must also comply. The University's strict compliance obligations all work together to safeguard executive, fiscal and academic decision making at the University, ensure the University is providing an excellent student and staff experience; and deliver on its mission to proudly serve the Tasmanian community and its people.

Further Information

Further information in relation to the governance of University operations can be found in the following submissions to the Inquiry:

- University of Tasmania Submission 3 – Corporate and Academic Governance at the University of Tasmania
- University of Tasmania Submission 4 – University Council
- University of Tasmania Submission 5 – Academic Senate
- University of Tasmania Submission 6 – Academic Freedom, Independence and Autonomy.

Please do not hesitate to contact me if you require additional information.

Kind regards,

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Appendix A - Legislation Impacting on University Operations

Appendix A: Legislation Impacting on University Operations

Category	Legislative Obligation
Higher Education	Tertiary Education Quality and Standards Agency Act (2011)
	Education Services for Overseas Students Act (2000)
	Education Services for Overseas Students Regulation (2019)
	Higher Education Standards Framework (Threshold Standards) 2021
	National Code of Practice for Providers of Education and Training to Overseas Students 2018
	Education Services for Overseas Students (Registration Charges) Act (no 18 of 1997)
	Higher Education Funding Act (1988)
	Higher Education Provider Guidelines (2012)
	Higher Education Support (VET) Guidelines (2015)
	Higher Education Support Act (2003)
	Copyright Act (1968)
	Civil Aviation Act 1988
	Civil Aviation Regulations 1988
	Library Act 1984
	Marine and Safety Authority Act 1997
	Marine Safety (Domestic Commercial Vessel) National Law Act 2012
	Maritime Legislation Amendment Act 2007
	National Standards for Commercial Vessels
	Navigation Act (2012)
	Offshore Waters Jurisdiction Act (1976)
	Protection of the Sea (Harmful Anti-Fouling Systems) Act 2006
	Protection of the Sea (Prevention of Pollution from Ships) Act (1983)
	Seafarers Rehabilitation and Compensation (Transitional Provisions and Consequential Amendments) Act (1992)
	Seafarers Rehabilitation and Compensation Act (1992)
	Seafarers Rehabilitation and Compensation Levy Act (1992)
	Anatomical Examinations Act 2006
	Anatomical Examinations Regulations 2017
	Indigenous Student Assistance Grant Guidelines 2017
Equity	Age Discrimination Act (2004)
	Anti-Discrimination Act 1998
	Disability Discrimination Act (1992)
	Equal Opportunity for Women in the Workplace Act (1999)
	Sex Discrimination Act 1984
	Workplace Gender Equality Act 2012
	Australian Human Rights Commission Act 1986
	Defence Reserve Service (Protection) Act 2001
	Racial Discrimination Act (1975)

	University of Tasmania Staff Agreement 2017-2021
Student Experience	Disability Standards for Education 2005
	Residential Tenancy Act 1997
	Tasmanian response - Royal Commission into Institutional Responses to Child Sexual abuse
	National Rental Affordability Scheme Act 2008
	National Rental Affordability Scheme Regulations 2008
	Children Young Persons and Their Families Act 1997
Property Management	Building Act 2016
	Building Regulations 2014
	Boundary Fences Act 1908
	Food Act 2003
	Gas Act 2000
	Historic Cultural Heritage Act 1995
	Land Use Planning and Approvals Act 1993
	Liquor Act 2007
	Liquor Licensing Act 1990
	Listening Devices Act 1991
	Litter Act 2007
	National Greenhouse and Energy Reporting Act 2007
	National Greenhouse and Energy Reporting Regulations 2008
	Neighbourhood Disputes About Plants Act 2017
	Water and Sewerage Industry Act 2008 and Water and Sewerage Industry (General) Regulations 2019
	Building and Construction Industry Security of Payment Act 2009
	Residential Tenancy (Smoke Alarms) Regulations 2012
	Native Title Act 1993
Delegations	Land Acquisition Act 1993
	National Energy Retail Law (Tasmania) Act 2012
	Nation-building Funds Act 2008
	Telecommunications Act 1997
	Personal Property Securities (Commonwealth Powers) Act 2010
Sustainability	Environment Protection & Biodiversity Conservation Act (1999)
	Climate Change (State Action) Act 2008
	Ozone Protection and Synthetic Greenhouse Gas Management Act (1989)
	Ozone Protection and Synthetic Greenhouse Gas Management Regulations (1995)
	Aboriginal Heritage Act 1975
	Environmental Management and Pollution Control Act 1994
Indigenous Affairs	Indigenous Education (Targeted Assistance) Act 2000
	Aboriginal and Torres Strait Islander Heritage Protection Act 1984
Records	Archives Act 1983
Legal Compliance	Foreign Influence Transparency Scheme Act 2018
	Australian Consumer Law (Tasmania) Act 2010

	Public Interest Disclosures Act 2002
	Right to Information Act 2009
	Integrity Commission Act 2009
	Acts Interpretation Act 1931
	Administration and Probation Act 1935
	Administrative Appeals Tribunal Act 1975
	Civil Liability Act 2002
	Commercial Arbitration Act 2011
	Commonwealth Electoral Act 1918
	Companies (Acquisition of Shares) (Application of Laws) Act 1891
	Crimes Act (1914)
	Criminal Code Act (1995)
	Criminal Code Act 1924
	Defamation Act 2005
	Evidence Act 2001
	Guardianship and Administration Act 1995
	Judicial Review Act 2000
	Land Titles Act 2000
	Legal Profession Act 2007
	Personal Properties Security Act 2009
	Trustee Act 1998
	Freedom of Information Act 1982
	Security of Critical Infrastructure Act 2018
	Right to Information Regulations 2021
	Modern Slavery Act 2018
	National Redress Scheme for Institutional Child Sexual Abuse Act 2018
Intellectual Property	Patents Act (1990)
	Patents Regulations 1991
	Circuit Layouts Act 1989
	Designs Act (2003)
	Designs Amendment (Advisory Council on Intellectual Property Response) Act 2021
	Designs Regulations 2004
	Plant Breeders Rights Act (1994)
	Plant Breeders Rights Regulations 1994
	Trade Marks Act (1995)
	Trade Marks Regulations 1995
Vocational Education and Training (VET)	Antarctic Treaty (Environment Protection) Act 1980
	Antarctic Treaty Act 1960 (and subordinate acts)
	Health Practitioner Regulation National Law (Tasmania) Act 2010
	Surveyors Act (2002)
	Teachers Registration Act (2000)
	Teachers Registration Regulations (2011)
	Burial and Cremation Act 2002
	Burial and Cremation Regulations 2015

	Standards for VET Accredited Courses (2011)
	Student Identifiers Act (2014)
	Standards for Registered Training Organisations 2015
Privacy	Guidelines under Section 95 & 95A of the Privacy Act 1988
	Personal Information Protection Act 2004
	Privacy Act 1988
	International covenant on civil and Political Rights (Article 17)
	General Data Protection Regulation (GDPR) (EU2016/679)
	OECD Guidelines on the Protection of Privacy and Transborder Flows of Personal Data
	Data Availability and Transparency Act 2022
Trade and Commerce	Australia's Foreign Relations (State and Territory's Arrangements) Act 2020
	Corporations Act (2001)
	COVID-19 Disease Emergency (Commercial Leases Code) Act 2020
	Strata Titles Act 1998
	Associations Incorporation Act 1964
	Competition and Consumer Act 2010
	Competition and Consumer Regulations 2010
	Corporations Act (Tasmania) 1990
Governance	University of Tasmania Act 1992
Research, Ethics and Integrity	Antarctic Marine Living Resources Conservation Act 1981
	Australian Code for the Responsible Conduct of Research (NHMRC, ARC, UA, 2007)
	Autonomous Sanctions Act 2011
	Autonomous Sanctions Regulations 2011
	Poisons Act 1971
	Poisons Regulations 2008
	Australian Research Council Act (2001)
	National Health and Medical Research Council Act 1992
	National Statement on Ethical Conduct in Human Research, NHMRC 2007
	Agricultural and Veterinary Chemicals (Control of Use) Act 1995
	Agricultural and Veterinary Chemicals (Control of Use) Regulations 2012
	Agricultural and Veterinary Chemicals (Tasmania) Act 1994
	Australian Communications and Media Authority Act (2005)
	Biosecurity Act 2015
	Biosecurity Act 2019
	Biosecurity Regulations 2016
	Chemical Weapons (Prohibition) Act 1994
	Crimes at Sea Act 1999
	Customs (Prohibited Exports) Regulations 1958
	Customs (Prohibited Imports) Regulations 1958
	Defence and Strategic Goods List 2021
	Animal (Brands and Movement) Act 1985

	Animal Health Act 1995
	Animal Welfare Act 1993
	Australian Code for the Care and Use of animals for Scientific Purposes 8th Ed 2013
	Defence Trade Controls Act 2012
	Australian Maritime Safety Authority Act (1990)
	Defence Trade Controls Regulation 2013
	Fisheries (Rock Lobster) Rules 2017
	Fisheries Rules (Validation) Act 1997
	Fishing (Licence Ownership and Interest) Registration Act 2001
	Human Cloning for Reproduction and other Prohibited Practices Act 2003
	Human Embryonic Research Regulation Act 2003
	Human Tissue Act 1985
	Industrial Hemp Act 2015
	Inland Fisheries Act 1995
	International Convention for the Prevention of Pollution from Ships (MARPOL)
	Living Marine Resources Management (Validation of documents) Act 2002
	Living Marine Resources Management Act 1995
	Marine Farming Planning Act 1995
	Gene Technology (License Charges) Act 2000
	Gene Technology Act 2000
	Gene Technology Act 2012
	Gene Technology Regulations 2001 (2019 Amendment)
	Genetically Modified Organisms Control Act 2004
	Plant Quarantine Act 1997
	Prohibition of Human Cloning for Reproduction Act 2002
	Radiocommunications Act (1992)
	Radiocommunications Regulations (1993)
	Research Involving Human Embryos Act (2002)
	Seeds Act 1985
	Threatened Species Protection Act 1995
	Weapons of Mass Destruction (Prevention of Proliferation) Act 1995
	Narcotic Drugs (Licence Charges) Act 2016
	Narcotic Drugs (Licence Charges) Regulation 2016
	Narcotic Drugs Act 1967
	Narcotic Drugs Legislation Amendment Act 2016
	Narcotic Drugs Regulation 2016
	Single Convention on Narcotic Drugs 1961
	Therapeutic Goods Act 1989
	Therapeutic Goods Act 2001 (TAS)
	Therapeutic Goods Regulations 1990
	Therapeutic Goods (Medical Devices) Regulations 2002
	Veterinary Surgeons Act 1987

	Veterinary Surgeons Regulations 2012
Strategy and Marketing	Migration Act (1958)
	Charter of the United Nations Act 1945
	Gaming Control Act 1993
	Spam Act (2003)
Tax, Finance and Property	A New Tax System (Goods and Services Tax) Act 1999
	Anti-money Laundering and Counter Terrorism Financing Act (2006)
	Audit Act 2008
	Australian Accounting Standards Board (AASB) Accounting Standards
	Fringe Benefits Tax Act 1986
	Payroll Tax Act 2007
	Payroll Tax Act 2008
	A New Tax System (Australian Business Number) Act 1999
	A New Tax System (Family Assistance) Act 1999
	A New Tax System (Luxury Car Tax) Act 1999
	A New Tax System (Managing the GST Rate and Base) Act 1999
	A New Tax System (Pay as You Go) Act 1999
	A New Tax System (Wine Equalisation Tax) Act 1999
	Bankruptcy (Estate Charges) Act 1997
	Australian Charities and Not-for-profits Commission Act 2012
	Bankruptcy Act 1966
	Business Names Registration Act 2011
	Cheques Act 1986
	Charities Act 2013
	Cross-Border Insolvency Act
	Collection of Charities Act 2001
	Double Tax Agreements(DTA)
	Electronic Transactions Act 1999
	Electronic Transactions Act 2000
	Financial Transaction Reports Act 2013
	Fuel Tax Act 2006
	Income Tax Assessment Act 1997
	Income Tax Rates Act 1986
	International Tax Agreements Act (1953)
	Land Tax Act 2000
	New Business Tax System (Capital Gains Tax) Act 1999
	Taxation Administration Act 1997
	Unclaimed Money Act 2015
	Theatre Royal Precinct Redevelopment Act 2016
Procurement	Customs Act 1901
	Customs Tariff Act 1995
	Duties Act 2001
	Excise Act
	National Consumer Credit Protection Act 2009

Work, Health and Safety	Work Health and Safety Act 2012
	Work Health and Safety Regulations 2011
	Occupational Health and Safety (Maritime Industry) Act (1993)
	Work Health and Safety Act 2011 (NSW)
	Dangerous Goods (Rail & Rail Transport) Act 2010
	Explosives Act 2012
	Explosives Regulations 2012
	Marine Safety (Misuse of Alcohol) Act 2006
	Occupational Licensing Act 2005
	Public Health Act 1997
	Transport Safety Investigation Act (2003)
	Nuclear Non-Proliferation (Safeguards) Act 1987
	Vehicle and Traffic Act 1999
	Marine Order 504 (Certificates of operation and operation requirements — national law) 2018.
Industrial and Employment	Fair Work Act 2009
	Registration to Work with Vulnerable People Act 2013
	Superannuation Guarantee (Administration) Act (1992)
	Superannuation Industry (Supervision) Act 1993 (Cth)
	Census and Statistics Act 1905 (Cth)
	Employment Incentive Assistance Act 1984
	Employment Incentive Scheme (Payroll Tax Rebate) Act 2009
	Long Service Leave Act 1976
	Paid Parental Leave Act 2010
	Social Security (Administration Act) 1999 (Cth)
	Workers Rehabilitation and Compensation Act 1988 (TAS)
	Workplace Injury Management and Workers Compensation Act 1998 (NSW)
	Independent Contractors Act (2006)
Hazardous Chemicals	Biological Control Act 1986
	Industrial Chemicals Act 2019
	Misuse of Drugs Act 2001
	Radiation Protection Act 2005
	Security-sensitive Dangerous Substances Act 2005
	Security-sensitive Dangerous Substances Regulations 2015

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 3 - Corporate and Academic Governance at the University of Tasmania

1. Preamble

This submission is made in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the *University of Tasmania Act 1992*. This submission is made in relation to the following term of reference:

(2) The constitution, role, powers and obligations of the Council and Academic Senate.

This submission demonstrates the robustness of the corporate and academic governance arrangements established by the University of Tasmania and the ways in which these provisions are both in keeping with, and enabled by, the University of Tasmania Act, 1992 (Act).

This submission also puts the relevant parts of the Act into context, in terms of the governance of Australian universities more generally, and the legislative requirements placed on all higher education providers under the Tertiary Education Quality and Standards Agency (TEQSA) Act, 2011 and the Higher Education Standards Framework (Threshold Standards), 2021.

The submission highlights that the last in-depth audit of the University of Tasmania by TEQSA, for the purpose of re-registration as a higher education provider, confirmed that the University's governance structure was sound. The one aspect of University governance that the regulator did suggest needed refinement, was the complexity of the structure of subordinate regulatory ordinances, rules, policies and procedures. This has been comprehensively reformed and recognised now as sector leading. This is discussed further in sections 4 and 8.

This information contained in this submission provides a body of evidence that demonstrates that the constitution, role, powers and obligations of the Council and Academic Senate are adequately provided for in the Act and that the University of Tasmania is fulfilling its obligations as outlined by the Act.

2. Governance in Australian Universities

Australian universities operate under a complex framework of Government laws and regulation. This includes laws that govern Government funding, student loans and reporting requirements.[1]

Australian universities are established by acts of Parliament. These acts regulate aspects of university governance, including the size and composition of their governing bodies. As new legislation is introduced or current legislation is updated, the composition of university governing bodies can be affected, which in turn can affect the way that they operate. Universities are also governed by the various regulations that affect corporations, such as the accounting, audit, Work Health and Safety and Human Resources regulations.

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[1] University of Tasmania Submission 2 titled *The University of Tasmania's Regulatory Environment* outlines the complex regulatory environment of Australian universities in more detail.

The national regulator, the [Tertiary Education Quality and Standards Agency](#) (TEQSA), also provides quality assurance for the sector and has extensive powers under Australian Government legislation. All Australian higher education providers must be registered by TEQSA; registrations and decisions on regulatory activity is searchable on the [National Register of Higher Education Providers](#).

Each university is established under similar (but not identical) legislation and each differs in the way in which the issues they face influence their planning and decision-making processes.

As Australia's higher education sector has continued to grow, universities have become increasingly complex and sophisticated organisations that manage very substantial budgets, employ tens of thousands of staff, and educate hundreds of thousands of students. Australia has 43 universities (including 37 public universities, four private universities and one international private university). In 2022, 1,622,867 students were enrolled at Australian universities.

Good internal governance is central to ensuring that universities fulfil their respective missions and deliver on strategic priorities whilst benefiting Australian society politically, economically, socially and culturally. High corporate and academic governance standards are critical to the internal functioning of universities, and ultimately underpin educational attainment and research and research training outcomes.

3. The Relationship between Corporate and Academic Governance in Australian Universities

Any strict separation of corporate and academic governance is somewhat artificial. The two are necessarily and inextricably linked. Whilst corporate governing bodies exercise overall governance and accountability for universities, peak academic bodies such as academic senates provide advice on academic matters, exercise academic delegations as they relate to the academic program of the university and monitor the quality of academic initiatives and outcomes.

Corporate governance is the framework of structures, rules, relationships, systems and processes of an entity through which:

- corporate directions and targets are set;
- authority is delegated;
- organisational performance is monitored;
- risks are identified, managed and controlled;
- organisational accountability is maintained; and
- corporate culture is developed and influenced.

The centrepiece of corporate governance in Australian higher education is a formally constituted governing body (e.g., a board of governance) that is collectively accountable for the governance and performance of the entity overall, including, in the case of registered higher education providers, meeting and continuing to meet the requirements of the [Higher Education Standards Framework (Threshold Standards), 2021](#).

In higher education , corporate governance is typically part of a governance framework that also includes academic governance. Together these elements of governance guide and monitor the executive and academic functions of the provider.

Higher education academic governance is the framework of policies, structures, relationships, systems and processes that collectively provide leadership to, and oversight of, a higher education provider's academic activities (teaching, learning and scholarship, and research and research training) at an institutional level.

The collective oversight of the academic community is usually exercised through a single body (e.g., an academic board or senate, with or without sub-committees) and/or a variety of other structures (e.g., faculty boards, teaching and learning committees or course advisory committees).

Traditional functions of academic governance include rigorous scrutiny and peer review of academic activities, carried out independently and separately from the staff who are directly involved in those activities. They also include the provision of academically-informed advice to assist corporate decision making and monitoring, e.g., for institutional approval of a course of study or analysis of the progress of student cohorts. The nature of academic governance presupposes that it will incorporate academic expertise and experience sufficient to provide leadership, judgement and scrutiny at the level of academic activity concerned.

A degree of separation between corporate governance and academic governance has been a long-standing tradition of academic governance in universities. Irrespective of the structural arrangements for academic governance of a particular provider and the extent of separation of functions, there is some interdependency between these functions and executive management.

Maintenance of some links between academic and corporate governance is necessary to address this interdependence, to achieve coherency of governance overall and to meet the requirements of Australian Government regulatory requirements. Notwithstanding these links, the need for competent independent academic governance remains a critical feature of university governance arrangements, and the roles of management and academic governance need to be defined and distinct.

The standing of a provider's academic governance practices is seen by many as key to maintaining and sustaining a provider's educational reputation. Prominent among the practices of the provider that are reflected in its reputation are the academic benchmarks ('academic standards') that are set and monitored by the provider through its academic governance processes. This means that an important part of academic governance is the setting of performance metrics and thresholds to measure and monitor the quality of teaching, learning, and research.

4. Higher Education Provider Registration

Governance arrangements at the University have been confirmed as being compliant with the regulatory requirements set by the Tertiary Education Quality and Standards Agency (TEQSA), which audits each provider at least once every seven years. This demonstrates the robustness of the University's corporate and academic governance arrangements.

Under section 36 of the Tertiary Education Quality and Standards Agency Act, 2011 (TEQSA Act), the University of Tasmania is a registered self-accrediting higher education provider in the category of 'Australian University.' Re-approval of this status followed the submission of an extensive application for renewal of registration in 2018. The fact that the University is registered under the standards, demonstrates ongoing and sustained compliance with the relevant standards.

As previously mentioned, the one area related to governance that TEQSA identified for improvement was the complexity of the University's governance instruments framework. This finding led to a two-year initiative which saw the reduction of the former 116 policies, 18 ordinances and over 230 rules to around 30 principles-based policies, 10 ordinances and no rules, with a simplified and efficient review, quality assurance and approval cycle.

This vastly reduced suite and the move away from overly prescriptive, compliance-focussed policies to simple sets of principles has empowered individuals, guiding choice and decision making in a consistent and reliable way. The excellent work of the project team was recognised with a 2020 Vice-Chancellor's Transformation Award and the Association for Tertiary Education

Management (ATEM) Best Practice Award for Excellence in Governance and Policy in 2021. The University's Governance Instruments Framework is discussed further in section 8.

5. Standards for Corporate and Academic Governance in Higher Education

This section outlines the legislative regulatory requirements placed on all Australian higher education providers by the Commonwealth government specifically related to corporate and academic governance.

5.1. The Higher Education Standards Framework

The governance standards set for all higher education providers are encapsulated in Domain 6 of the Higher Education Standards Framework (Threshold Standards), 2021. The Framework consists of two parts:

- Part A – Standards for Higher Education (which represent the minimum acceptable requirements for the provision of higher education in or from Australia); and
- Part B – Criteria for Higher Education Providers (which enable categorisation of different types of providers and whether a provider is responsible for self-accreditation of a course(s) of study it delivers).

The standards set out the requirements that a higher education provider must meet – and continue to meet – to be registered by TEQSA to operate in Australia as a provider of higher education to enrolled students. The standards:

- provide the basis for the regulation of registered higher education providers;
- ensure that the requirements for entry into the higher education sector are set sufficiently high to underpin and protect the quality and reputation of the sector as a whole;
- establish a baseline for operational quality and integrity from which all providers can continue to build excellence and diversity; and
- serve other broader purposes including the provision of an articulation of the expectations for provision of higher education in Australia as:
    - o a guide to the quality of educational experiences that students should expect;
    - o a reference for international comparisons;
    - o a reference for other interested parties; and
    - o a model framework which higher education providers can apply to themselves for the internal monitoring, quality assurance and quality improvement of their higher education activities.

The standards are organised into seven domains: 1) Student Participation and Attainment; 2) Learning Environment; 3) Teaching; 4) Research and Research Training; 5) Institutional Quality Assurance; 6) *Governance and Accountability*; and 7) Representation, Information and Information Management.

5.2. Domain 6 in detail (Governance and Accountability)

Domain 6 – Governance and Accountability represents a provider's accountabilities at a corporate level, both as a responsible corporate entity and as a provider of quality higher education, including responsibility for compliance with the requirements of the other six domains of the Higher Education Standards Framework. Some of these accountabilities reside solely with the governing body, although most rely on delegations of authority from the governing body to various parts/officers of the provider. TEQSA states that:

"Because of its overarching nature, the extent to which a provider demonstrates its capacity to meet the Standards of this Domain (along with Domains 5 and 7) as part of its ordinary business will be a significant factor in building TEQSA's confidence about the provider's capacity to meet and continue to meet the requirements of the HES Framework overall."

Domain 6 Governance and Accountability encompasses:

- 6.1 Corporate Governance – specification of an accountable governing body with some elaboration of its key governance roles;
- 6.2 Corporate Monitoring and Accountability – specific corporate accountabilities to be demonstrated by the provider, which the governing body also assures itself are met; and
- 6.3 Academic Governance – requirements for academic governance oversight of a provider's higher education activities.

The specific standards in Domain 6 are included for reference in this submission as **Appendix A**.

6. Corporate Governance at the University

This section outlines corporate governance arrangements at the University of Tasmania and the ways in which these arrangements align with, and are enabled by, the Act. As mentioned earlier, the centrepiece of corporate governance in Australian higher education is a formally constituted governing body (e.g., a board of governance) that is collectively accountable for the governance and performance of the entity overall. At the University of Tasmania, this governing body is the University Council (Council).

6.1. Composition of Council

University governing bodies typically vary in size from 10 to 21 members. Many have members appointed by the State Government or Governor of the state in which they are registered as well as other external members selected for their various skills and experience. The majority also include representatives of the staff and student bodies as well as senior staff (ex officio).

Division 3, clause 8 of the Act requires that the corporate governing body of the University (the Council) is constituted of:

- the Chancellor;
- the Vice-Chancellor;
- the Chairperson of the Academic Senate or, if the Vice-Chancellor occupies that office[2], the Deputy Chairperson of the Academic Senate;
- two persons appointed by the Minister, each of whom must not be a student or member of the academic staff or professional staff and of whom at least one must be a graduate of the University;
- one member of the academic staff elected by the academic staff;
- one member of the professional staff elected by the professional staff;
- a minimum of one student appointed by the Council, after consultation with any relevant student associations; and
- up to 6 persons appointed by the Council, each of whom must not be a member of the academic staff or professional staff or a student and of whom at least one must be a graduate of the University.

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[2] The Academic Senate Ordinance precludes the Vice-Chancellor from occupying the position of Chair.

The Council's composition is compliant with this requirement and the terms of members are in alignment with the requirements of Schedule 1 of the Act.

Another requirement is that Council is composed having regard to the balance of skills, experience, regional representation and appropriate gender balance. This requirement is exemplified by the current membership of Council[3].

6.2. Role of the Chancellor and Council

In Australian higher education, a Chancellor is the formal head of a university, working closely with the Vice-Chancellor and President. Their relationship may be seen broadly as that between a Chair and a Chief Executive Officer (CEO). The Chancellor chairs the university's governing body and is expected to champion exemplary standards of ethical governance and integrity.

The Council has collective responsibility for providing oversight of a university's strategic planning and its educational, financial, commercial and legal accountabilities. It is responsible for the appointment of the Vice-Chancellor and monitors their performance.

The first role of the Chancellor is very much a Chair of Board role to work with the Vice-Chancellor as CEO to ensure that the major decisions of the University are sound. This means that the Vice-Chancellor will consult with the Chancellor and seek guidance or input as is appropriate and keep the Chancellor informed of developments in the University that may have strategic significance.

A Chancellor articulates the role of members of the governing body and is active in recommending new members. A Chancellor will encourage the collaborative contribution of all those who serve, promoting open discussion and transparent decision making.

A Chancellor plays a prominent representative role in the life of the university, including presiding at ceremonial occasions such as graduations. In this capacity, a Chancellor symbolises and embodies the values and educational purpose of the university. A Chancellor seeks to exemplify the high standards of the university within the wider community.

Chancellors also advocate for their university's interests. They are expected to have extensive and comprehensive knowledge of the university and a visible commitment to its mission. They will have the stature necessary to win the respect of leaders in the public, private and community sectors and to encourage benefactors to provide philanthropic support for the university's activities.

In 2018, the University Chancellors Council conducted research into legislative changes introduced since 2010 that had an effect on governing bodies within Australian universities (Legislative Changes Affecting the Governance of Australian Universities). This research also included a comparison of the composition of governing bodies within Australian universities as they then stood. This research was part of a longer program which is updated on a regular basis, (with 2018 being the latest update). Updates are typically triggered by a change in legislation or a change in the composition of a university's governing body.

In 2010, Universities Australia developed the Voluntary Code of Best Practice for the Governance of Australian Public Universities. This was endorsed by the University Chancellors Council in 2010, and then by the Ministerial Council for Tertiary Education and Employment in 2011. The Voluntary Code was amended at the Universities Australia and University Chancellors Council joint meeting on the 15 May 2018. The Code is intended to operate in conjunction with each

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[3] Refer to the University of Tasmania Submission 4 titled *University Council* for further information on the membership of Council.

university's establishing Act and does not seek to replace or overrule existing legislation. The Act was amended in 2012 as a result of the introduction of the Voluntary Code.[4]

6.3. Functions of Council

As stated in Division 3, clause 9 of the Act, the Council is the governing authority of the University. Council is responsible for high-level strategic direction, major financial planning, monitoring management performance and compliance, senior staff appointments and the allocation of funds.[5]

Council is required to act in all University matters in the way it considers will best advance the interests of the University. It has the power to do all things necessary to fulfill its role as the University's governing authority. It is advised by its committees, its working parties, and (in relation to academic matters) the Academic Senate.

6.4. Council Delegations

Pursuant to section 10 of the Act, Council may determine the powers and functions it will reserve for itself and those it may delegate to other officers and forums, including the Vice-Chancellor and other University staff, to enable the efficient and effective operation of the University in pursuit of its strategic and operational objectives. In accordance with Part 3, clause 18 of the Act, the Council has made two ordinances expressing delegations of authority.

The General Delegations Ordinance is the instrument by which Council delegates powers and functions to identified University positions for:

- financial contracts;
- borrowings and expenditure;
- non-financial contracts and applications for funding;
- appointment, remuneration and termination of University staff; and
- risk acceptance.

The general delegations are principle and risk-based and aim to improve operational efficiency across the organisation, build organisational capability and support a culture based on trust and accountability.

University Council delegates functions and powers in relation to academic decision-making through its Academic Delegations Ordinance and Schedule of Academic Delegations. The Schedule includes decision-making authorities for:

- admission;
- enrolment, deferral and leave of absence;
- credit;
- participation;
- assessment, examination and results;
- progression and exclusion;
- conferral;
- misconduct, complaints and appeals;

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[4] Refer to the University of Tasmania Submission 2 titled *The University of Tasmania's Regulatory Environment* for further information on amendments to the Act over time.
[5] University of Tasmania Submission 4 titled *University Council* outlines in more detail the role and functions of Council, as specified by the Act.

- management of courses and units of study;
- supervision of Higher Degree by Research candidates;
- educational partnerships; and
- scholarships, prizes and medals.

6.5. Council committees

As explicitly required by Division 3, clause 9 of the Act, the Council must, and has established an audit committee (Audit and Risk Committee) and other committees to assist it to fulfil its functions. The Audit and Risk Committee is chaired by a member of Council other than the Chancellor, and the Chancellor is a member of every Council committee including the Audit and Risk Committee.

A full listing of Council Committees follows:

- *Strategic Resourcing Committee*: provides advice in relation to the strategic and coordinated deployment of physical and financial resources in order to achieve medium and longer-term strategies and the support the University's mission.
- *Audit and Risk Committee*: oversees the risk management framework and monitors the performance of internal and external audit functions; reviews and endorses the annual financial statements; receives and reviews internal audit reports and management responses; monitors the establishment of and compliance with an appropriate framework of internal control; and oversees the effectiveness of the University's compliance framework.
- *Remuneration and Nominations Committee*: makes recommendations to Council on the employment and remuneration of the Vice-Chancellor; makes nominations for appointment to any position to which Council has appointing power; sets parameters for Enterprise Bargaining; takes responsibility for employment of the Deputy Vice-Chancellors and the Chief Operating Officer; and sets remuneration levels for these roles.
- *Ceremonial and Honorary Degrees Committee*: makes recommendations to Council for: recognition by the University of individuals and organisations; the naming of buildings and facilities; graduation ceremonies; and other ceremonial matters.
- *University Foundation Committee*: oversees the University's philanthropy practices and policies; provides advice to Council on an appropriate gift acceptance and review framework; considers and endorses financial performance reports in relation to philanthropic funds; monitors the investment performance of philanthropic funds; oversees University stewardship of donors; and considers any matters referred to it by Council relating to trusts and endowments.

7. Academic Governance at the University

This section outlines academic governance arrangements at the University of Tasmania and the ways in which these arrangements align with, and are enabled by, the Act. As mentioned earlier, the collective oversight of the academic community is usually exercised through a single body. At the University of Tasmania, this single body is the Academic Senate.

7.1. Composition of Academic Senate

The Academic Senate Membership Procedure describes how Academic Senate membership and the membership of Academic Senate committees is established and managed in accordance with the provisions of the Academic Senate Ordinance. The ex-officio members are:

- Chair and Deputy Chair;
- Vice-Chancellor;
- Deputy Vice-Chancellors;
- Principal, University College or nominee;
- Executive Deans of Colleges and the Dean of Graduate Research;
- Pro Vice-Chancellor (Aboriginal Leadership);
- Heads of Academic Units;
- Chairs of Academic Senate Committees;
- Chief Operating Officer;
- Senior representative, Division of Future Students;
- Executive Director, Student Life and Enrichment;
- President, Tasmanian University Student Association (TUSA) and three additional student representatives as nominated by the President, TUSA.

The elected and appointed members, all of whom must be full-time or fractional-time members of the academic staff of the University are:

- 16 members elected by the colleges of Arts, Law and Education, Health and Medicine, Sciences and Engineering and Business and Economics (4 elected by each college);
- 2 members elected by the University College;
- 1 member of academic staff from central organisational units not aligned to a college, elected by the academic staff of the University; and
- 1 externally funded Research Fellow, elected by the academic staff of the University.

With the agreement of Academic Senate, the Chair may, in writing, appoint up to 4 additional members to provide a diversity of views if the Chair believes the current membership of the Senate does not reflect the academic and cultural diversity of the University.

The Chair is elected by the members of the Academic Senate and must hold the rank of Level D or E Academic (Associate Professor or Professor) in the University to be eligible for election.

The Deputy Chair is elected by and drawn from the elected or appointed members of the Academic Senate. They must hold the rank of Level D or E Academic in the University to be eligible for election.

7.2. Role of the Chair of Academic Senate

The Chair of Academic Senate must be an exemplary leader with a strong commitment to the academic mission of the University. The Chair works to enable Academic Senate to assume a strong academic oversight and quality assurance role. The Chair must have a clear understanding of the role of governance versus management and be willing to represent and consider the interests of the University as a whole when undertaking the role. The Chair is an ex officio member of Council.

7.3. Functions of Academic Senate

Academic Senate is the peak *academic* governing body of the University. As stated in Division 4, clause 13 of the Act, Academic Senate's function is to advise Council on all academic matters relating to the University. These delegated academic powers, which align with Domain 6 of the Threshold Standards (Standard 6.3), allow the Academic Senate to:

- approve awards and determine the qualifications required of a candidate before they may be admitted to an award;
- provide academic oversight of the quality of teaching, learning, research and research training;
- monitor institutional benchmarks for academic quality and outcomes and monitor initiated actions to improve performance;
- monitor and provide competent advice to the University Council and management on academic matters, including advice on academic outcomes, policies and practices, and the quality of teaching, learning, research and research training;
- monitor and review academic policies and procedures and their effectiveness;
- provide feedback on substantial changes to academic delegations and the effectiveness of the academic delegations structure;
- maintain oversight of academic and research integrity, including monitoring of potential risks;
- critically evaluate the quality and effectiveness of educational innovations;
- evaluate the effectiveness of institutional monitoring, review and improvement of academic activities; and
- ensure students have opportunities to participate in academic governance.

In accordance with the Academic Senate Ordinance, Academic Senate must report to Council once a year on the exercise of its delegations, in addition to other regular reporting requirements as required by Council.

As the principal academic body of the University, Academic Senate has a broad role in academic decision making and providing advice on academic matters. Academic Senate has been delegated selected functions and powers from University Council, including the legislated function under the Act to advise the Council on all academic matters relating to the University.

The Act requires that the constitution, functions and powers and proceedings of the Academic Senate are prescribed in ordinance. The Academic Senate Ordinance therefore:

- outlines the powers and functions of Academic Senate;
- the membership of Academic Senate;
- the positions of Chair and Deputy Chair of Academic Senate; and
- the establishment and operation of Academic Senate committees.

Academic Senate provides advice to University Council and management on academic outcomes, policies and practices, and the quality of teaching, learning, research and research training. Academic Senate monitors and reviews academic delegations, academic policies and procedures and their effectiveness and, among other things, provides academic oversight of the quality of teaching, learning, research and research training.[6]

7.4 Academic Senate committees

In accordance with Clause 10 of the Academic Senate Ordinance, Academic Senate has established a number of committees which consider and provide advice and undertake particular functions.

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[6] University of Tasmania Submission 5 titled *Academic Senate* outlines in more detail the role and functions of Academic Senate.

- *University Learning and Teaching Committee*: oversees the learning and teaching goals of the University and is central to the development and oversight of the University's learning and teaching strategy and the maintenance of excellence in learning and teaching.
- *University Admissions Committee*: provides oversight of admissions, credit and recognition of prior learning and monitors compliance with University policies and procedures related to student admissions.
- *Student Experience Committee*: promotes and supports a positive student experience through co-ordination and connection of strategic activities enabling engagement with the student voice.
- *University Course and Unit Proposals Committee*: makes recommendations in relation to proposals for new courses and has delegated authority to approve minor amendments to courses ensuring all courses and units meet the requirements of the [Australian Qualifications Framework](#) and the Higher Education Standards Framework.
- *University Research Committee*: oversees the research and research training goals for the University and is central to the development of the University's research strategy and the maintenance of excellence in research and research training.
- *Standing Academic Committee*: provides a mechanism, in exceptional circumstances, to allow urgent matters to be reviewed and decisions to be made outside the normal Academic Senate meeting cycle.
- *Nominations Committee:* reviews nominations and agrees on membership for vacancies on Academic Senate committees.

These committees provide regular reports to Academic Senate and assist it to fulfill its role and delegated responsibilities from Council.

8. University Governance Instrument Framework

An integral component of the governance framework is the University's governance instruments that provide guidance and accountability in decision making. Council has determined that the University's governance instruments will be ordinances, by-laws and policies and that these will be underpinned by supporting procedures and systems. The structure of these instruments, and their relation to the Act is expressed through the following diagram.
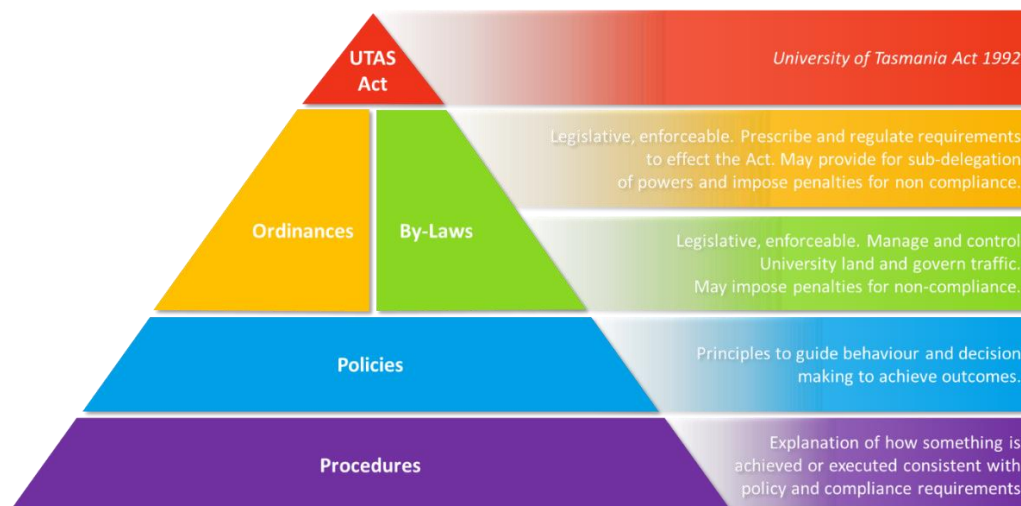
The guidance provided by internal instruments is consistent with legislation and other regulatory requirements but does not duplicate them. The Framework additionally provides guidance and accountability in decision making under the Act and includes a detailed development, approval, implementation and review cycle for all instruments.

The role of policy and procedure in formal decision making is explicitly outlined in the University Guide to Decision Making which reminds staff to consider ordinance, policy, procedure and relevant legislation when making a decision or asking others to make a decision.

As mentioned earlier, the Governance Instruments Review Project commenced in August 2019 to develop and implement a simplified suite of governance instruments for the University, including a completely refreshed suite of principles-based policies underpinned by user-centric procedures, together with a cycle for management of their ongoing development and review.

The Higher Education Standards Framework (Threshold Standards), 2021 was used to provide the structure for the policy and procedure suites, with policies organised under the headings of Domains 1-7. The suite is designed to be tightly aligned to the TEQSA governance requirements and to assist in making that alignment highly transparent. All of the instruments are consistent with legislation and other compliance and regulatory requirements and are publicly available from https://www.utas.edu.au/policy.

9. Concluding Remarks

As foreshadowed previously, the University was obliged to apply for renewal of registration as an Australian University with the Australian Government in 2018. As part of that process, the federal regulator (TEQSA) scrutinised the previous twelve months of meeting minutes of both Council and Academic Senate, as well as selected data, reports, performance monitoring and evidence of oversight of improvement initiatives.

The fact that the University of Tasmania was re-registered as an Australian University in 2019, for the maximum period of seven years, demonstrates the institution's compliance with Australian Government regulatory requirements and legislation around the governance and accountability of higher education providers.

The Act well defines the functions, roles and powers of both University Council and Academic Senate. In this respect, the Act supports the sound corporate and academic governance of the University, and also its ongoing compliance with the detailed regulatory requirements that are imposed on universities by the Australian Government.

Please do not hesitate to contact us if you require additional information.

Kind regards,

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Appendix A – HESF – Domain 6 Governance and Accountability.

Appendix A – Higher Education Standards Framework (Threshold Standards), 2021
– Domain 6 Governance and Accountability

6. Governance and Accountability

6.1 Corporate Governance

1. There is a formally constituted governing body, which includes independent members, that exercises competent governance oversight of and is accountable for all of the higher education provider's operations in or from Australia, including accountability for the award of higher education qualifications, for continuing to meet the requirements of the *Higher Education Standards Framework* and for the provider's representation of itself.

2. Members of the governing body:

   a) are fit and proper persons, and
   b) meet the Australian residency requirements, if any, of the instrument under which the provider is established or incorporated, or otherwise there are at least two members of the governing body who are ordinarily resident in Australia.

3. The governing body attends to governance functions and processes diligently and effectively, including:

   a) obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting
   b) defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations
   c) confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider's institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies
   d) undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and
   e) maintaining a true record of the business of the governing body.

4. The governing body takes steps to develop and maintain an institutional environment in which freedom of speech and academic freedom are upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

6.2 Corporate Monitoring and Accountability

1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:

   a) the governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity's constitution or equivalent

b) the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance

c) the provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the *Higher Education Standards Framework*, to achieve the provider's higher education objectives and performance targets and to sustain the quality of higher education that is offered

d) the financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards

e) risks to higher education operations have been identified and material risks are being managed and mitigated effectively

f) mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered

g) educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures

h) qualifications are awarded legitimately

i) there are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study

j) the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored and action is taken to address underlying causes, and

k) lapses in compliance with the *Higher Education Standards Framework* are identified and monitored, and prompt corrective action is taken.

6.3 Academic Governance

1. 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.

2. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:

a) developing, monitoring and reviewing academic policies and their effectiveness

b) confirming that delegations of academic authority are implemented

c) critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications

d) maintaining oversight of academic and research integrity, including monitoring of potential risks

e) monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes

f) critically evaluating the quality and effectiveness of educational innovations or proposals for innovations

g) evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and

h) monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.

3. Students have opportunities to participate in academic governance.

UNIVERSITY of TASMANIA

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 4 – University Council

Introduction

The opportunity to provide a submission to the Tasmanian Legislative Council Inquiry into the provisions of the *University of Tasmania Act 1992* (Act) is welcomed by the University Council. The University seeks to learn from this process, and we look forward to reading and engaging with the submissions to this Inquiry.

This is one of several submissions from the University and is written to specifically address the terms of reference 2 and 3 of the Inquiry, to inquire into "*the constitution, role, powers and obligations of the Council and the appropriateness of the Act to ensure accountable executive, fiscal and academic decision making."*

The Act sits at the heart of our Council governance framework and Council is confident the Act is consistent with the best practice governance of the University.

This submission outlines how as the University's governing authority, Council, fulfils its responsibilities and exercises its powers in line with the Act, how it ensures that Council is formed as outlined in the Act, with members who have the necessary skills and experience to meet the obligations of the Council. It also describes the internal and external mechanisms we use to hold Council, its individual members, and the University executive accountable.

1.   The constitution, functions, and powers of the University Council

As with most Australian universities, the University of Tasmania is established by an Act of state parliament. The first of these Acts was passed in 1890 making the University of Tasmania the fourth oldest university in Australia and one of a small number formed before Federation. Today, the University is governed by a University Council constituted and appointed under the provisions of *the University of Tasmania Act 1992*. The current University Council is comprised of a total of 14 members, and we are fortunate to have a combination of members appointed and elected from academic and professional staff, students, and graduates. Two additional members are selected by the State Minister for Education and there are six positions that the Council may appoint through the recommendations of its Remuneration and Nominations Committee, which for these purposes, is also constituted by members of the community who are external to the University.

The Act is detailed in its prescription of Council's responsibilities, principally **to act in all matters concerning the University in the way it considers will best advance the interests of the University.** Council also has the power to appoint persons to positions of responsibility

within the University, this includes the Chancellor and Vice-Chancellor, and Council is also able to allocate funds and otherwise determine the best use of the resources for the University. The Act also outlines how Council can delegate its powers (and reserve them for itself).

The work of the Council is supported currently by five Committees with a mix of Council and external members. These committees provide advice and make recommendations to Council on important areas of focus. These include monitoring the activities and performance of the internal and external audit functions and the strategic and coordinated deployment of physical and financial resources. Council committees are Chaired by Council members and are required to report to Council following every meeting with detailed reports on issues considered. These committees also refer specific items to Council which require approval, noting or that are for further discussion by Council.

The Council and each committee maintain charters outlining their terms, which are regularly reviewed. These reviews confirm that the committee's functions, delegations, and structure is right and that they are best placed to carry out their delegated responsibilities on behalf of Council. This includes ensuring that the committee membership is appropriate and that members bring the skills and expertise required to support the work of the committee. Council considers and confirms any proposed amendments to the terms of reference following this process.

As per the Act (*Section 14*), the University has a Chancellor who is elected by the Council. Council has defined the skills and experiences it looks for when selecting a suitable person to become Chancellor. The person must be an exemplary leader who understands the complexities of large organisations and has a broad spectrum of strategic, financial, and organisational skills. The Chancellor must understand the role of governance versus management in the context of a university and possess a strong commitment to the mission of the University to serve the future of the State, confident in their ability to navigate the often-complex politics of the State.

As per the Act *(Section 16),* the University has a Vice-Chancellor who is the chief academic and executive officer of the University and is appointed by the Council. Council determines the terms and conditions subject to which a person is appointed to the office of Vice-Chancellor and has agreed a selection process to recruit a Vice-Chancellor, approved by Council and involving a specially appointed selection committee and interview panel, chaired by the Chancellor, and including higher education sector representation, a state government representative, a commercial sector representative and Council members. The Selection Committee's final recommendation is submitted to Council for approval.

The Act *(Section 10)* allows for Council to determine the powers and functions it will reserve for itself and those it may delegate to other officers and forums, including the Vice-Chancellor, Academic Senate, and other University staff, to enable the efficient and effective operation of the University in pursuit of its strategic and operational objectives. Functions and powers in relation to academic decisions may be delegated through the *Academic Delegations Ordinance*. This Ordinance prescribes the power and functions Council has delegated to Academic Senate including the determination of the qualification required of candidates before they are admitted to an award (degree, diploma, certificate).

The *University Council Ordinance* (Appendix A) outlines the powers and functions Council reserves for itself. These include:

- electing a Chancellor
- appointing the Vice-Chancellor
- approving the mission and strategic direction of the University and the strategic plan,
- conferring, and revoking degrees
- approving the annual University budget
- establishing a positive University culture and ensuring the University operates ethically and in line with its values.

It also includes information on the role of the Chancellor and Deputy Chancellor/s; the powers and functions delegated to the Vice-Chancellor and the establishment and operation of Council committees.

The University's *General Delegations Ordinance* is the instrument by which Council delegates powers and functions to identified University positions for:
- financial contracts, borrowings, and expenditure
- non-financial contracts and applications for funding
- appointment, remuneration and termination of University staff
- risk acceptance.

The delegations are risk-based and aim to improve operational efficiency across the organisation, they build organisational capability and support a culture based on trust and accountability. These ordinances are amended by Council when there is an identified need to provide for efficient decision making.

1.1   Identification, appointment, and election of University Council members

To fulfil the obligation on it under the Act, to govern a very large and complex organisation effectively, university councils need the right combination of skills and experience. This can prove to be challenging when most university Acts are prescriptive in determining the size, makeup, and experience of members.

The *University of Tasmania Act 1992* provides that the Council consist of not less than 10 and not more than 14 members, as follows:
- Chancellor, Vice-Chancellor, and Chair of Academic Senate (all ex officio)
- Two Ministerial appointees (not staff or students)
- Up to six Council appointees (not staff or students, at least one must be a University of Tasmania alum)
- One elected member of academic staff
- One elected member of professional staff
- At least one student (appointed by Council after consultation with relevant student associations)

Over recent decades and in response to sector and State governance reviews, Council has become smaller (for example prior to the 2001 amendments to the Act there were 24 members on Council) with fewer elected academic and student members.

This change in membership raised some concerns that Council would be insufficiently informed of the ideas, views, and needs of University members, apart from those of itself and

the Executive. Indeed, this is the strongly held view of Council's current elected academic staff member, Distinguished Professor Jamie Kirkpatrick.

The majority of Council members hold the view that the Act's current requirements, regarding Council membership, strike a good balance. There is a level of flexibility to ensure important skills and experience (which change according to strategy and priorities) are covered. The smaller size promotes alignment and decision making, focused on the best interests of the University and its mission to serve Tasmania rather than individual constituencies or factions.

The elected representatives of academic and professional staff and student members are highly respected by their constituents and their contributions and specific perspectives highly valued by Council.

Council appointments are made having regard not only to the critical skills required for a large and complex organisation but other relevant attributes. Council works to safeguard gender balance and strives for diverse membership which reflects our key stakeholder groups by considering candidates from first nations peoples, alumni, and regional representatives.

Appointed members of Council are expected to have skills in one or more of the following priority areas, complementary to those skills offered up by elected members of Council. This set of skills is referred to as the 'Skills Matrix' and includes:
- Higher Education strategy/teaching quality management
- People and culture
- Legal experience
- Regionally located
- Technology/social media marketing/data mining
- Chief Financial Officer level financial management/accounting
- Economic development/infrastructure planning
- Chief Executive Officer level operational and people management
- Research commercialisation
- Property management/construction

Council has established a detailed and explanatory membership procedure (Appendix B) which aligns with the provisions of the Act and describes how the Chancellor and Deputy Chancellor are elected, how Council members are selected, appointed, and elected.

Of the 14 positions on the University Council, six of these are available to be used for adding specific skills or experience to Council that may be missing and required. The Remuneration and Nominations Committee of Council, chaired by the Chancellor, monitors the balance of skills and experience of Council members using the skills matrix above and ensures appropriate succession planning is in place to utilise vacancies in the Council's appointed positions (not including student appointments) to target members with specific skill sets.

Planning for the end of terms for key Council appointments such as the Chair of Audit and Risk Committee, begins months and in some instances years prior to a term ending and involves the Remuneration and Nominations Committee closely monitoring the skills of current Council members and recommending that Council look to recruit specific skill sets.

To help Council to make these decisions and provide additional scrutiny, it has established an Extended Nominations Committee. This Committee is made up of independent members (i.e., members who are not Council members nor employees or students at the University) including people from Industry, State Government and Higher Education who can assist in the selection of appropriate members.

Vacancies for Council appointed positions are always advertised publicly and these advertisements (Appendix C) refer to the specific skills from the Skills Matrix that are required at any one time to ensure an appropriate and ongoing balance of skills among members of Council.

The last vacancies for Council appointments in 2021 advertised State-Wide and called for nominees experienced in governance, strategy, finance and people and culture. From this recruitment round, the Extended Nominations Committee consider 27 applications and short listed six applicants. Committee members interviewed four applicants and were able to recommend two suitable candidates to Council for approval.

Academic and Professional staff members self-nominate bi-annually and are elected by their constituencies in accordance with the Act, a process supported by the University Secretary as Returning Officer. University Council have no official role other than to confirm the result of these elections when the outcome is known.

Similarly, there is an expression of interest process for the identification and selection of the Student Council Member. In 2020, 101 expressions of interest were received and considered by a special Selection Panel chaired by the Chair, Academic Senate, with representatives from the Tasmanian University Student Association (TUSA) and the University's Executive Director, Student Life and Enrichment. After short listing over 25 suitable applicants, five were interviewed, with the Panel making their final recommendation to Council.

1.2   University Council members have key responsibilities and are accountable

Members of Council have a responsibility, to the best of their knowledge and ability, to:
- Spend as much time as necessary to perform their duties
- Attend and contribute to Council meetings, committee meetings (as relevant), strategic sessions and the annual Council conference
- Critically read all agenda documents before each meeting
- Ensure critical review of all proposals put to the Council
- Maintain confidentiality
- Unless dissent is recorded, maintain public Council unity
- Act in a financially responsible manner
- Ensure compliance with all relevant legislation.

Members are required to complete a Tertiary Education Quality and Standards Agency (TEQSA) fit and proper person declaration and a request for registration as a director with Australian Securities and Investments Commission (ASIC) and/or the Australian Charities and Not-for-profits Commission (ACNC).

Council members act with care and diligence *(section 11A)* and in good faith *(section 11B)* and each member of Council is responsible and accountable to the Council, rather than to any constituent body by which they are appointed or elected *(section 8 (3).* Council acts in the way

it considers will best advance the interests of the University *(section 9 (2))*. Members are encouraged to participate in the work of Council committees and most members are involved in one or more committees in addition to their role on Council; they are also asked to participate in selection panels, attend official events and importantly are involved with graduation ceremonies.

Schedule 1 to the Act provides for members resignation and dismissal. A member may be dismissed if, in the opinion of a two-thirds majority of Council, any member has failed to discharge their obligations or is incapable of doing so. Council members are also individually accountable for their ongoing performance.

Members performance, and their level of involvement and commitment to their roles, is monitored by Council, with any issues raised through regular check-in conversations between individual members and the Chancellor, where members may raise any concerns they have with their own performance or those of other members. The Chancellor may request further information, clarification or provide instruction to a member. If a member is considered to have not done a good job during their term of office, they may not be re-elected or re-appointed.

In March 2022, the last round of one-on-one conversations with the Chancellor and members were completed with members asked to reflect on questions such as how well Council is operating, whether Council is focused on the right topics, whether there is good quality discussion, if members are engaged and if the committees complement Council effectively.

The results of the feedback indicated that Council is operating well and has successfully handled the impact of COVID-related restrictions, a transition in Chancellor and the introduction of new members. Members express very strong support for the Vice Chancellor and Executive Leadership, respect for their Council colleagues and that they find their involvement with the University and the Council fulfilling.

Council members are strongly motivated to continuously improve and identified several opportunities to strengthen the effectiveness of the Council overall and their individual contributions. Summarised feedback from the discussions has been considered by Council at its recent April and June meetings, with opportunities and proposed actions agreed and an action plan developed to implement agreed changes to the operations of Council.

1.3 The University Council is confident it fulfils its responsibilities and obligations under the Act

University Council has obligations it must meet as per the Act, as stated earlier, and it does so through regular meetings of Council (Council meet at least 7 times per year). Meetings are informed by an agreed annual workplan which sets key discussion topics and plots out at which meetings throughout the year regular strategic and financial decisions will be considered.

As well as the specific requirements of the Act, the University is required to comply with more than 280 legislative provisions, both state and federal. Regular reports about the University's compliance program are provided at each Council meeting via the Audit and Risk Committee, allowing for members to satisfy themselves that the University addresses its compliance obligations.

Council Standing Orders (Appendix D) outline the agreed protocols around distribution of agenda papers which are provided at least 7 days before the scheduled Council meeting. Council has endorsed a template used for all papers submitted to Council which includes recommendations and provides members with specific reference to the appropriate delegation function/power that Council is to fulfill. This ensures that Council receives accurate and complete information on all matters it is to consider and allows sufficient time to properly consider any item of business. Accountable senior executive and other subject matter experts are invited to attend Council meetings to provide additional information as required.

Council members must declare conflicts of interest in relation to matters being considered by Council which must be recorded in the minutes (*Schedule 1(4))*. Each Council and Council Committee meeting agenda includes a current Register of Interest and an agenda item inviting members to declare any additional potential or real conflict of interest.

Council members are regularly surveyed to ensure that they are receiving accurate, timely and complete information, that the strategic and operational focus of the meetings is balanced and that they are confident to execute their responsibilities.

Council has a 'non-executive' closed session where members may raise any issues with the Chancellor and other members, prior to the Vice-Chancellor (who although a member of Council does not join this session) or other senior management representatives joining the meeting.

Council works effectively as a group and has fostered a collegial culture where there is robust but respectful discussion. Decisions are supported by the entire Council with any concerns from members discussed at length and, if not reconciled, those concerns are recorded officially in the Council minutes.

2. The Act is appropriate to ensure accountable executive, fiscal and academic decision making

The Chancellor is responsible for assessing the performance of the Vice-Chancellor and reporting on the Vice-Chancellor's performance to Council. This process is undertaken annually, the most recent review occurred in March 2022. It involves the Vice-Chancellor providing detailed reflection on performance against agreed objectives and setting out key performance objectives for the year ahead. Feedback on the Vice-Chancellor's performance is sought from Council members and a range of other people relevant to the assessment of the Vice-Chancellor's performance. Based on the information provided, the Chancellor prepares a report for Council's consideration.

There are multiple accountability mechanisms to ensure that University Council is executing its responsibilities under the Act, complying with the TEQSA Higher Education Standards Framework, and ensuring that the University complies with the Voluntary Code of Best Practice for the Governance of Australian Public Universities.

At an organisational level the University produces public accounts that are audited by the Tasmanian Audit Office, certified by the Auditor General and approved by University Council in February each year. Internal audits are conducted regularly by independent parties who assess University processes and controls which are in place to manage risks associated with all aspects of the University, with recent focus areas including Cyber Security and Admissions.

The University's Annual Report contains a full account of the income and expenditure of the University for the financial year, prepared in accordance with the Department of Education's Financial Statement guidelines and highlighting its compliance with the Voluntary Code of Best Practice for the Governance of Australian Universities *(clause 14)*. The Annual Report is tabled in State Parliament and published on the University's public website. It is presented to the Governor of Tasmania and the Minister for Education in June each year *(Section 12)*.

The University also undertakes regular and substantial reporting to the Commonwealth Department of Education, and TEQSA comprehensively audits the entire University on a seven-year cycle (and more frequently if it deems necessary). The Audit and Risk Committee is regularly advised of the ongoing status of the University's TEQSA registration.

Council further uses external reviews to consider its effectiveness, its ability to support the University in the delivery of its Strategic Direction and to evaluate the extent to which the University complies with the requirements of Domain 6 (Governance and Accountability) of the Higher Education Standards Framework. External reviews are completed every 3-4 years with the last External Review of Council conducted between January and May 2020 by an independent governance expert.

The 2020 review of Council included survey results from Council members along with individual interviews with members and management that assessed Council performance across the several dimensions that drive Council performance. These included how the role of Council is interpreted and performed, whether Council members are properly skilled, how well the Council's work is organised and whether the behaviour around the Council table is conducive to effective work. The Survey results indicated that members overwhelmingly agreed that the Council supports and challenges Management and adds value.

Some of the recommendations from the review included confirming with Council the skills and experience required of members and ensuring this balance was right, a point addressed earlier in Section 1.1.

As an example of holding itself accountable, Council considered the review recommendations and implemented new approaches and mechanisms to achieve them. These included:
- Approval of a University Council Ordinance (September 2020), Membership Procedure (September 2021) and Standing Orders (July 2021) to replace the previous University Council Charter.
- A review of the committee structure which disestablished the Built Environment and Infrastructure Committee and the Finance Committee and established the Strategic Resourcing Committee (December 2020).
- Regularly scheduled one-on-one meetings with Council members and the Chancellor to discuss performance of Council and members (from March 2022)
- Adopting a new meeting procedure including a 'Non-Executive' closed session at the beginning of each Council meeting.

Through regular audits, reviews and reporting Council closely monitors the execution of its responsibilities and those of the University executive. The schedule of reviews and reports ensure that the University is appropriately accountable to Council and to the public and that the decisions that are made are based on clear and accurate information and that these outcomes are well communicated and understood.

Conclusion

The University of Tasmania Act 1992 empowers and supports University Council to make decisions that it considers will best advance the interests of the University and will enable it to fulfil its commitment to be a University for and from Tasmania.

The governance practices adopted by the University are consistent with the Act and they reflect best practice contemporary governance for a large and complex organisation. Council is confident that its overall approach to governance, together with the commitment and leadership of Council and the University executive, supports careful consideration of complex issues and enables us to give appropriate focus to the near and long-term financial sustainability of the institution.

Cognisant of the shifting areas of focus facing the Higher Education sector now and into the future, it is essential that the University is governed by a Council with the skills and expertise to advise and guide it. Within the parameters of the current Act and through careful planning, Council can ensure that it continues to meet its obligations and enables the University to fulfil its key functions.

Ms Alison Watkins AM
University Chancellor
University of Tasmania
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List of Appendices:

Appendix A.   University Council Ordinance
Appendix B.   University Council Membership Procedure
Appendix C.   State-wide Advertisement for Appointments by the Minister of Education and the University Council
Appendix D.   University Council Standing Orders

UNIVERSITY *of* **TASMANIA**

University Council Ordinance
Version 1 – Commenced 25 September 2020

1) **Preamble**
   1.1 Among other things, the *University of Tasmania Act 1992* (Act) prescribes:
      a) the powers and functions of the University Council (Council) as the governing authority of the University
      b) the positions of Chancellor, Deputy Chancellor, Vice-Chancellor, and members of the Council
      c) the purpose of Academic Senate, the constitution, functions, powers and proceedings of which are prescribed by the *Academic Senate Ordinance*.

   1.2 Pursuant to section 10 of the Act, Council may determine the powers and functions it will reserve for itself and those it may delegate to other officers and forums, including the Vice-Chancellor and other University staff, to enable the efficient and effective operation of the University in pursuit of its strategic and operational objectives.

   1.3 Delegation of Council powers and functions under this or any other instrument, does not prevent the performance or exercise of a function or power by Council.

2) **Commencement and review**
   2.1 This ordinance takes effect on 25 September 2020 and will be reviewed periodically.

3) **Purpose**
   3.1 This ordinance provides for Council to prescribe:
      a) the reserve powers and functions of Council
      b) the role of the Chancellor and Deputy Chancellor/s
      c) the powers and functions delegated to the Vice-Chancellor
      d) the establishment and operation of Council committees.

4) **Reserved powers and functions of Council**
   4.1 Council has reserved powers and functions which include:
      a) approving the mission and strategic direction of the University and the strategic plan and ensuring their relevance and currency over time
      b) conferring and revoking degrees
      c) approving the annual budget and oversight of University finances
      d) approving the risk management framework, setting risk appetite and monitoring key risks
      e) establishing a controlled entity or acquire an interest in an associated entity
      f) electing the Chancellor and Deputy Chancellor/s
      g) appointing and removing the Vice-Chancellor
      h) establishing and maintaining governance-level policies
      i) overseeing University management and academic and general performance
      j) developing and fostering links between the University and the wider community
      k) setting a positive University culture and ensuring the University operates ethically and in line with its values

    l)   monitoring and managing Council, Council committee and Council member performance

    m) Council succession planning.

4.2 The University Secretary will be appointed by Council on recommendation of the Chancellor and Vice-Chancellor.

5) The Chancellor

5.1 The Chancellor chairs the Council, confers degrees and has other functions as set by Council from time to time.

5.2 The Chancellor may authorise a Deputy Chancellor/s to perform the functions of the Chancellor from time to time.

5.3 Where it is not possible to obtain the authority of the Chancellor, the Council may nominate a Deputy Chancellor/s to perform the functions of the Chancellor as required.

5.4 The Chancellor is responsible for assessing the performance of the Vice-Chancellor and reporting on the Vice-Chancellor's performance to the Council

6) The Vice-Chancellor

6.1 The Vice-Chancellor is a professor of the University and may use the title:
   a) Vice-Chancellor
   b) Vice-Chancellor and President
   c) President

6.2 As the chief academic and executive officer of the University, the Vice-Chancellor is accountable for:
   a) promoting the interests and furthering the development of the University
   b) developing, reviewing and implementing the University's strategic planning
   c) managing the operation of the University, including managing the delivery of research, teaching and learning, to achieve strategic and operational objectives
   d) implementing the risk management framework, monitoring risk triggers, managing key risks and sustaining a strong risk culture
   e) ensuring legislative and regulatory compliance
   f) leading the external relations of the University
   g) fostering a constructive organisational culture and monitoring University staff performance
   h) establishing operational policies and administering the University's governance instruments, including but not limited to ordinances, by-laws and policies.

6.3 The Chancellor may appoint an acting Vice-Chancellor for any periods during which the office of Vice-Chancellor is vacant, or for which the Vice-Chancellor will be on leave and/or unavailable to act.

6.4 Other than the audit committee (required by the Act), the Vice-Chancellor is ex officio member of every committee, board or advisory body that is created by Council.

7) Council committees

7.1 Pursuant to section 9 of the Act, Council must establish an audit committee (which includes the power the broaden this committee to an 'audit and risk committee') and may establish other committees to perform or exercise any of its functions or powers.

7.2 With the exception of the audit committee, Council may disestablish a committee at any time.

7.3 Council will establish terms of reference for each Council committee, including membership and terms, and mode of operation, consistent with the Act.

7.4 The audit committee is chaired by a member of Council other than the Chancellor.

7.5 The Chancellor is a member of every Council committee including the audit committee.

7.6 Council committee chairs and members, who are appointed by Council, hold office until:
   a) their term expires
   b) they resign in writing to the Chancellor
   c) they are replaced by the Chancellor on the grounds that they have, in the Chancellor's opinion, become unable or unwilling to serve the committee.

8) Meetings of Council

8.1 The Council will determine the procedure for calling and conducting its meetings.

Made by University Council on 28 August 2020.

Version history

Appendix B

University Council Membership Procedure

Version 1 – Approved 10 September 2021

UNIVERSITY *of*
TASMANIA

Contents

Purpose

This Procedure describes how University Council membership and the membership of Council committees is established and managed in accordance with the provisions of the *University of Tasmania Act 1992 (the Act)*.

Applicable governance instruments

Instrument	Section	Principles
University of Tasmania Act 1992	8 – Constitution of the Council	

Procedure

1. Objective

The University will appoint members of the University Council and Council committees consistent with the requirements set out in the *Act* and/or other governing document and will ensure that Council and its

committees possesses the expertise and experience necessary to provide proper stewardship and governance for the University. The University Secretary will ensure that within the requirements of the *Act,* Council has an effective composition, consistent with an agreed mix of skills and diversity, able to appropriately discharge its responsibilities and duties.   Council has agreed on a skills matrix (outlined at 1.5 below) of expert knowledge referenced when selecting appropriate Council appointments.

1.   Membership of University Council

1.1.   The *Act* provides that the Council consist of not less than 10 and not more than 14 members as follows:

    a.   Chancellor, Vice-Chancellor and Chair of Academic Senate (all ex officio)

    b.   Two Ministerial appointees (not staff or students)

    c.   Up to six Council appointees (not staff or students)

    d.   One elected member of academic staff

    e.   One elected member of professional staff

    f.   At least one student (appointed by Council after consultation with relevant student associations)

1.2   Current membership of Council is published on the University website at

https://www.utas.edu.au/university-council

1.3   Members hold office for the terms specified in the *Act*, up to three years for appointed members (but one year for the appointed student) and two years for elected members.

1.4   The Council will take reasonable steps to make sure that a person who is proposed to become a member of Council is eligible to be a member. Members will be required to complete a Tertiary Education Quality and Standards Agency (TEQSA) fit and proper person declaration and a request for registration as a director with Australian Securities and Investments Commission (ASIC) and/or the Australian Charities and Not-for-profits Commission (ACNC).

1.5   Appointed members of Council are expected to have skills in one or more of the following priority areas, complementary to those skills offered up by elected members of Council (note: this set of skills is referred to as the 'Skills Matrix' in this Procedure):

    a.   Technology/social media marketing/data mining

    b.   Property management/construction

    c.   People and culture

    d.   Economic development/infrastructure planning

    e.   Chief Financial Officer level financial management/accounting

    f.   Chief Executive Officer level operational and people management

    g.   Research commercialisation

    h.   Higher Education strategy/teaching quality management

1.6   All formal offers of membership to Council will include reference to the responsibilities of Council members and the responsibilities of the University in respect to Council members as outlined in Appendix A.

2. Chancellor

2.1. The Chancellor must be an exemplary leader with a strong commitment to the mission of the University to serve the future of the State. The Chancellor must understand the complexities of large organisations and have a broad spectrum of strategic, financial, and organisational skills. Among other things, the Chancellor must have a clear understanding of the role of governance versus management and understand the complexities of navigating the politics of the State.

2.2 At least one year before the current Chancellor's term of office expires, Council will establish whether the sitting Chancellor is eligible/willing to re-nominate for the role. If not, a Chancellor Selection Committee, chaired by the Deputy Chancellor will be established, to identify a suitable candidate to become Chancellor Elect. The Chancellor Selection Committee may choose to enlist the assistance of a Search Firm if deemed necessary.

2.3 A candidate for Chancellor is not necessarily a member of Council.

2.4 Council elects the Chancellor, for a term of up to four years, and fixes the terms and conditions of that office.

2.5 A person may be re-elected to the office of Chancellor.

2.6 The Chancellor chairs the Council, confers degrees, and has other functions as set out in the Chancellor's Position Description.

3. Deputy Chancellor/s

3.1 Council will elect one or more of its experienced members as Deputy Chancellor/s for terms of up to four years and fixes the terms and conditions of that office. Experienced members are those members who have served on the Council for a minimum of one year and have demonstrated qualities and skills that align with the attributes necessary to perform the role of the Chancellor.

3.2 No more than six months before the current Deputy Chancellor/s term of office expires, the University Secretary will invite eligible members to nominate for the position/s. Only Council or Ministerial appointed members are eligible for the position of Deputy Chancellor.

3.3 Council will be advised of all eligible nominees for Deputy Chancellor/s at least seven days before the Council meeting where the anonymous ballot for Deputy Chancellor/s will take place.

3.4 The outcome of the anonymous ballot is final, and the recommendation will be put to Council that the nominee/s with the majority of votes is elected Deputy Chancellor/s.

3.5 A person/s may be re-elected to the office of Deputy Chancellor.

4. Acting Chancellor

4.1 The Chancellor may authorise the Deputy Chancellor (or if more than one, the Deputy Chancellor nominated by the Chancellor) to perform the functions of the Chancellor as required.

5. Ministerial Appointments

5.1 The University Secretary will notify the Tasmanian Minister for Education of any upcoming vacancies at least four but no more than five months ahead of the role/s on Council becoming vacant.

5.2 The University Secretary will advertise and manage the application process.

5.3 The University Secretary in liaison with the Chancellor and Vice-Chancellor will provide a shortlist of applicants to the Minister, noting the requirement of the *Act* to have regard to the balance of skills and experience, regional representation, and an appropriate gender balance.

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5.4 The Minister via the Department of Premier and Cabinet will liaison with the Chancellor and Vice-Chancellor to finalise the Minister's appointments, noting that the *Act* prescribes that one of the two ministerial appointments must be a graduate of the University.

5.5 The Minister will contact the successful applicants to discuss their selection.

5.6 The Minister will write to the Chancellor and Vice-Chancellor to confirm the names of selected appointees.

5.7 The University Secretary on behalf of the Chancellor will formalise appointments with the successful applicants and advise Council at its next meeting.

6. Council Appointments (not including student members)

6.1 An Extended Nominations Committee will be established. The Extended Nominations Committee must include two independent members (i.e. members who are not Council members) with the remaining members being drawn from the Remuneration and Nominations Committee.

6.2 The University Secretary will give public notification of the vacancy no less than two months ahead of the role/s on Council becoming vacant, and manage the application process, noting that the advertisements must refer to the specific skills from the Skills Matrix that are required to ensure an appropriate and ongoing balance of skills among members of Council.

6.3 Applications that are deemed to adhere to the stated requirements will be provided to the Extended Nominations Committee, noting that each applicant put forward to the Committee must not be a member of the academic or professional staff or a student of the University and of whom at least one must be a graduate of the University as required by the *Act*.

6.4 The recommendation of the Extended Nominations Committee will be submitted to Council for approval.

6.5 The University Secretary will provide a formal offer of Council membership to the approved applicants.

7. Elected Staff Members

7.1 Membership of Council includes one member of academic staff elected by academic staff and one member of professional staff elected by professional staff for a term of two years.

7.2 The University Secretary will maintain an academic staff electoral roll and a professional staff electoral roll containing the name and position of each person eligible to vote in Council Elections.

7.3 The Returning Officer for University Council staff elections is the University Secretary unless this responsibility is delegated in writing by the University Secretary.

7.4 The Returning Officer will invite nominations of candidates by any means of communication the returning officer considers appropriate. Calls for nominations are to be made no less than 30 and no more than 90 days before the elected staff are to take office. Each call for nominations will specify a closing date and will outline the details to be included in a nomination.

7.5 The closing date for nominations will be fixed by the returning officer but is to be no less than 10 and no more than 15 days from the call for nominations.

7.6 A nomination will be in writing and will specify the category of membership to which it relates. The nomination must be signed by at least two people eligible to vote in the election and include the written consent of the candidate. A nomination must be submitted electronically to the returning officer.

7.7 All nominations must be received by 5 pm on the closing date.

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7.8   A person nominated as a candidate may withdraw at any time before the close of nominations.

7.9   At the close of nominations, if no more than the required number of people have been nominated for any category of membership of the Council the returning officer will declare those people elected.

7.10   At the close of nominations, if the number of people nominated for one or more of the relevant categories of membership of the Council exceeds the number required to be elected, the returning officer will set a day for an election for that category (or those categories).

7.11   The set date for the elections must be no earlier than 14 days after the close of nominations or no more than 28 days after the close of nominations.

7.12   If by the close of nominations there are fewer nominations than vacancies, a second call for nominations will be undertaken.

7.13   The Returning Officer will use an electronic voting system to facilitate the distribution of ballot papers to all eligible voters.

7.14   Votes are to be submitted via electronic ballot papers.

7.15   Ballot papers relating to the election of academic staff members are to include:

   a.   the heading "University of Tasmania – Election of Academic Staff members to Council".

   b.   a list of the full names of the candidates for election in the order determined by the Returning Officer by drawing lots in the presence of the Vice-Chancellor or nominee.

7.16   Ballot papers relating to the election of professional staff members are to include:

   a.   the heading "University of Tasmania – Election of Professional Staff members to Council"

   b.   a list of the full names of the candidates for election in the order determined by the Returning Officer by drawing lots in the presence of the Vice-Chancellor or nominee.

7.17   No later than 10 days before the election date, the Returning Officer will forward the documents relating to the election, via the electronic voting system, to each person whose name appears on:

   a.   the academic staff electoral roll, in relation to an election being conducted for an academic staff member.

   b.   the professional staff electoral roll, in relation to an election being conducted for a professional staff member.

7.18   The documents forwarded to eligible voters must include the following information about each candidate:

   a.   name, occupation, formal qualifications, particulars of prior service to the University

   b.   other brief biographical material provided by the candidate.

7.19   Each voter is to be issued with only one ballot paper per election. A vote will **not** be valid if:

   a.   the voter has chosen more than one candidate; and/or

   b.   the ballot paper was received after 5pm on the closing date set for the poll.

   All invalid votes will be rejected, and all valid votes will be counted.

7.20   Where there is a casual vacancy of more than four months in the academic or professional staff members of the Council, the Returning Officer is to invite nominations of candidates for the election to fill the vacancy.

7.21   Each call for nominations will specify a closing date and the details that should be included in the nomination.

7.22   The Returning Officer is to invite nominations within a reasonable time after becoming aware of the casual vacancy.

7.23   If there are two casual vacancies for staff members at the same time, the Returning Officer may conduct one election.

7.24   If a casual vacancy occurs and the unexpired portion of the staff member's term is less than four months, the Council may either:

   a.   Leave the position vacant for the unexpired portion of the term, or

   b.   Replace the casual vacancy in accordance with 7.20.

7.25   The Returning Officer is to advise candidate of the outcome and then announce the elections results by any means of communication the Returning Officer considers appropriate and is to report the outcome of the election to the next meeting of Council.

7.26   The Chancellor may extend or abridge any prescribed time limit that applies to elections, as outlined in this Procedure

8.   Appointed Student Member/s

8.1   A student member's term of office is one year. Council may choose to extend the term of office for a maximum of one additional year (two years in total)

8.2   After consultation with the relevant student associations, the University Secretary will advertise and manage the application process to appoint a student member no less than two months ahead of the role on Council becoming vacant, noting that the advertisements must refer to the specific skills from the Skills Matrix that are required to ensure an appropriate and ongoing balance of skills among members of Council.

8.3   A Student Council Member Selection Panel will be convened by the University Secretary and comprised of the Chair Academic Senate (as Chair), the Executive Director Student Experience or nominee, President of Tasmanian University Student Association, and the University Secretary.

8.4   Applications that are deemed to adhere to the stated requirements will be provided to the Student Council Member Selection Panel, noting that each applicant put forward to the Panel must be a current student of the University as required by the *Act*.

8.5   The Student Council Member Selection Panel must include two (2) independent members (i.e. members who are not Council members).

8.6   The recommendation of the Student Council Member Selection Panel will be submitted to Council for approval.

8.7   The University Secretary will provide a formal offer of Council membership to the approved applicant.

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9. Council committee membership

9.1   Council is advised by its committees:

    a. Audit & Risk Committee

    b. Strategic Resourcing Committee

    c. Ceremonial & Honorary Degrees Committee

    d. Remuneration & Nominations Committee

9.2   Each committee is chaired by a member of Council (unless the Council resolves otherwise in a particular case) and the committee membership includes at least one other Council member.

9.3   Members of Council committees are either Council members, University employees, University students or external members (i.e. external to the University).

9.4   Based on the Skills Matrix, suitable candidates are identified by the Chancellor and Vice-Chancellor and nominations are submitted to the University Secretary for review and endorsement by the Renumerations and Nominations Committee prior to submission to Council for approval.

9.5   In appointing members to Council committees, Council will ensure that the committee is of an effective composition (including mix of skills and diversity), size and commitment to properly discharge its responsibilities and duties.

9.6   The current membership structure and terms of reference of the Council committees are published on the University website at:

https://www.utas.edu.au/university-council

9.7   Council may, by resolution, establish or discontinue any of its committees and may by resolution amend the membership structure and terms of reference of those committees.

9.8   Council will ordinarily consider committee membership and make any appropriate appointments of Chairs and members at the first scheduled Council meeting each year.

9.9   The Chairs and Council appointed members of a committee hold office until the Council next makes appointments under clause 7.6, unless they:

    a.   Resign in writing to the Chancellor

    b.   Are dismissed by the Chancellor on the grounds that they have, in the Chancellor's opinion, become unable or unwilling to act as a Chair or member of a committee

    c.   In the case of a Chair, cease to be a member of Council (unless Council resolves or has resolved otherwise in a particular case).

Related procedures

Nil.

Versions

Version	Action	Approval Authority	Responsible Officer/s	Approval Date
Version 1	Approved	University Council	University Secretary	10 September 2021

Definitions

Nil.

Version 1 – Approved 10 September 2021

Appendix A

Responsibilities of Council Members

- Members of Council have a responsibility, to the best of their knowledge and ability, to:
    - Spend as much time as necessary to perform their duties.
    - Attend and contribute to Council meetings, committee meetings (as relevant), strategic sessions and the annual Council conference.
    - Critically read all agenda documents before each meeting.
    - Ensure critical review of all proposals put to the Council.
    - Maintain confidentiality.
    - Unless dissent is recorded, maintain public Council unity.
    - Act in a financially responsible manner.
    - Ensure compliance with all relevant legislation.

- The *Act* sets out the constitution of the Council and its role and powers, including powers of delegation and conferring of degrees. It imposes on Council members the obligations of care and diligence (section 11A) and the obligation to act in good faith (section 11B) and requires the Council to report annually to the Governor and the Minister for Education.

- The *Act* also provides that a member of the Council is responsible and accountable to the Council, rather than to any constituent body by which they are appointed or elected (section 8 (3)), and that the Council must act in the way it considers will best advance the interests of the University (section 9 (2)).

- Schedule 1 to the *Act* sets out the terms of office of the various categories of Council members, provides for resignation and dismissal, and sets out eligibility for membership. The schedule also requires members to disclose any direct or indirect pecuniary interest in a matter under consideration by Council.

- As well as the specific requirements of the *Act*, the University is required to comply with hundreds of legislative provisions, both State and Federal. Regular reports about the University's compliance program are provided to Council through the Audit and Risk Committee. The role of Council is that of oversight, and members have an obligation to satisfy themselves that the University adequately addresses compliance.

- Council is responsible for ensuring that the University complies with the [Voluntary Code of Best Practice for the Governance of Australian Public Universities](#). Clause 14 of the voluntary code requires a university to disclose in its Annual Report its compliance with the voluntary code and provide reasons for any areas of non-compliance.

Responsibilities of the University in respect of Council members

- The University will ensure that an appropriate induction program for members is developed and that all members undertake it.

- The University will provide Council members with complete and accurate information in respect of all matters to be considered by Council and in respect of all of Council's identified functions, in sufficient time to allow proper consideration.

- The University will provide any legal and financial advice that may be necessary to enable members to discharge their fiduciary duties.

Version 1 – Approved 10 September 2021

- The University will provide any other administrative assistance that may be required from time to time to assist members in carrying out their Council functions (including arranging reimbursement of expenses incurred by members, accommodation bookings and transport arrangements).

- The University will make sure that all requirements in respect of Council, as set out in the *University of Tasmania Act*, University legislation, legislation applicable to the University and policies and processes approved by Council, are met.

- The University is obliged to indemnify members of Council for their actions done in good faith. Section 22 of the *Act* provides:

    e. The University is to indemnify each person who does or purports to do, or omits or purports to omit to do, any act or thing in good faith under the direction of the University or the Council or otherwise for the purpose of administering or executing this Act against any action, liability, claim or demand in respect of that act or omission.

- The University fulfils its obligation to indemnify members through the maintenance of adequate levels of insurance cover, reviewed on an annual basis. Members are expected to sign a deed of access and indemnity, which sets out confidentiality requirements of Council members, and their right to access to records.

- The University will remunerate members in accordance with the decision of the Council on 11 December 2009 and the subsequent decision of Council on 5 May 2020 to remuneration professional and academic elected members on Council in a manner consistent with other external members of Council (Ref 22-05-2020_UC_10673-7915)

Appendix C

CALL FOR NOMINATIONS

Council of the University of Tasmania
Appointments by the Minister for Education and by the University Council

The University of Tasmania was founded to serve the entire State of Tasmania and its people. Our mission is to make a difference for Tasmania and from Tasmania to the world and we value the enabling potential of education, discovery, and creativity.

The University Council is the governing body of the University, established under the *University of Tasmania Act 1992* and has responsibility for high-level strategic direction, major financial planning and monitoring management performance and compliance. It is comprised of up to 14 members, six of these members are external to the University (neither staff nor students) and are appointed by Council.

Council maintains a balance of members with skills and experience across a range of areas, including Governance, Strategy, Finance and People and Culture. It values the unique contributions of all its members and encourages Aboriginal and Torres Strait Islander peoples, people from culturally diverse backgrounds and those from regional areas of the State to participate in the governance of the University.

The Minister for Education and the University invites interested people to nominate for three (3) vacant positions on the University Council in the category of Council appointed members.

People considering nominating should obtain a **nomination form** by accessing the University Council website at https://www.utas.edu.au/university-council along with further information on the role of the Council, its committee structure, and its current membership.

Please contact the Chancellor, Alison Watkins at chancellor@utas.edu.au if you would like to obtain more information on nominating for membership of the Council.

DETAILS

Nominations:
Those wishing to nominate should complete the **nomination form** and provide a **short cover letter** outlining the reasons for the nomination along with a relevant **curriculum vitae** and send to:

University Secretary, University of Tasmania
Private Bag 51, Hobart Tasmania 7001
Email: uni.council@utas.edu.au

Closing date: Friday 15 October 2021 at 5:00pm.

Appendix D

UNIVERSITY of TASMANIA

University Council Standing Orders

These University Council Standing Orders are established subsequent to section 8.1 of the *University Council Ordinance* which states that 'The Council will determine the procedure for calling and conducting its meetings'.

Meetings of University Council (Council)

1. The dates and locations of meetings shall be determined by the end of the year for the following year, with provision for special meetings either by resolution of Council or, in the case of emergency, by the Chancellor, Vice-Chancellor or the Deputy Chancellor[1] in the event of the Chancellor being unable to act.

2. The Chancellor or Vice-Chancellor, or in their absence, the University Secretary, is to convene a special meeting of Council on a written request from at least five (5) members, setting out the items of business for the meeting.

3. A special meeting is to deal only with those items of business that the meeting was convened to consider.

4. At every meeting of Council the Chancellor, or in their absence the Deputy Chancellor is to preside, and in the absence of both, the members of Council present are to elect the Chair via instruction from the University Secretary.

5. The quorum for general meetings of Council shall be a majority of current members.

6. If at any meeting it appears, on notice being taken, that a quorum is not present, the Chancellor is to conclude or adjourn the meeting.

Declaration of Interest

7. Any member of Council who has a potential conflict of interest in a matter being considered or about to be considered by Council or by a Council committee must, as soon as possible after the relevant facts come to the member's knowledge, disclose the nature of the potential conflict of interest to the Chancellor or Council committee Chair and to the University Secretary. The member must also disclose the nature of the potential conflict of interest at the next scheduled meeting of Council.

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[1] All instances of "Chancellor" in these Standing Orders can be substituted by 'Deputy Chancellor" in the event of the Chancellor being unable to act.

8. The University Secretary is to indicate in the agenda papers if there are any items in which it appears likely that any member of Council may have a potential conflict of interest.

9. The University Secretary is to record any disclosure of interest by a member in the minutes of the meeting of the Council and must maintain a register of interests for members of Council.

10. Unless Council determines otherwise in a particular case, a member who has declared an interest must not:
    - be present during any deliberation of Council in relation to that matter
    - take part in any decision of Council in relation to that matter.

    This clause does not prevent participation by a member of Council who is also a member of University staff, unless that member's interest in the matter is different in nature or extent from the interest in that matter common to staff members generally, or to a significant number of staff members.

Notice and Agenda

11. The University Secretary must send to every member of Council notice of the date, time, place and business for every meeting of Council, whether ordinary or special, at least 5 business days before the meeting. However, the requirement of 5 business days' notice may be dispensed with in the case of an emergency.

12. The order of business shall follow the agenda authorised by the Chancellor. Members shall introduce new business only after completion of the business set out on the agenda, and only with the approval of Council. The nature of Other Business shall be disclosed at the start of the meeting.

13. The Chancellor shall determine whether each item on the agenda shall be marked as starred, that is requiring discussion, or unstarred, that is not requiring discussion. At the commencement of the meeting a star may be placed on any unstarred item at the request of any member. Unstarred items will not be debated by Council, but will be resolved in the terms proposed in the papers.

Conduct of the Meeting

14. All remarks shall be addressed to the Chancellor, and any questions to another member shall be put through the Chancellor.

15. The Chancellor is to control debate and encourage open and free discussion by permitting members to speak more than once to a motion or proposed amendment when the Chancellor determines that circumstances require further discussion and debate.

16.   Council will meet at least six times per year.

Attendance of Senior Executive and Other Non-Members

17.   The Provost and the Chief Operating Officer will normally attend Council meetings, but not the Members Only Session unless specifically invited to be present for that session.

18.   The Chancellor, in consultation with the Vice-Chancellor, may determine who will normally attend the strategic sessions of Council meetings.

19.   Observers are determined by the Chancellor. Observers are not permitted to vote, but do have speaking rights.

20.   A person who is not a member of Council may be present at meetings of Council with the permission of the Chancellor.

Members Only Session

21.   Members of Council will normally meet in the absence of non-members (apart from the University Secretary) for at least part of each meeting.

22.   A person who is not a member of Council may in an individual case be present at a Members Only Session of Council, with the permission of the Chancellor.

Motions and Amendments

23.   All proposals made to the meeting shall be in the form of motions or amendments thereto.

24.   In order to facilitate open and free discussion on motions and questions, the Chancellor will invite discussion on any proposed motion, and on any amendment if the issue or amendment arises during discussion of the motion.

25.   The Chancellor may at any time direct that a motion is to be divided into separate parts. Each part is then to be treated as a separate motion.

26.   With permission by Council, a motion or amendment may be withdrawn.

27.   When all debate is concluded, and all amendments have been dealt with, the Chancellor is to put the motion.

28.   Motions will only be put to vote provided one of the following two conditions are met:

(a) the matter and associated information was distributed electronically in an agenda pack to the members at least three clear working days prior to the date of the meeting, or

(b) Council resolves to allow motions regarding an urgent matter not

complying with 29 (a) above.

Voting

29. Voting shall be by the voices or by show of hands of members or by an electronic alternative determined by the Chancellor at the start of the meeting.

30. The Chancellor is to state whether the 'Ayes' or "Noes' have it, but if the Chancellor or any member present so requires, the motion is to be determined by a count of hands.

31. A member who is not present when the motion is put is not entitled to vote.

32. A member voting on a count of hands may require the votes of all members voting to be recorded in the minutes.

33. The Chancellor has a deliberative and also, if necessary, a casting vote.

34. No member may speak on any motion after it has been put to the vote.

35. No amendment may be moved after the substantive motion has been put to the vote.

36. In order to close a debate on a particular question, the Chancellor may at any time move "that the question be now put". Such a motion, when seconded, shall be put without debate. If the motion is carried, the question shall be put forthwith without further amendment or debate. If the motion is not carried, debate on the original question may continue.

37. The Chancellor's ruling on all points of order and procedure shall be final, unless a motion is moved, seconded, and carried "that the Chancellor's ruling be disagreed with". The mover may speak briefly in support of the motion, and the Chancellor explain why the ruling was given. The Chancellor will then put the motion.

Motion by circulation

38. If a majority of the members who are eligible to vote on a motion have electronically conveyed the statement that they are in favour of the motion in the terms set out in the electronic circulation, then a resolution in those terms must be taken to have been passed at a meeting of Council held on the day on which the last of the members making up the majority conveyed their favourable statement.

39. The University Secretary shall determine the timeframe for response from members eligible to vote on a motion by circulation, as appropriate to the item of business, noting that the timing will be no less than 1 business day and no more than 5-business days.

40. The minute of any such resolution will be included for confirmation at the next ordinary Council meeting.

41. In the case of a tied vote, or members raising significant concerns about the matter circulated, the matter would be directed to a special meeting of Council.

Minutes

42. The University Secretary is to send a copy of the minutes of each meeting, approved by the Chancellor, to each member of Council before the next meeting.

43. Council is to confirm the minutes, subject to any necessary correction, at the next meeting of Council.

44. The University Secretary may also send the Council minutes to non-members in consultation with the Chancellor and in accordance with any confidentiality restrictions placed on them by Council.

Meetings via digital technology

45. A member may participate in a meeting of Council by telephone or other digital technology, as allowed by Council.

46. A member who participates in a meeting as permitted under clause 45 is taken to be present at the meeting.

Execution of documents

47. A document (other than one referred to in clause 47) is validly executed when signed in compliance with the General Delegations Ordinance or the Academic Delegations Ordinance, whether or not the University Seal is affixed to it.

48. Council, the Chancellor or the Vice-Chancellor may decide that a document (or a class of documents) must be executed under seal, for ceremonial or other purposes. Any such document (other than an ordinance or a by-law) must then be signed and sealed by the Chancellor (or nominee) and the Vice-Chancellor (or nominee).

49. The University Secretary has custody of the University Seal, and must keep a register of documents that have been sealed (other than testamurs).

50. The register of documents that has been sealed must be made available to Council on request.

General

51. Any procedural issue or dispute about the procedure of a meeting for which at least three quarters of the members present require resolution,

other than by the direction of the Chancellor, is to be resolved by reference to Horsley's Meetings: Procedure, Law and Practice (4th edition, AD Lang, Butterworths, 1998, or any later edition).

52. These meeting procedures apply, with any necessary changes, to Council committees.

Suspension of Standing Orders

53. Any of these Standing Orders may be suspended at a meeting of Council by the Chancellor for the time being if a quorum is present and at least three quarters of the members present agree.

Review of Standing Orders

54. Council will review these Standing Orders every two years or as required.

Made by University Council on 30 July 2021

UNIVERSITY *of* TASMANIA

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 5 - Academic Senate

This paper is submitted in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the *University of Tasmania Act 1992*, with particular reference to:

(1) The constitution, functions and powers of the University;
(2) The constitution, role, powers and obligations of the Council and Academic Senate;
(3) The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making;
(4) The appropriateness of the Act to protect and promote academic freedom, independence and autonomy; and
(5) Any other matters incidental.

This submission addresses Term of Reference 2: *The constitution, role, powers and obligations of the Council and Academic Senate.*

1. *Introduction*

Academic Senate is the peak academic governance body of the University of Tasmania. It is established by the *University of Tasmania Act 1992* (Act), where it is prescribed that the University has an Academic Senate. This submission will detail how Academic Senate functions under ordinances, policies, procedures and delegations to ensure academic governance, compliance, and decision making under the Act and the delegated authority by University Council (the Council). Moreover, this submission will inform the Inquiry on the ways in which the University achieves excellence in academic governance, an area which is fundamental to the University's mission to educate, to raise attainment, and to be a place where all are welcome and encouraged to study, research and pursue their goals.

In addition to demonstrating how Academic Senate operates within, and meets the objectives of, the Act and the University Council delegations, this submission outlines its compliance obligations with the Higher Education Standards Framework (Threshold Standards) 2021 required by the industry regulator, the Tertiary Education Quality and Standards Authority (TEQSA). This submission also includes comparative information demonstrating that the functions of Academic Senate are equivalent to other Academic Senates/Boards around Australia.

This submission demonstrates the rigorous academic governance carried out by Academic Senate at the University. The information included in this submission is intended to further demonstrate that the constitution, role, powers and obligations of Academic Senate as prescribed by the Act are appropriate to its operations. Furthermore, it will elaborate on the ways in which the University has taken further steps to strengthen its academic governance operations in relation to strategy, reporting, accountability, and monitoring. Examples are included to illustrate the different types of impact that best practice governance has on the operations of the University and the people who come to study at the University and interact

with the University. The University makes this submission in order to show the excellent academic governance it undertakes, and to reiterate the process of continuing improvement undertaken to ensure the academy's participation in academic governance is vibrant, inclusive, collaborative, and responsive.

2. *The constitution, functions, and powers of the University in relation to Academic Senate*

The Act provides that the University has an Academic Senate. The function of the Academic Senate, as prescribed by the Act, is to advise the Council on all academic matters relating to the University. The Act also establishes the University, and the University Council as the governing authority of the University, and pursuant to Section 10, that Council may delegate to any body (such as Academic Senate) its functions or powers. A function or power performed or exercised by a delegate has the same effect as if performed or exercised by the Council.

To discharge this duty, Academic Senate agendas are constructed to allow members to provide collegial advice to Council and the Vice-Chancellor related to academic matters. Academic Senate also monitors and receives reports on policy implementation, academic standards and academic performance. Additionally, Academic Senate provides the primary collegial forum for discussion, debate and recommendations on academic matters in addition to its role in maintaining academic freedom and academic integrity.

Advice to University Council from Academic Senate is received through the following channels:

- A written summary report following each Academic Senate meeting together with minutes of any Academic Senate meetings that have been held since the previous Council meeting. The Chair of Academic Senate speaks to the report as a standing item at each meeting of Council;
- A written annual report, along with a summary of significant items considered by Academic Senate, which are cross-referenced against the obligations under the HESF and the Academic Senate Ordinance; and
- Any updates as requested or recommended, from the Chair of Academic Senate, who is also an ex-officio[1] member of University Council.

In addition to formal reporting, all University Council members are invited to attend any Academic Senate meeting as they wish.

To inform the University community of the activities of Academic Senate, a newsletter is published on the staff intranet following each meeting. Minutes of meetings are available to all staff on the Academic Services Database.

3. *Ordinances, policies, procedures and processes relevant to Academic Senate*

The Act specifies that Academic Senate's constitution, functions, powers and proceedings are prescribed by an Ordinance. The Academic Senate Ordinance is attached as Appendix A. The specific powers and functions delegated to Academic Senate by Council are detailed in this Ordinance. These functions and powers include:
- Approval of awards; and
- Determination of the qualifications to be required of candidates before they may be admitted

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[1] Ex officio denotes or relates to a member of a body who holds the role as a result of their status or another position they hold.

to an award.

In addition to these delegated powers from Council, Academic Senate has a broad range of responsibilities that are described in the Ordinance. The Academic Senate Ordinance has been informed by the specific responsibilities of Academic Governance as defined by HESF Standard 6.3 Academic Governance (Table 1, below). The Academic Senate Ordinance is publicly available (https://www.utas.edu.au/__data/assets/pdf_file/0019/1372402/Academic-Senate-Ordinance.pdf_) and details these broader responsibilities and its delegated powers and functions.

Table 1: Higher Education Standards Framework (Threshold Standards) 2021: 6.3: Academic Governance[2]

6.3 Academic Governance
1. 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.
2. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:
a. developing, monitoring and reviewing academic policies and their effectiveness
b. confirming that delegations of academic authority are implemented
c. critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications
d. maintaining oversight of academic and research integrity, including monitoring of potential risks
e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
f. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and
h. monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.

3. Students have opportunities to participate in academic governance.

TEQSA provides guidance notes on each of the Standards on its website (https://www.teqsa.gov.au/guidance-notes). These guidance notes are continually updated, and as this occurs, these are brought to the attention of Academic Senate members through the Chair's report. The TEQSA Academic Governance Guidance note is provided at Appendix B.

To reflect the remit of Academic Senate as a collegial body, membership is also prescribed in the Academic Senate Ordinance. To ensure a cross-sectional and diverse representation of academic views and experiences, Academic Senate is comprised of *ex officio* members, inclusive of Executive Deans and Heads of School, as well as elected members from colleges, and student

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[2] https://www.legislation.gov.au/Details/F2022C00105/Html/Text#_Toc67664724

members. Four members are elected per college, in addition to two members from University College, one member from a central division unaligned to a college, and one externally funded Research Fellow.

To ensure full and transparent membership and operations, Academic Senate membership is facilitated through the [Academic Senate Membership Procedure](#) (Appendix C) which further encourages a diversity of representation and views. This Procedure prescribes the membership and elections processes. Additionally, the Academic Senate Standing Orders outline the operation of meetings to further ensure compliance with the Academic Senate Ordinance and Academic Senate Membership Procedure. Calls for nominations of new members are also required, through Section 7.4.e.iii of the Membership Procedure, to include references to the diversity of perspectives that are supported through Senate membership. New members are invited to attend an induction delivered by the Chair and Secretary. There is also a comprehensive membership booklet available to members, and any interested University staff on the University intranet.

Meetings of Academic Senate are structured around an annual work plan, and issues raised by members at the annual planning day. An exemplar Academic Senate Workplan is provided at Appendix D. The Academic Senate Planning Day, held in December each year, reviews the work of Senate during the preceding academic year and identifies focus areas for the following year. In addition, Academic Senate agendas include strategic items for discussion as issues arise throughout the year. These items arise through Senate sub-committees or are raised by Senate members. Senate meeting agendas also include sub-committee reports as standing items, including recommendations for course approvals and significant amendments from the University Course and Unit Proposal Committee (UCUPC). In addition, the Vice Chancellor speaks to the University Performance Report and updates Academic Senate members and observers on items of importance to the University, and in the higher education sector as appropriate. The Senate's role under the Act, the Academic Senate Ordinance and the Higher Education Standards Framework (HESF) is to provide a forum for questions, to discuss and debate major issues of educational importance and to make recommendations to Council on each of these items.

Appendix E contains the most recent list of items of strategic and academic importance considered at Academic Senate, which were provided to Council in 2021.

The Academic Senate Ordinance empowers Academic Senate to establish or disestablish committees at any time, and establish terms of reference, including membership and mode of operation. This provides for Academic Senate committees to assist in carrying out the governance and academic oversight functions of the Academic Senate. A visual representation of the Academic Senate committee structure is provided in Appendix F. Each Academic Senate committee has specific Terms of Reference, and has a scope that is mapped to the relevant Threshold Standards in the HESF, or a delegated power from Council.

The key areas of responsibility for each sub-committee are as follows, with full Terms of Reference provided at Appendix G.

Student Experience Committee (SEC):
Promotes and supports a positive student experience through co-ordination and connection of strategic activity enabling engagement with the student voice.

University Admissions Committee (UAC):
Provides oversight of admissions, credit and recognition of prior learning and monitors compliance with University policies and procedures related to student admissions.

University Course and Unit Proposals Committee (UCUPC):
Makes recommendations in relation to proposals for new courses and has delegated authority to approve minor amendments to courses ensuring all courses and units meet the requirements of the Australian Qualifications Framework and the Higher Education Standards Framework.

University Learning and Teaching Committee (ULTC):
Oversees the learning and teaching goals of the University and is central to the development and oversight of the University's learning and teaching strategy and maintaining excellence in learning and teaching.

University Research Committee (URC):
Oversees the research and research training goals for the University and is central to the development of the University's research strategy and maintaining excellence in research and research training.

Standing Academic Committee (SAC):
Provides a mechanism, in exceptional circumstances, to allow urgent matters to be reviewed and decisions to be made outside the normal Academic Senate meeting cycle.

Nominations Committee:
Meets annually to review nominations and agree on membership for vacancies on Academic Senate committees. The Nominations Committee ensures a diverse balance of membership for all Academic Senate committees. The Nominations Committee is an adjunct to (not a replacement for) the continuing practice of open nominations and elections to vacancies on Academic Senate.

Membership of each sub-committee is prescribed in the Terms of Reference and reflects the relevant expertise, drawn from both Senate and non-Senate members as required for the functions of the committee. As an example, the University Learning and Teaching Committee includes the Associate Deans Learning and Teaching Performance for each College, in addition to Senate appointed representatives with expertise in learning and teaching.

To ensure full oversight, the Chair or Deputy Chair of Academic Senate are members of every Academic Senate committee. Additionally, each committee presents a report at Academic Senate meetings.

Another significant governance instrument for Academic Senate in terms of delegated powers from Council is the [Academic Delegations Ordinance](#). Academic Senate has delegated responsibility in this Ordinance for a range of areas, which it oversees through Senate itself but also through its sub-committees. The Academic Delegations Ordinance also notes that Academic Senate is responsible for initiating periodic reviews of the *[Schedule of Academic Delegations](#)* (Appendix H).

4. ***Examples of how Academic Senate carries out its responsibilities as per the Academic Senate Ordinance***

The Academic Senate Ordinance prescribes not only the delegations but also the responsibilities of Academic Senate. This section notes three examples of how Academic Senate exercises its delegated powers under the Ordinance.

Example 1: Course and Curriculum Transformation

The Academic Senate is empowered to approve awards under the Academic Senate Ordinance, and determine the qualifications required of candidates before they may be admitted to an award.

(a) The Course and Curriculum Transformation Project (CCTP) conducted over two and a half years to June 2022 was undertaken to ensure that the University has a consistent curriculum architecture that supports contemporary course offerings. As a result of the rigorous governance of Academic Senate, which established an additional committee to manage the large-scale course and curriculum review, the University emerged with a more sustainable and relevant suite of courses that greatly enhance the academic excellence of the University's offerings.

(b) As part of the CCTP, and in general, all courses at the University are proposed, reviewed and approved through a systematic Table of Approvals (Appendix I) that ensures complete oversight and compliance with academic governance. Section 9 of the Schedule of Academic Delegations grants Academic Senate these powers. School, and College, Learning and Teaching Committees propose and peer review new courses, components (e.g., majors) or units, and then the proposal progress to higher committees of Academic Senate for rigorous quality control and academic governance as required by the HESF.

(c) Every course considered during the CCTP was reviewed by the University Course and Unit Proposals Committee (UCUPC) prior to consideration by Senate. UCUPC comprises a range of experts in curriculum design. All course change proposals were included in the agendas for each applicable Senate meeting along with a detailed reference table to enable full oversight and approval. The Chair of UCUPC is an ex officio member of Senate and speaks to member questions in relation to the course proposals. During the CCTP, Senate praised the Chair of UCUPC for the strong attention to detail given to the course and curriculum transformation proposals.

(d) The Academic Senate Ordinance enables Academic Senate to establish and disestablish committees to carry out its functions. The Academic Senate Course Approvals Committee (ASCAC) was established in 2020 to assist UCUPC with the high volume of work associated with the CCTP. The membership of ASCAC was appropriately comprised of the UCUPC Chair, Deputy Vice- Chancellor (Education), and a diverse body of academic staff and college representatives, to ensure complete coverage of academic governance. The decisions of ASCAC were regularly reported to Academic Senate during the two and half years that the CCTP was undertaken. ASCAC was disestablished at the 30 June 2022 meeting of Academic Senate, in accordance with its Terms of Reference and the Academic Senate Ordinance.

The Course and Curriculum Transformation Project included both undergraduate and postgraduate courses and was undertaken to ensure the University's offerings are better enabling academic excellence and greater educational attainment for Tasmanians, as well as being sustainable and relevant to the University's strategy, mission, and goals to serve the Tasmanian and broader communities.

Example 2: Schools Recommendation Program (SRP)
The Schools Recommendation Program was proposed and established to provide opportunities for educational attainment to as many Tasmanian school leavers as possible. This program provides an alternative to the Australian Tertiary Admissions Rank (ATAR) for University admission for

non-quota courses, and was based on University research that identified attributes that signified preparedness for University study. Developed in partnership with Tasmanian senior secondary teachers, and catalysed by the challenges of the COVID-19 pandemic, this program provides for early application and offers to year 12 students. This unique approach differs from early offer schemes at other universities by prioritising teacher assessment of student capabilities and readiness for tertiary study.

In the proposal and approval process, Academic Senate and its committees followed delegated and documented review and approval processes.
- (a) Academic Senate is empowered under the Academic Delegations Ordinance to approve special entry requirements for a course.
- (b) The proposal and approval process demonstrated a clear exercise of powers by Academic Senate under the Academic Senate Ordinance, and the Academic Delegations Ordinance, in respect of:
  - (a) The Academic Senate's power to establish committees – University Admissions Committee (UAC).
  - (b) The power of those Committees to endorse proposals to Academic Senate for approval – SRP was proposed at UAC on 10 May 2020.
  - (c) At its 12 June 2020 meeting, Academic Senate discussed SRP and approved it for implementation.
- (c) The University Admissions Committee (and Academic Senate committee) receives annual reports to monitor the performance of students who have gained entry under the SRP and to endorse the entry requirements for the following intake based on this data. This decision is then forwarded to Academic Senate for approval.

Example 3: Annual Report to Council detailing the alignment of significant items considered at Academic Senate in 2021, with obligations under the Academic Senate Ordinance and the Higher Education Standards Framework.
Academic Senate submits an Annual Report to University Council, which details Academic Senate's work in line with the Academic Senate Ordinance, and its work aligned with obligations under the HESF.

Appendix E shows a table of Academic Senate Ordinance obligations matched with significant items considered by Academic Senate during the year. The table shows that Academic Senate considered 56 significant items in 2021, all of which align with the Academic Senate Ordinance and the HESF.

In the same way, each Academic Senate agenda item is referenced and matched to a section and requirement under the HESF.

5. *Comparison with other Australian university Academic Senates/Boards*

All Australian universities have either an Academic Senate, or an Academic Board, which is predominantly designed to be the peak academic oversight body. The University of Tasmania Academic Senate secretariat, and Chair/Deputy Chair, participate in a national group called the Australian Chairs of Academic Boards and Senates (OzCABS). This is a working group which communicates regularly to benchmark activities and meets at least once annually to ensure a consistency of approach and operations, and to discuss industry challenges and trends.

OzCABS have carried out benchmarking activities to inform the practices of its member Senates/Boards. The latest benchmarking report in 2020, carried out by the University of New England, provided information on the operations of all member Senates/Boards. Appendix J shows a comparison of the University of Tasmania's academic governance composition with

those of other Australian universities. In summary, across Australian Universities, the University of Tasmania has/is:

- The same in having its Chair of Academic Senate also be a member of University Council;
- Very similar diversity of representation in elected membership;
- Very similar number of committees to assist in performing functions;
- Very similar implementation of the Membership Procedure;
- An identical structure for handling urgent matters (an executive Committee of Academic Senate)
- Identical in disseminating its meeting papers;
- In the majority in having its Vice-Chancellor, and the Chair of Academic Senate provide a Chair's Report at each meeting;
- Well above sector best practice in giving notice of agenda items and contributions.

As noted in the separate TEQSA Academic Governance Guidance Note, Academic Senates/ Boards should include a mix of members who can provide academically informed advice, incorporate academic expertise and have 'experience sufficient to provide leadership, judgement and scrutiny at the level of academic activity concerned.' (see Appendix B).

6. *External Reviews, Self-Reviews and Quality Assurance*

Academic Senate was externally reviewed most recently in 2017 and previous to that in 2009. The 2017 review was conducted by three external academics. The panel examined Academic Senate's size and composition; the length of meetings; the use of Faculty Boards; the quality of reports from Committees; the voice of academics and students in Senate; communication with the University community; the University Research agenda; Senate's relationship with Council; management vs academic autonomy; the frequency of reporting on the quality cycle; resources and budgets; and the appropriateness of Senate's role as prescribed by ordinance.

The panel recommended a range of improvements on each of these criteria which were initially discussed with Academic Senate on 3 November 2017. With feedback from this meeting, Academic Senate discussed the Chair's Response and an Implementation Plan on 30 November 2017, which was then forwarded to University Council on 8 December 2017. This information was matched closely to the Review Recommendations, and where not agreed, both

Academic Senate and University Council were provided with a full and justified response from the persons responsible for responding to individual parts of the review, including the Chancellor, the Chair of Academic Senate, an Academic Structure and Leadership Working Group, Chairs of Academic Senate Committees, and the Secretary of Academic Senate. At its meeting on 8 December 2017, University Council resolved that 'the extent of analysis of the review outcomes by Academic Senate was commended particularly in light of the impending TEQSA review of the University.'

The 2009 review of Academic Senate was also conducted by an external panel, which finalised its report in January 2010. Academic Senate noted at its 5 March 2010 meeting that the Standing Academic Committee would consider the Report of the Review of Academic Senate (Review Report) and draft a Response and Implementation plan for consideration by Academic Senate, Faculties, Institutes and Divisions prior to forwarding to Council. That report was finalised for consideration at the 24 September 2010 meeting of Academic Senate and University Council on 29 October 2010. In both of these reviews, Academic Senate conducted appropriate analysis and took steps to adopt or not adopt recommendations based on the feedback and discussion of

Academic Senate members, and by following established academic governance principles in reporting to University Council.

The Academic Senate conducts an internal annual review of its members, and then makes the review results available to members for discussion. Suggestions that are implemented as a result of the review are also reported back to members and monitored for success. In the most recent internal review the following suggestions were implemented and reported back to Senate by the Chair (excerpt from Senate minutes 4/3/2022 in Table 2 below). Further suggestions for consideration are currently being incorporated into an ongoing improvement cycle for Senate.

Table 2: Excerpt from Academic Senate Minutes – 4 March 2022

5.1 Strategic Session: Outcomes of Senate Self-Review 2021

The Chair gave an overview of feedback received from the 2021 Academic Senate Self-Review which members completed at the 2 December 2021 Planning Day.

Qualitative and quantitative data was presented to Senate with the Chair advising which suggestions for improvement had been implemented and which suggestions could not be implemented due to the current operating environment. Implemented improvements included:

- The Chair announcing the agenda item and page number of each item on the agenda before discussing the item
- Inviting the Associate Deans Learning and Teaching Performance (ADLTPs) and the Associate Deans Research Performance (ADRP) to Senate as observers
- Reducing the number of items on the agenda to allow time for more discussion and debate
- Adding a 'for information only' section to the agenda to decrease the amount of mandatory prereading required by members. Items in the 'for information only' section cannot be starred for discussion.
- Starring all the Senate Committee reports to encourage engagement with the work of the committees
- Circulating a link to the Senate Newsletter to members so it can be disseminated widely across the University.

Members joined breakout groups to further discuss the feedback received and identify any additional improvements that could enhance the Senate experience within the confines of the current operating environment.

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7. *Conclusion*

This submission has been provided to respond to the Legislative Council's motion dated 24 May 2022. It has detailed the strong academic governance structure of the University, which is undertaken proactively to ensure excellent levels of governance across the academic operations of the University. It has detailed the role, powers, responsibilities and functions of Academic Senate, which are derived from the University of Tasmania Act (1992) and the University Council's delegated powers under that Act.

Academic Senate's operations are governed by strict regulatory and legislative frameworks, by which the University fully abides. Academic Senate is governed by the Academic Senate Ordinance, which delegates and details powers, functions and responsibilities of Academic

Senate. It is also empowered with individual responsibilities under the Academic Delegations Ordinance. Both Ordinances are approved by University Council, and Council is empowered to make Ordinances under the Act.

The membership of Academic Senate is a diverse body of academic and professional staff, comprised of ex officio members, elected members, and student representatives. Senate welcomes observers from across the length and breadth of University staff and has built in diversity as a priority in its membership. Lastly, in terms of academic governance responsibilities, this submission has also explained that Academic Senate undertakes an annual Planning Day in which members of Academic Senate, and academic and professional staff collaborate to ensure the annual workplan of Academic Senate appropriately meets the requirements of the ordinances and delegations from Council.

The Academic Senate, while being the peak academic governance body of the University, exists to ensure that the University's academic operations are sound, peer-reviewed, better than sector best practice, and designed in a way that raises educational attainment, meets the University's mission, while adhering strictly to the regulation and legislation of TEQSA, the Higher Education Standards Framework, University Council, and the Act.

Please be in contact if you have questions or require further information on this submission.

[signature]

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__References/Further Reading__
Higher Education Standards Framework (Threshold Standards) (2021)

__Appendices:__
Appendix A   Academic Senate Ordinance
Appendix B   TEQSA Guidance Note on Academic Governance
Appendix C   Academic Senate Membership Procedure
Appendix D   Academic Senate Workplan Exemplar
Appendix E   Alignment of Significant Items Considered at Academic Senate in 2021 with Obligations under the Academic Senate Ordinance and the Higher Education Standards Framework
Appendix F   Senate and Committees Chart
Appendix G   Overview of Terms of Reference of Academic Senate Sub-committees
Appendix H   Academic Delegations Ordinance, including the Schedule of Academic Delegations
Appendix I   Table of Approvals
Appendix J   Benchmarking of the University of Tasmania and other Australian universities' Academic Governance

Appendix A: Academic Senate Ordinance

Academic Senate Ordinance
Version 2 – Commenced 16 May 2022

The Council of the University of Tasmania makes this ordinance under the *University of Tasmania Act 1992*.

1) **Preamble**
    1.1 Among other things, the *University of Tasmania Act 1992* (Act) prescribes:
        a) The University has an Academic Senate.
        b) The function of the Academic Senate is to advise the Council on all academic matters relating to the University.
        c) That the constitution, functions, powers and proceedings of the Academic Senate are as prescribed by Ordinance.
        d) The Academic Senate has a Chair and a Deputy-Chair.

2) **Commencement and revocation**
    2.1 The Academic Senate Ordinance made by Council on 19 August 2005 is revoked, together with any amendments to it.
    2.2 This ordinance takes effect on 25 June 2021.

3) **Purpose**
    3.1 **This ordinance prescribes:**
        a) the powers and functions of Academic Senate
        b) the membership of Academic Senate
        c) the positions of Chair and Deputy Chair of Academic Senate
        d) the establishment and operation of Academic Senate committees.

4) **Council delegations**
    4.1 Council delegates the following functions to Academic Senate, to be exercised in accordance with the principles, plans and policies approved by Council.
        a) Approval of awards
        b) Determination of the qualifications to be required of candidates before they may beadmitted to an award.

    4.2 Academic Senate is to report to Council once a year on the exercise of delegations under this ordinance, in addition to its other reporting duties as required by Council.

5) **The role of Academic Senate**

        a) Approve awards and determine the qualifications required of a candidate before they may be admitted to an award
        b) Provide academic oversight of the quality of teaching, learning, research and research training
        c) Monitor institutional benchmarks for academic quality and outcomes and monitor initiated actions to improve performance
        d) Monitor and provide competent advice to the University Council and management on academic matters, including advice on academic outcomes, policies and practices, and the quality of teaching, learning, research and research training

e) Monitor and review academic policies and procedures and their effectiveness
f) Provide feedback on substantial changes to academic delegations and the effectiveness of the academic delegations structure.
g) Maintain oversight of academic and research integrity, including monitoring of potential risks
h) Critically evaluate the quality and effectiveness of educational innovations
i) Evaluate the effectiveness of institutional monitoring, review and improvement of academic activities
j) Ensure students have opportunities to participate in academic governance.

6) Membership

6.1 The members of Academic Senate are:
a) The Ex-Officio members who are:
   i) the Chair and Deputy Chair elected under section 7
   ii) the Vice-Chancellor
   iii) the Deputy Vice-Chancellors
   iv) the Principal, University College or nominee
   v) the Executive Deans of Colleges and the Dean of Graduate Research
   vi) Pro Vice-Chancellor (Aboriginal Leadership)
   vii) the Heads of Academic Units
   viii) the Chairs of Academic Senate Committees
   ix) the Chief Operating Officer
   x) a Senior Representative from the Division of Future Students
   xi) the Executive Director, Student Experience
   xii) the President of the Tasmanian University Student Association (TUSA) and three additional student representatives as nominated by the President, TUSA.

b) The Elected and Appointed members, all of whom must be full-time or fractional-time members of the academic staff of the University:
   i) 16 members elected by the Colleges of Arts, Law and Education, Health and Medicine, Sciences and Engineering and Business and Economics (4 elected by each College)
   ii) 2 members elected by the University College
   iii) 1 member of Academic Staff from central organisational units not aligned to a College, elected by the Academic Staff of the University
   iv) 1 externally funded Research Fellow, elected by the Academic Staff of the University
   v) With the agreement of Senate, the Chair may, in writing, appoint up to 4 additional members to provide a diversity of views if the Chair believes the current membership of the Senate does not reflect the academic and cultural diversity of the University.

6.2 An act or proceeding of the Academic Senate is not invalidated by any vacancy in its membership.

6.3 A member of Academic Senate is responsible and accountable to Academic Senate

rather than to any constituent body by which they were appointed or elected.

6.4 The Chair in consultation with the Vice-Chancellor will agree the duties and accountabilities of the Academic Senate Secretary and the process by which the Secretary is appointed.

6.5 The Chair may appoint a member or members of Academic Senate to support the Chair and/or the Deputy Chair.

7) Chair and Deputy Chair

7.1 There are to be a Chair and a Deputy Chair of the Academic Senate.

7.2 The Chair is to be elected by the members of the Academic Senate, and must hold the rank of Level D or E academic in the University to be eligible for election.

7.3 The Deputy Chair is to be elected by and drawn from the elected or appointed members of the Academic Senate. They must hold the rank of Level D or E academic in the University to be eligible for election.

7.4 The Chair holds office, subject to this ordinance, for 3 years from 1 January in the year following their election.

7.5 The Deputy Chair holds office, subject to this ordinance, for 2 years from 1 January in the year following their election/selection.

7.6 The Deputy Chair ceases to be Deputy Chair if their membership of Academic Senate expires and they are not re-elected to the membership.

7.7 The office of Chair or Deputy Chair becomes vacant if the holder of the office:
   a) ceases to be a Level D or E academic of the University; or
   b) resigns in writing to the secretary.

7.8 A person is not eligible to hold the office of Chair at the same time that they hold any of the ex-officio offices listed in section 6.1 (a).

7.9 A person is not eligible to hold the office of Chair for more than two consecutive terms.

8) Casual vacancies – Chair and Deputy Chair

8.1 The Academic Senate may, by election by its members, fill any casual vacancy in the office of Chair.

8.2 The Academic Senate may, by election by and from its elected and appointed members, fill any casual vacancy in the office of Deputy Chair**.**

8.3 A person elected under section 8.1 or 8.2 holds office for the remainder of the term

of the former Chair or Deputy Chair, as appropriate.

9) Meetings of Academic Senate

9.1   The Academic Senate will determine the procedure for calling and conducting its meetings.

10) Academic Senate Committees

10.1   Academic Senate may establish or disestablish a committee at any time and establish terms of reference, including membership and mode of operation.

10.2   Either the Chair or the Deputy Chair of Academic Senate will be a member of every Academic Senate committee unless the Chair nominates another member as the Chair's representative.

10.3   The Chairs of Academic Senate committees will be appointed by and drawn from the members of Academic Senate.

10.4   Academic Senate committee chairs and members, who are appointed by Academic Senate, hold office until:
  a)   their term expires
  b)   they resign in writing to the Chair of Academic Senate
  c)   they are replaced by the Chair of Academic Senate on the grounds that they have, in the Chair's opinion, become unable or unwilling to serve the committee.

Made by University Council on 25 June 2021.

Appendix B: TEQSA Guidance Note on Academic Governance

Guidance Note: *Academic Governance*
Version 2.3 (11 October 2017)

Providers should note that Guidance Notes are intended to provide guidance only. They are not definitive or binding documents. Nor are they prescriptive. The definitive instruments for regulatory purposes remain the TEQSA Act and the Higher Education Standards Framework as amended from time to time.

What is academic governance?

Academic governance is the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of a higher education provider's academic activities (teaching, learning and scholarship, and research and research training if applicable) at an institutional level. The collective oversight of the academic community is usually exercised through a single body (e.g. an academic board, with or without sub-committees) and/or a variety of other structures (e.g. faculty boards, teaching and learning committees or course advisory committees)[1].

Traditional functions of academic governance include rigorous scrutiny and peer review of academic activities, carried out independently and separately from the staff who are directly involved in those activities. They also include the provision of academically-informed advice to assist corporate decision making and monitoring, e.g. for institutional approval of a course of study or analyses of the progress of student cohorts. The nature of academic governance presupposes that it will incorporate academic expertise and experience sufficient to provide leadership, judgement and scrutiny at the level of academic activity concerned.

A degree of separation between corporate governance and academic governance has been a long-standing tradition of academic governance, at least in universities. Irrespective of the structural arrangements for academic governance in a particular provider and the extent of separation of functions, there is some interdependency between these functions and executive management. Maintenance of some links between academic and corporate governance is necessary to address this interdependence, to achieve coherency of governance overall and to meet the requirements of the *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework). Notwithstanding these links, the need for competent independent academic governance remains a critical feature of the governance arrangements, and the roles of management and academic governance need to be defined and distinct.

The standing of a provider's academic governance practices is seen by many as key to maintaining and sustaining a provider's educational reputation. Prominent among the practices of the provider that are reflected in its reputation are the academic benchmarks ('academic standards') that are set and monitored by the provider through its academic governance processes.

Relevant Standards in the HES Framework

The principal Standards in the HES Framework that are concerned with academic governance are in Part A, Section 6.3. These link directly to the Standards for corporate governance (Sections 6.1-6.2) through reporting arrangements to the governing body, the provision of academic advice to the governing body and in supporting the overall institutional

accountability processes for quality assurance of higher education. The Standards for academic governance draw on the outcomes of institutional quality assurance systems (Sections 5.1-5.4) to deal with academic monitoring at a more overarching level. There are also links to Section 7.2 and Standard 7.3.3 relating to information dissemination and management. Academic governance links to and embraces the Standards for research and research training (Sections 4.1-4.2), if applicable to the provider. Academic governance arrangements may also consider issues dealt with in a number of other standards, including those relating to:

- facilities and infrastructure
- diversity and equity
- wellbeing and safety
- staffing (especially staff qualifications), and
- learning resources and educational support.

The effectiveness of a provider's capability of academic governance also has a direct bearing on applications to TEQSA for self-accrediting authority (Part B2 – Criteria for Seeking Authority for Self-Accreditation of Courses of Study) and for course accreditation.

Intent of the Standards

The overall intent of the Standards (as reflected in 6.3.1) is to establish a system of academic governance that will provide competent academic oversight and monitoring of all academic activities at the institutional level. This overarching arrangement encompasses but extends beyond local monitoring of an individual course or unit of study, e.g. by subject coordinators, up to the institutional level. The system will include:

- approving and (in the cases of providers with self-accrediting authority) accrediting courses
- setting (or providing advice on setting) the provider's institutional academic benchmarks (colloquially known as 'academic standards', such as success rates, required staff qualifications, etc.)
- developing and reviewing the academic policies that guide all academic activities
- providing competent institutional academic leadership
- offering academic advice to corporate decision making, and
- allowing for student participation in academic governance (6.3.3).

Standard 6.3.2 adds largely self-explanatory elaboration to the scope of 'academic oversight'. This Standard also draws in part, at a more overarching level, on the Standards for institutional quality assurance (Domain 5). All in all, the academic governance system is central to a provider's capacity to assure itself that its higher education operations are functioning well and as intended. Some of that assurance will arise directly from the academic governance system itself (e.g. reports and analyses of student success) while other aspects of academic governance may have a more distributed impact, e.g. through the institutional policy frameworks that guide individual academic activities. An institution may strengthen its setting of internal 'standards' through external referencing such as peer review and benchmarking.

Risks to Quality

The concern of the academic governance Standards, and of TEQSA, is that a provider's higher education activities are reputable, of high quality, comply with institutional policy requirements, deliver expected outcomes for students and that all qualifications awarded are credible for the level of qualification involved. An effective and robust system of academic governance is an essential component of every higher education provider's overarching governance structures and processes. The system provides the framework for establishing, monitoring and sustaining quality and integrity in higher education provision, and ensuring quality learning experiences and outcomes for students.

In the absence of a competent system of academic governance it is difficult or impossible for a provider to assure itself of the quality of its educational activities and to provide institutional academic leadership (e.g. through setting benchmarks, policy frameworks, scrutinising and approving courses of study, ensuring the meaningfulness of academic grades, determining admission requirements). This will inevitably lead to poor outcomes for students and consequent damage to the reputation of higher education.

An inadequate policy framework also leads to unclear expectations and requirements for both staff and students with predictable consequences, such as inconsistencies in student experiences and drifting quality of processes and outcomes that should be consistent, such as the credibility of qualifications awarded. Inappropriate corporate decision making may result from insufficient or incompetent academic advice or a lack of awareness of academic issues (e.g. if the governing body makes academic decisions without sufficient academic input), with attendant risks to students and corporate/reputational risks. Insufficient vigilance and monitoring of academic and research integrity will inevitably lead to some lapses, with likely reputational fall out for the provider and/or the Australian higher education sector. The academic governance system also provides a locus of ownership for reviews of:

- courses
- institutional benchmarks
- academic achievement, and
- quality assurance arrangements.

These reviews may otherwise be fragmentary and lack the ownership necessary to advance improvement actions arising from reviews.

What TEQSA will look for

This part of the guidance note covers the full extent of the Standards, and corresponding evidence that TEQSA may require, in relation to academic governance.

For new applicants seeking initial registration and course accreditation, TEQSA will require evidence to be provided in relation to all relevant Standards.

For existing providers, the scope of Standards to be assessed and the evidence required may vary. This is consistent with the regulatory principles in the TEQSA Act, under which TEQSA has discretion to vary the scope of its assessments and the related evidence required. In exercising this discretion, TEQSA will be guided by the provider's regulatory history, its risk profile and its track record in delivering high quality higher education.

TEQSA's case managers will discuss with providers the scope of assessments and evidence required well ahead of the due date for submitting an application.

The evidence required for particular types of application is available from the Application Guides on the TEQSA website.

Providers are required to comply with the Standards at all times, not just at the time of application, and TEQSA may seek evidence of compliance at other times if a risk of non-compliance is identified.

TEQSA needs to see the arrangements for academic governance in sufficient detail to form a view on whether the academic governance mechanisms appear capable of credibly fulfilling the requirements of the HES Framework at an institutional level. TEQSA will look for evidence of relevant and sufficient collective academic capability to provide effective leadership and competent scrutiny and advice (see Standard 6.3.1). TEQSA will also consider whether the arrangements are consistent with the scope and scale of the provider's operations and the level of academic activity involved (e.g. bachelor degree level versus higher degree by research). TEQSA will want to see the internal academic benchmarks ('academic standards') adopted by a provider, its analysis of how it is tracking against those benchmarks (6.3.1b, 6.3.2e), knowledge of trends, and any improvements achieved.

TEQSA needs to be satisfied that the provider's mechanisms for course approval provide rigorous scrutiny of proposed courses by credible and experienced observers, that the findings of such scrutiny are considered thoroughly, and that the oversight mechanisms are sufficiently independent of those who are involved in delivery of the courses of study. All courses must undergo periodic review, and those charged with academic governance responsibility must exercise oversight of the outcomes of the review cycle, particularly in so far as they bear on the continuing accreditation of a course.

Depending on the scale of the provider and the availability of internal expertise, this may require the use of external experts, e.g. for peer review and practitioner/professional input. The Standards do not require providers to appoint external members to academic approval bodies, however small providers with limited internal academic resources may need this.

The HES Framework expects institutional monitoring and review to be a prominent feature of academic governance in support of a culture of continuous improvement. TEQSA may wish to see a schedule of policy reviews and the improvements achieved (6.3.2a). Evidence of follow up on the findings of past reviews is also important in the case of providers that are already registered. TEQSA will:

- assess any delegations of academic governance authority (6.3.2b, see also 6.2.1f) and require evidence that these are being observed (e.g. in a course approval process)
- consider examples of the provider's course approval process (especially though outputs such as course proposals or course review reports, and evidence of how these were scrutinised) that illustrate its consistency and effectiveness (6.3.2c)[2]
- review records of monitoring and risk analyses in relation to academic integrity (6.3.2d) and
- want to see evidence of scrutiny of proposed innovations (6.3.2f).

TEQSA may also assess the provider's own evaluations of the effectiveness of academic governance and monitoring systems (6.3.2g) and examples of reports to the governing body that demonstrate effective monitoring of higher education activities (6.3.2h). Where and how students have an opportunity to participate in academic governance will need to be demonstrated (6.3.3). A provider's evidence can be strengthened through reports of external referencing that is undertaken to compare and verify internal directions and settings, e.g. through credible peer review processes and/or relevant external benchmarking exercises.

In considering the links between academic and corporate governance, TEQSA will expect the provider to demonstrate that the governance system enables the corporate governing body to arrive at an informed and reliable view of the quality and outcomes of the provider's higher education activities and the adequacy of its academic governance and other academic quality assurance systems, including the effectiveness of the academic policy framework.

Subject to the particular types of structures and processes adopted by a provider, TEQSA may draw on agendas, records and actions arising from various bodies in assessing the scope and effectiveness of a provider's academic governance. This will include reports to and delegations from the corporate governing body and independent reviews of the effectiveness of the academic governance processes that are required of the governing body (see 6.1.3d).

Scope of assessments

If, as a result of looking in detail at the provider's academic governance activities and systems, TEQSA is satisfied that the arrangements for academic governance meet the requirements of the HES Framework and that there is evidence of continuing sustainability and effectiveness, this may allow TEQSA to reduce its evidence requirements for other Standards and/or for subsequent regulatory activities. On the other hand, if concerns are raised in relation to the provider's capabilities in academic governance, this may require TEQSA to probe other areas of the provider's operations in more detail where the provider is not already doing so effectively as part of its own internal monitoring.

Resources and references

Australian Universities Quality Agency (2010), *Academic governance and quality assurance: good practice for NSAIs*, AUQA Occasional Publication.

Baker, A., Hougaz, L., and Wickert, R. (2013), *Towards maturity: Academic governance in the non-university higher education sector*, ACPET Journal for Private Higher Education, Volume 2, Issue 2.

Chairs of Academic Boards and Senates (2013), *The Purpose and Function of Academic Boards and Senates in Australian Universities*, <www.une.edu.au/__data/assets/pdf_file/0008/72935/PurposeandFunctionofAcademicBoards.pdf>.

Chairs of Academic Boards Forum website, <https://cabfnuhep.wixsite.com/cabf>.

Group of Eight (July 2014), *Policy Note: Courses and Quality Assurance in Australian Higher Education*, <https://www.go8.edu.au/publications/policy-papers >.

Quality Assurance Agency (2014), *UK Quality Code for Higher Education, Part A: Setting and maintaining academic standards*, <http://www.qaa.ac.uk/en/Publications/Documents/Quality-Code-Part-A.pdf>.

TEQSA (2016), *Explanations of terms in Part A of the HES Framework 2015*, <http://www.teqsa.gov.au/explanations-hes-framework-terms>.

Wormell, P., and McCallum P. (November 2013), National Conference of Chairs of Academic Boards and Senates, *The Purpose and Function of Academic Boards and Senates in Australian Universities*, <http://www.uws.edu.au/__data/assets/pdf_file/0006/710475/Purpose_and_Function_of_Academic_Boards_-_Final_-_March_2014.pdf>.

TEQSA welcomes the diversity of educational delivery across the sector and acknowledges that its Guidance Notes may not encompass all of the circumstances seen in the sector. TEQSA also recognises that the requirements of the HESF can be met in different ways according to the circumstances of the provider. Provided the requirements of the HESF are met, TEQSA will not prescribe how they are met. If in doubt, please consult your TEQSA case manager.

Version #	Date	Key changes
1.0	18 September 2014	
2.0	13 April 2016	Updated for the HESF 2015 and made available as beta version for consultation.
2.1	19 August 2016	Incorporated feedback from consultation, including elaboration on academic approval body membership and periodic course review.
2.2	28 September 2017	Inclusion of Chairs of Academic Boards Forum website to resources.
2.3	11 October 2017	Minor amendment to 'what will TEQSA look for?" text box.

[1] Note that the HES Framework does not specify any particular form or structure for academic governance (e.g. by specifying an academic board); rather the focus is on the outcomes of academic governance irrespective of the structures and processes adopted by a provider.

[2] For providers without self-accrediting authority, examples may be drawn from course accreditation applications.

UNIVERSITY of TASMANIA

Appendix C: Academic Senate Membership Procedure

Contents

Purpose

This Procedure describes how Academic Senate membership and the membership of Senate committees is established and managed in accordance with the provisions of the *Academic Senate Ordinance*.

Applicable governance instruments

Instrument	Section	Principles
Academic Senate Ordinance	6 – Membership	

Procedure

1. Objective

The University will elect or appoint members of Academic Senate and Senate committees consistent with the requirements set out in the *Academic Senate Ordinance* (the Ordinance) and other governing documents and will ensure that Senate and its committees possess the expertise and experience necessary to provide proper academic stewardship and governance for the University.

2. Membership of Academic Senate

2.1.   The Ordinance provides that Senate consist of the following:

    a.   Chair and Deputy Chair of Senate (elected under Section 7 of the Ordinance).

    b.   15 members of the Senior Executive, including the Vice-Chancellor (all ex officio).

    c.   The Heads of Academic Units and the Chairs of Senate committees (all ex officio).

    d.   The President of the Tasmanian University Student Association (TUSA) and three additional student representatives as nominated by the President, TUSA (all ex officio).

    e.   20 elected members of academic staff elected by academic staff of the University.

    f.   Four additional members appointed by the Chair of Senate (if required).

2.2   Additionally, the Ordinance provides that the Chair may appoint a member or members of Senate to support the Chair and/or the Deputy Chair (see Section 5 of this Procedure).

2.3   Current membership of Senate is published in the *Academic Senate Information Booklet* on the University staff intranet.

2.4   The standard term of office for elected and appointed members of Senate and its committees (including the Deputy Chair, but excluding the Chair) is two years. The Chair, however, may determine that a term of office is to be one or three years as required, in order to provide continuity in representation.

2.5   A member of Senate is taken to have vacated office if the member is absent from three consecutive meetings of Senate, except on leave of absence granted by Senate. Where that member is an ex officio member, membership is suspended for three meetings. Where that member is an elected or appointed member, membership is terminated.

2.5   As part of the induction process, all members of Senate will be informed of their responsibilities as outlined in Appendix A.

3. Chair

3.1.   The Chair of Academic Senate must be an exemplary leader with a strong commitment to the academic mission of the University. The Chair works to enable Academic Senate to assume a strong academic oversight and quality assurance role. The Chair must have a clear understanding of the role of governance versus management and be willing to represent and consider the interests of the University as a whole when undertaking their role.

3.2.   A candidate for Chair is not necessarily a member of Senate.

3.3.   The Ordinance provides that Senate elects the Chair, for a term of up to three years, and fixes the terms and conditions of that office.

3.4   A person may be re-elected to the office of Chair, but for no more two consecutive terms.

3.5   The Chair of Academic Senate chairs Senate, Standing Academic Committee and the Nominations Committee, and has other functions as set out in the Ordinance.

3.5   The procedure for electing the Chair of Senate will follow the process for electing staff members to Senate as set out in Section 7 of this Procedure.

4. Deputy Chair

4.1   The Ordinance provides that Senate elects one of its members as Deputy Chair from the elected or appointed members of Senate, for a term of up to two years, and fixes the terms and conditions of that office.

4.2   A person may be re-elected to the office of Deputy Chair if they are to remain a member of Senate for the following two years.

4.3   The procedure for electing the Deputy Chair of Senate will follow the process for electing staff members to Senate as set out in Section 7 of this Procedure.

5. Associate Chair

5.1   In addition to the Deputy Chair, there may be an Associate Chair selected by invitation of the Chair.

5.2   The Associate Chair will:

    a. be selected from the elected or appointed membership of Senate;

    b. usually be a Level A, B or C academic;

    c. have a keen interest in governance;

    d. assist the Chair and Deputy Chair to fulfill their duties;

    e. on the authority of the Chair, perform functions of the Deputy Chair (or Chair) as required; and

    f. serve a term of office in line with their term of office as an elected or appointed member of Senate.

6. Acting Chair

6.1   The Chair may authorise the Deputy Chair or the Associate Chair to perform the functions of the Chair if required.

7. Elected Academic Staff Members

7.1.   Membership of Academic Senate includes 20 members of academic staff elected by academic staff.

7.2.   The Academic Senate Secretary is to maintain an academic staff electoral roll containing the name and position of each person eligible to vote in Senate Elections.

7.3.   The Returning Officer for Senate staff elections is the Academic Senate Secretary unless this responsibility is delegated in writing by the Academic Senate Secretary.

7.4.   Call for Nominations

    a. The membership of Senate will be reviewed by Senate at its second last ordinary meeting of the year to identify those vacancies for which nominations are required.

b. The membership of Senate committees will be reviewed by Senate at its last ordinary meeting of the year to identify those committees for which nominations are required.

c. A call for nominations will be provided in the agenda for these meetings.

d. The Returning Officer is responsible for inviting nominations of candidates by any means of communication that the Returning Officer considers appropriate.

e. Each call for nominations will include:

   i. a closing date.

   ii. the specifics of the vacancies, such as the category of membership (including Chair and Deputy Chair if required), the number of vacancies by College and the term of office of the vacancies.

   iii. reference to the diversity of perspectives that are supported through Senate membership.

7.5 The closing date for nominations is to be set by the Returning Officer and should be 14 days after the meeting of Senate at which the call for nominations was made.

7.6 Nominations

   a. A nomination is to be in writing using the Nomination Form. All fields in the Nomination Form must be completed, including identification of the category of membership to which the nomination relates, the diversity of perspectives to which the candidate identifies, and the requested biographical information.

   b. The nomination must be signed by a proposer and a seconder and include the written consent of the candidate. The proposer and seconder must be academic staff from the same College/Division as the nominee. A nomination must be submitted electronically to the Returning Officer.

   c. Nominees should confirm advice from their School or Institute head (or equivalent) that their proposed participation will be accommodated within work plans.

   d. All nominations must be received by 5pm on the closing date.

   e. A person nominated as a candidate may withdraw at any time before the close of nominations.

   f. At the close of nominations, if no more than the required number of people have been nominated for any category of membership of Senate, the Returning Officer is to declare those people elected.

   g. At the close of nominations, if the number of people nominated for one or more of the relevant categories of membership of Senate exceeds the number required to be elected, the Returning Officer is to set a day for an election for that category (or those categories).

   h. The date set for the elections must be no earlier than seven days after the close of nominations.

   i. If by the close of nominations there are fewer nominations than vacancies for Senate, a second call for nominations will be undertaken, with an election to be conducted if necessary.

   j. In the event that insufficient nominations are received for elected members of Senate following two calls for nominations, the vacancies may be filled by appointment by the Chair of Senate, in addition to clause 6.1 (b.v) of the Ordinance.

k. If by the close of nominations there are fewer nominations than vacancies for Senate committees, each Committee Chair with unfilled vacancies will submit nominations to the Chair of Senate for approval by the Nominations Committee and then for reporting to Senate at its first meeting the following year.

7.7 Ballot Papers

a. The Returning Officer will use an electronic voting system to distribute ballot papers to all eligible voters.

b. Votes are submitted via electronic ballot papers.

c. Every ballot paper is to contain:

   i. the heading "University of Tasmania – Election of Academic Staff members to Senate".

   ii. a list of the full names of the candidates for election in the order determined by the Returning Officer by drawing lots in the presence of the Chair of Senate or nominee.

d. No later than 14 days before the date set for the relevant election, the Returning Officer is to forward the documents relating to the relevant election, via the electronic voting system, to each person whose name appears on the academic staff electoral roll.

e. The documents forwarded to eligible voters must include the following information about each candidate:

   i. name, occupation, formal qualifications, particulars of prior service to the University.

   ii. other brief biographical material provided by the candidate.

7.8 Voting

a. No more than one ballot paper is to be issued to any person in respect of any election.

b. A vote will not be valid if:

   i. the voter has chosen more than one candidate;

   ii. the ballot paper was received after 5pm on the closing date set for the poll.

c. All invalid votes will be rejected and all valid votes will be counted.

7.9 Casual Vacancies

a. Where there is a casual vacancy of more than four months in the academic staff members of Senate, the Returning Officer is to invite nominations of candidates for the election to fill the vacancy by any means of communication that the Returning Officer considers appropriate.

b. The Returning Officer is to invite nominations within a reasonable time after becoming aware of the casual vacancy.

c. Each call for nominations will specify a closing date and the details to be included in the nomination.

d. When two or more casual vacancies for staff members occur in circumstances where it is convenient to conduct one election to fill those vacancies, the Returning Officer may conduct one election.

e. Where a casual vacancy occurs in the academic staff members of Senate, and the unexpired portion of the term of the former member is less than four months, Senate may either:

    i. leave the position vacant for the unexpired portion of the term, or

    ii. replace the casual vacancy in accordance with clause 7.9 a.

7.9 Where a person has been declared elected, the Returning Officer is to give notice by any means of communication that the Returning Officer considers appropriate and report the outcome of the election to the next meeting of Senate.

7.10 The Chair of Senate may extend or abridge any prescribed time limit that applies to elections, as outlined in this Procedure.

8. Additional Members Appointed by the Chair of Academic Senate

8.1 The Ordinance provides that, with the agreement of Senate, the Chair may, in writing, appoint up to four additional members to provide a diversity of views if the Chair believes the current membership of Senate does not reflect the academic and cultural diversity of the University.

8.2 If agreed by Senate that additional members should be sought, the Academic Senate Secretary will call for expressions of interest.

8.3 The call for expressions of interest will include:

a. a closing date.

b. the specifics of the vacancies, such as number of vacancies and the term of office of the vacancies.

c. reference to the diversity of perspectives that are supported through Senate membership.

8.4 Expressions of interest are to be in writing using the Nomination Form. All fields in the Nomination Form must be completed, including identification of the category of membership to which the nomination relates, the diversity of perspectives to which the candidate identifies, and the requested biographical information.

8.5 Expressions of interest must be received by 5 pm on the closing date.

8.6 The Chair will convene a meeting of the Nominations Committee to review the expressions of Interest. On the recommendation of the Nominations Committee, the Chair will appoint up to four additional members.

8.7 The Chair will report the outcome of the Nominations Committee to the next meeting of Senate.

9. Academic Senate Committee Membership

9.1 Senate is advised by its committees:

a. University Admissions Committee

b. University Learning and Teaching Committee

c. University Research Committee

d. University Course and Units Proposals Committee

e. Student Experience Committee

f. Nominations Committee

g. Standing Academic Committee

9.2 Each committee is chaired by a member of Senate (unless the Senate resolves otherwise in a particular case) and the committee membership includes at least two other Senate members.

9.3 Members of Senate committees are either Senate members, University employees or University students.

9.4 The current membership structure and terms of reference of the Senate committees are published on the [University staff intranet](#).

9.5 Senate may, by resolution establish or discontinue any of its committees and may by resolution amend the membership structure and terms of reference of those committees.

9.6 Senate will ordinarily consider committee membership and confirm any appropriate appointments of Chairs and members at the first scheduled Senate meeting each year.

Related procedures

Nil.

Versions

Version	Action	Approved by	Business Owner/s	Approval Date
Version 1	Approved	Provost	Academic Senate Secretary	7 September 2021
Version 2	Minor amendment approved (position title changes)	Director Governance and compliance	Academic Senate Secretary	16 May 2022

Appendix A: Responsibilities of Academic Senate Members

- The roles and responsibilities common to both elected and ex-officio members of Senate are to:
    - contribute to decisions and recommendations in the best interests of the University considering the University's Strategic Plan and other relevant Plans.
    - consider the implications of Senate's decisions and recommendations on the University as a whole. While members will bring their expertise, insights and particular interests to Senate meetings, it is expected that members will act for the benefit of the University, not necessarily the interests of their Academic Unit, discipline or area.
    - maintain an understanding of the role and scope of Senate within governance and the University more generally.
    - regularly attend Senate meetings having prepared by reading and considering the relevant documents prior to each meeting.
    - maintain familiarity with, and an understanding of the Academic Senate Ordinance and Academic Senate Standing Orders.
    - serve on Senate Committees, Working Parties and Panels which may be of interest or as required.
- Members also have roles and responsibilities specific to their membership category.

- The roles and responsibilities of Heads of Academic Units as members of Senate are to:
    - promote the role and activities of Academic Senate within their Academic Unit (in general).
    - specifically include discussion of Academic Senate meetings (past and future) on the Agenda of Academic Unit Staff Meetings.
    - disseminate the discussions, decisions and recommendations from Academic Senate meetings to their Academic Unit.
    - gather/collate the views of members of their Academic Unit in relation to decisions to be made at upcoming Academic Senate meetings, including in relation to proposed policies, procedures and guidelines.
    - follow trends and important developments affecting the University.
    - develop/encourage/foster an understanding of academic governance within their Academic Unit.
    - seek/provide advice, as required, regarding the University's governance framework and approval protocols.
    - encourage staff to nominate for membership of Academic Senate and its Committees.
- The roles and responsibilities of Elected and Appointed members of Senate are to:
    - promote the role and activities of Academic Senate within their College.
    - disseminate the discussions, decisions and recommendations from Academic Senate meetings to members of their College, Division or cohort in the case of Research Fellows.

- o gather/collate the views of members of their College/cohort in relation to decisions to be made at upcoming Academic Senate meetings, including in relation to proposed policies, procedures and guidelines.
- o follow trends and important developments affecting the University.
- o develop/encourage/foster an understanding of academic governance with their peers.
- o seek and/or provide advice, as required, regarding past decisions of Academic Senate and/or the background for upcoming decisions.
- o seek/provide advice, as required, regarding academic governance frameworks and approval protocols.
- o encourage their peers to nominate for membership of Academic Senate and its Committees.
- The roles and responsibilities of Student members of Senate are to:
  - o promote the role and activities of Academic Senate within the Tasmania University Union and with students generally.
  - o disseminate the discussions, decisions and recommendations from Academic Senate meetings to students.
  - o gather/collate the views of students in relation to decisions to be made at upcoming Academic Senate meetings, including in relation to proposed policies, procedures and guidelines.
  - o follow trends and important developments affecting the University.
  - o develop/encourage/foster an understanding of academic governance with their peers.
  - o seek/provide advice, as required, regarding the University's academic governance framework and approval protocols.

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Appendix D: Academic Senate Workplan exemplar

ACADEMIC SENATE – 2022 Workplan
Exercise of Delegations under the Academic Senate Ordinance and Reporting Obligations under the HESF

Academic Senate Meeting 4 March 2022			
Items to be Considered by Academic Senate	**Responsibility**	**Reference**	**HESF**
University Performance Report	Office of the Chancellor and Vice- Chancellor (OCVC)	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	6.3
Report from the Student Representatives	TUSA	*Academic Senate Ordinance cl 5 (j)*	1.3, 2.1, 2.2, 2.3, 2.4
Learning and Teaching Roadmap – Post 2021	Academic Division	*Academic Senate Ordinance cl 5(b), 5(d), 5 (h), 5 (i)*	3.2, 3.3, 6.3
Course and Curriculum Transformation Program –Progress Update	Academic Division	*Academic Senate Ordinance cl 5(b), 5(d), 5 (h), 5 (i)*	5.3.7, 6.3
Outcomes of Senate Self-Review 2021	Academic Senate	*Academic Senate Ordinance cl 3, 5*	6.3
2021 Higher Degree Research Candidate Survey	Academic Division	*Academic Senate Ordinance cl 5(d), 5 (h), 5 (i)*	4.2, 5.3.5
Implementation of new Assessment and Results Procedure	Academic Division	*Academic Senate Ordinance cl 5(e)*	1.4
Oversight and Monitoring of New Units	Academic Division	*Academic Senate Ordinance cl 5(a), 5(b) Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate*	6.3
2021 Annual Reports from Senate Committees	OCVC	*Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate*	6.3
Senate Committee Reports including Academic Senate Course Approvals Committee	OCVC	*Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate.*	6.3
Amendments to UCUPC Terms of Reference and Membership	OCVC	*Academic Senate Ordinance cl 10.1*	6.3

Academic Senate 2022 Workplan	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	1.3, 2.4, 4.2, 5.3, 5.4, 6.2, 6.3, 7.2, 7.3
2021 Annual Report to University Council including Academic Senate Attendance in 2021	OCVC	*Academic Senate Ordinance cl 4.2*	6.3
Outcome of Call for Nominations - Senate Committee Member Vacancies	OCVC	*Academic Senate Membership Procedure cl 9.1, 9.6*	6.3
University Medalists 2021	OCVC	*Academic Senate Ordinance cl 5(b)*	6.3
Appointments to Adjunct Clinical and Associate Title Holders and Higher Degree Research Candidates	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports*	6.3

Academic Senate Meeting 13 May 2022			
Items to be Considered by Academic Senate	**Responsibility**	**Reference**	**HESF**
University Performance Report	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	6.3
Report from the Student Representatives	TUSA	*Academic Senate Ordinance cl 5 (j)*	1.3, 2.1, 2.2, 2.3, 2.4
Analysis of adjusted attrition rates across the sector	Division of Future Students (DFS)	*Academic Senate Ordinance cl 5(d)*	5.3.4
Discussion on Relationship between College Services and Central Services	Division of the Chief Operating Officer and Academic Division	*Academic Senate Ordinance cl 5(d)*	6.3
College Research Priorities	Academic Division	*Academic Senate Ordinance cl 5 (b), 5 (d), 5 (g)*	4.2, 5.2, 6.3

Guidelines to accompany the Assessment and Results Procedure	Academic Division	*Academic Senate Ordinance cl 5(e)*	1.4
Professional Development Initiatives to Support Academic Staff to Align Assessment Tasks with ILOs	Academic Division	*Academic Senate Ordinance cl 5(b), 5 (h), 5 (i)*	1.4
Academic Delegations Ordinance and Schedule of Academic Delegations – Annual Review	Academic Division	*Academic Senate Ordinance cl 5(f)*	6.3
Review and Appeal of Academic Decision Procedure	Academic Division	*Academic Senate Ordinance cl 5 (e)*	2.4
External Study Program Procedure	Academic Division	*Academic Senate Ordinance cl 5 (e)*	2.4
Report on 2021 Graduate Outcomes Survey: Institutional Report	Academic Division	*Academic Senate Ordinance cl 5(b)*	5.4
Strategic Session: Annual Course Monitoring	Academic Division	*Academic Senate Ordinance cl 5(b), 5(c), 5(i)*	5.3, 6.3
Report on 2021 Student Conduct and Complaints	Academic Division	*Academic Senate Ordinance cl 5(b)*	5.4
Senate Committee Reports including Academic Senate Course Approvals Committee	OCVC	*Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate.*	6.3
Academic Senate 2022 Workplan	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	1.3, 2.4, 4.2, 5.3, 5.4, 6.2, 6.3, 7.2, 7.3
Appointments to Adjunct Clinical and Associate Title Holders and Higher Degree Research Candidates	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports*	6.3

Academic Senate Meeting 30 June 2022			
Items to be Considered by Academic Senate	**Responsibility**	**Reference**	**HESF**
University Performance Report	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	6.3

Report from the Student Representatives	TUSA	*Academic Senate Ordinance cl 5 (j)* *In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	1.3, 2.1, 2.2, 2.3, 2.4
Lost and Commencing Student Survey Report	DFS	*Academic Senate Ordinance cl 5 (i)*	5.3, 6.3
Student Engagement – Building Better Relationships – Progress Report	TUSA, DVCE and Executive Deans	*Academic Senate Ordinance cl 5 (j)*	6.3
Report on Student Participation in Online Delivered Content	Academic Division	*Academic Senate Ordinance cl 5(b), 5(d)*	2.1, 3.1, 5.3.4, 5.3.7
Report on 2021 Course Quality Assurance	Academic Division	*Academic Senate Ordinance cl 5(b)*	5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.4
Community Experience Model – Progress Report	Academic Division	*Academic Senate Ordinance cl 5 (h)*	1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 6.3
Accessibility and LAP information session	Academic Division	*Academic Senate Ordinance cl 5 (b)*	2.2, 2.3.3
Oversight and Monitoring of New Units – continued from March meeting	Academic Division	*Academic Senate Ordinance cl 5(a), 5(b)* *Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate*	6.3
2021 Annual Report – Higher Degree Research	Academic Division	*Academic Senate Ordinance cl 5(b), 5(d), 5 (g)*	1.3, 4.2
Schools Recommendation Program – Progress Report	DFS	*Academic Senate Ordinance cl 5 (h)*	1.1
Mapping of Systems that Display Staff Names	Division of Future Students (DFS)	*Academic Senate Ordinance cl 5(d)*	6.3
Report on 2021 Quality Assurance of Delivery with Other Parties	Academic Division	*Academic Senate Ordinance cl 5(b)*	5.4
Senate Committee Reports including Academic Senate Course Approvals Committee	OCVC	*Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate.*	6.3

Academic Senate 2022 Workplan	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	1.3, 2.4, 4.2, 5.3, 5.4, 6.2, 6.3, 7.2, 7.3
Appointments to Adjunct Clinical and Associate Title Holders and Higher Degree Research Candidates	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports*	6.3

Academic Senate Meeting 9 September 2022			
Items to be Considered by Academic Senate	**Responsibility**	**Reference**	**HESF**
University Performance Report	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	6.3
Report from the Student Representatives	TUSA	*Academic Senate Ordinance cl 5 (j)*	1.3, 2.1, 2.2, 2.3, 2.4
Update on the Course and Curriculum Transformation Program	Academic Division	*Academic Senate Ordinance cl 5(b), 5(d), 5 (h), 5 (i)*	5.3.7, 6.2
Review of Quality Assurance in Open Universities Australia	Academic Division	*Academic Senate Ordinance cl 5 (h)*	5.1
Report on 2022 Welcome and Orientation	Academic Division	*Academic Senate Ordinance cl 5 (h), 5 (i)*	1.3.1, 4.2.1
Research Strategic Plan 2019-2024 – Progress Report – relocated from March meeting	Academic Division	*Academic Senate Ordinance cl 5(d), 5 (g)*	5.2, 5.3
Call for Nominations – Academic Staff Members of Academic Senate	OCVC	*Academic Senate Membership Procedure cl 7.4 (a)*	6.3
Report on 2021 Student Experience Survey - Part One	Academic Division	*Academic Senate Ordinance cl 5(b)*	2, 3, 5.3.5

Report on Academic Integrity Institutional Trends and Cohort Impact Factors (2016- 2021)	Academic Division	*Academic Senate Ordinance cl 5 (g)*	5.2
Senate Committee Reports	OCVC	*Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate.*	6.3
Academic Senate 2022 Workplan	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	1.3, 2.4, 4.2, 5.3, 5.4, 6.2, 6.3, 7.2, 7.3
Appointments to Adjunct Clinical and Associate Title Holders and Higher Degree Research Candidates	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports*	6.3

Academic Senate Meeting 4 November 2022			
Items to be Considered by Academic Senate	**Responsibility**	**Reference**	**HESF**
University Performance Report	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	6.3
Report from the Student Representatives	TUSA	*Academic Senate Ordinance cl 5 (j)*	1.3, 2.1, 2.2, 2.3, 2.4
Strategic Plan for Aboriginal Engagement – 12 Month Review	Academic Division	*Academic Senate Ordinance cl 5 (h)*	2.2, 6.2
Register of Professional Accreditation of Courses 2020-2022	Academic Division	*Academic Senate Ordinance cl 5*	5.3.1
Outcomes of Elections – Academic Staff Members	OCVC	*Academic Senate Membership Procedure cl 7.9*	6.3
Vacancies: Academic Senate Committees	OCVC	*Academic Senate Membership Procedure cl 7.4 (b)*	6.3
Academic Senate Meeting Dates for 2023	OCVC	*Academic Senate Standing Orders*	6.3
Report on 2021 Student Experience Survey Part Two	Academic Division	*Academic Senate Ordinance cl 5(b)*	2, 3, 5.3.5

Community Experience Model – half yearly update	Academic Division	*Academic Senate Ordinance cl 5 (h)*	1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 6.3
Senate Committee Reports	OCVC	*Senate Committee's Term of Reference: Monitoring and regularly reporting to Academic Senate.*	6.3
Academic Senate 2022 Workplan	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports.*	1.3, 2.4, 4.2, 5.3, 5.4, 6.2, 6.3, 7.2, 7.3
Appointments to Adjunct Clinical and Associate Title Holders and Higher Degree Research Candidates	OCVC	*In accordance with its obligations under the Higher Education Standards Framework, Academic Senate receives data reports*	6.3

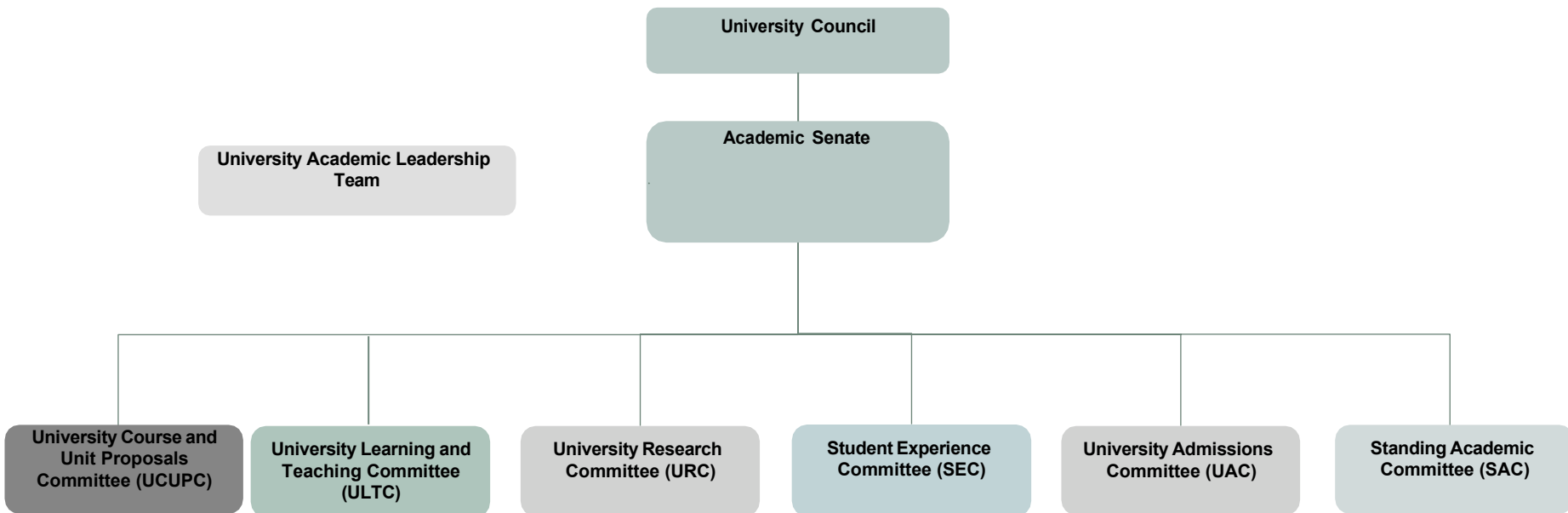| Academic Senate Planning Day – 1 December 2022			
Items to be Considered by Academic Senate	**Responsibility**	**Reference**	**HESF**
Identification and Ongoing Monitoring of Issues/Risks in Compliance with the Higher Education Standards	Academic Division	*Academic Senate Ordinance cl 5(d)*	1-7
Review of Senate in 2022	OCVC		6.3
For information: Overview of Strategic Library Priorities for 2023 (moved from 4 November Senate)	Academic Division	*Academic Senate Ordinance cl 5(b)*	2.1, 3.3
Other items TBA	OCVC		

Appendix E – Alignment of Significant Items Considered at Academic Senate in 2021 with Obligations under the [Academic Senate Ordinance](#) and the [Higher Education Standards Framework (HESF)](#).

Obligations	Significant Items Considered by Academic Senate
Academic Senate Ordinance cl 5(a) Approve awards and determine the qualifications required of a candidate before they may be admitted to an award.	• Quality Assurance of Courses by Central Committees in 2020 (HESF 1.3, 1.4, 1.5, 5.1) • New Courses and Significant Amendments (HESF 1.3, 1.4, 1.5, 5.1)
Academic Senate Ordinance cl 5(b) Provide academic oversight of the quality of teaching, learning, research and research training.	• Follow up on Academic Risks Identified at Academic Senate Planning Day (HESF 1-7) • Research Division Strategic Plan 2019-2024 - Progress Report (HESF 5.2, 5.3) • Strategic Session – Defining HDR at UTAS (HESF 4.2, 5.3.5) • Quality Assurance of Courses by Central Committees in 2020 (HESF 1.3, 1.4, 5.1) • Building Online Excellence for Off-Campus Students (HESF 2.1, 3.3) • Strategic Session: Higher Degree Research and Embedding Research Integrity (HESF 4.1, 4.2, 5.2, 6.3) • Report on 2020 Student Experience Survey (HESF 2, 3, 5.3.5) • Review of Quality Assurance in Open Universities Australia (HESF 5.1, 5.2, 5.3) • Attrition Action Plans from Executive Deans (HESF 1.3, 5.3) • Overview of Strategic Library and Cultural Collections Priorities for 2022 (HESF 2.1, 3.3) • Monitoring for Continual Improvement – External Panel (HESF 1-7) • Contract Cheating (HESF 3.1, 3.2, 3.3) • Assessment Design (HESF 1.4, 3.1)
Academic Senate Ordinance cl 5(c) Monitor institutional benchmarks for academic quality and outcomes and monitor initiated actions to improve performance.	• Report on Attrition Data (HESF 1.3, 5.3.4) • Attrition Action Plans from Executive Deans (HESF 1.3, 5.3)

Academic Senate Ordinance cl 5(d) - Monitor and provide competent advice to the University Council and management on academic matters, including advice on academic outcomes, policies and practices, and the quality of teaching, learning, research and research training.	• Follow up on Academic Risks Identified at Academic Senate Planning Day (HESF 1-7) • Student Focussed Approaches (HESF 2.2, 2.3, 2.4) • Research Division Strategic Plan 2019-2024 - Progress Report (HESF 5.2, 5.3 • Strategic Session – Defining HDR at UTAS (HESF 4.2, 5.3.5) • Building Online Excellence for Off-Campus Students (HESF 2.1 & 3.3)
	• Course and Unit Quality -TEQSA Terms and Conditions (HESF 5) • Review of Academic Senate Ordinance and Standing Orders (HESF 6.3) • Report on Attrition Data (HESF 1.3, 5.3.4) • Strategic Session: Higher Degree Research and Embedding Research Integrity (HESF 4.1, 4.2, 5.2, 6.3) • Report on 2020 Student Experience Survey (HESF 2, 3 & 5.3.5) • Review of Quality Assurance in Open Universities Australia (HESF 5.1, 5.2, 5.3) • Attrition Action Plans from Executive Deans (HESF 1.3, 5.3) • Strategic Session: TUSA Student Representation Report (HESF 2, 3,4, 6) • Student Academic Integrity Ordinance (HESF 5.2) • Implementation of Strategic Plan for Aboriginal Engagement 2021-2024 (HESF 2, 3, 4) • Strategic Session - Innovative Ways of Gathering Student Feedback and Enhancing Student Engagement (HESF 6.3)
Academic Senate Ordinance cl 5(e) - Monitor and review academic policies and procedures and their effectiveness.	• Academic Senate Standing Orders and Academic Senate Membership Procedure (HESF 6.3) • Compliance Breach Management Procedure for Heads of Schools, Institutes and Executive Deans (HESF 6.3) • University Medals Procedure (HESF 6.3) • COVID-Response Adjustments for impacted cohorts (HESF 2.2, 2.3)
Academic Senate Ordinance cl 5(f) - Provide feedback on substantial changes to academic delegations and the effectiveness of the academic delegations structure.	• Academic Delegations Ordinance and Schedule of Academic Delegations – Twelve Month Review (HESF 6.3)

Academic Senate Ordinance cl 5 (g) - Maintain oversight of academic and research integrity, including monitoring of potential risks.	• Strategic Session: Higher Degree Research and Embedding Research Integrity (HESF 4.1, 4.2, 5.2, 6.3) • Student Academic Integrity Ordinance (HESF 5.2) • Contract Cheating (HESF 3.1, 3.2, 3.3)
Academic Senate Ordinance cl 5 (h) - Critically evaluate the quality and effectiveness of educational innovations.	• Principles for Elective Zone Advice (HESF 3.1) • Evaluation of the 2020 and 2021 Student Advice and Mentoring (SAM) Interventions (HESF 1.3, 2.1, 2.2, 2.3, 2.4) • University Community Experience Model – Update (HESF 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 6.3)
	• Review and Performance of Schools Recommendation Program (HESF 1.3, 6.3) • Review of Quality Assurance in Open Universities Australia (HESF 5.1, 5.2, 5.3)
Academic Senate Ordinance cl 5 (i) Evaluate the effectiveness of institutional monitoring, review and improvement of academic activities.	• Research Division Strategic Plan 2019-2024 - Progress Report (HESF 5.2, 5.3) • Strategic Session: Higher Degree Research and Embedding Research Integrity (HESF 4.1, 4.2, 5.2, 6.3) • Monitoring for Continual Improvement – External Panel (HESF 1-7) • Assessment Design (HESF 1.4, 3.1)
Academic Senate Ordinance cl 5 (j) Ensure students have opportunities to participate in academic governance.	• Student Focussed Approaches (HESF 2.2, 2.3, 2.4, 6.3) • Strategic Session - Innovative Ways of Gathering Student Feedback and Enhancing Student Engagement (HESF 6.3) • Strategic Session: Student Success – Barriers and Enablers (HESF 1.3, 2.1, 2.2, 2.3, 2.4, 6.3) • Academic Senate Standing Orders and Academic Senate Membership Procedure (HESF 6.3) • Strategic Session: TUSA Student Representation Report (HESF 2, 3,4, 6.3)

![University of Tasmania logo]

Appendix F: Senate and Committees chart

University Council

Academic Senate

University Academic Leadership Team

University Course and Unit Proposals Committee (UCUPC)

University Learning and Teaching Committee (ULTC)

University Research Committee (URC)

Student Experience Committee (SEC)

University Admissions Committee (UAC)

Standing Academic Committee (SAC)

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Appendix G: Overview of Terms of Reference of Academic Senate Sub-committees

University Learning and Teaching Committee (ULTC) Terms of Reference – 2022

Purpose and Function

To provide oversight of governance in relation to all elements of the *Higher Education Standards Framework (Threshold Standards) 2021* that relate to learning and teaching, and report to and advise Academic Senate on decisions, recommendations and matters of interest emanating from the Committee. The domains of the *Higher Education Standards Framework (Threshold Standards) 2021* that are relevant to the Committee are specified in Appendix A.

In addition, University Learning and Teaching Committee will:

- Provide advice and recommendations to Academic Senate on strategic planning for learning and teaching, including development of, monitoring and reporting on an annual basis against, the Strategic Plan for Learning and Teaching.
- Provide insights and expertise to inform strategies for supporting, rewarding and promoting quality teaching and student learning.
- Provide input into Curriculum Strategy.
- Provide input to University and College/Institute planning as it relates to the delivery of learning and teaching.
- Raise and discuss issues that impact on the strategic direction of learning and teaching and provide input to inform strategic and management decisions.
- Receive and review transnational education programs quality assurance reports and progress reports, making recommendations to Academic Senate regarding risks and quality assurance matters identified.
- Receive dashboard reports on third party arrangements from organisational units, Global Engagement and Colleges/Institutes and discuss implications and propose actions for consideration.
- Promote and facilitate opportunities for student involvement in governance.
- Where relevant, refer matters to other Academic Senate Committees.

Advise on other matters referred to the Committee by the Vice-Chancellor, Provost and/or Academic Senate.

University Admissions Committee Terms of Reference – 2020

Purpose and Function

To provide oversight of admissions, credit and recognition of prior learning, orientation and progression, diversity and equity, and monitoring, review and improvement in relation to domains 1.1, 1.2, 1.3, 2.2 and 5.3 of the Higher Education Standards Framework (Threshold Standards) 2021., and other relevant legislation and regulatory requirements, such as:

- Education Services for Overseas Students Act 2000 (ESOS Act);
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018);
- National Standards for Foundation Programs;
- Genuine Temporary Entrants Requirements; and
- Standards for Registered Training Organisations 2015 (RTO Standards).

The University Admissions Committee will report in a dual line to both the University Executive Team and Academic Senate, making recommendations with regards to:

1. The University's general and specific entrance requirements, (including prerequisites and English language requirements) for: foundation; sub-bachelor; undergraduate coursework; postgraduate coursework; and higher degree by research courses (see *Appendix 1 – HESF 5.3*).
2. The application and success of special entry access schemes (see *Appendix 1 – HESF 1.1*).
3. New and existing course-level articulation and credit transfer arrangements with domestic and offshore providers, with reference to the AQF qualifications pathways (see *Appendix 1 – HESF 1.2*).
4. Admission and selection policy matters related to the University's relationships with external stakeholders, such as: the Office of Tasmanian Assessment, Standards and Certification (TASC); Tasmanian and interstate VET providers; and third-party delivery partners.
5. The development, adoption, implementation and review of relevant policies and guidelines, in the context of relevant external legislation and regulatory requirements.
6. The publication of admissions advice (including inherent requirements), with reference to government requirements around admissions transparency (see *Appendix 1 – HESF 1.1*).

In addition, the University Admissions Committee will:

7. Monitor compliance with University policies and procedures related to student admissions (see *Appendix 1 – HESF 1.1, 1.3 & 2.2*).
8. Receive and act on reports on external domestic and transnational pathways.
9. Receive and act on reports on external benchmarking related to admissions, including ATAR and IELTS (or equivalent) thresholds.
10. Receive and act on biannual reports on admissions data from Student Admissions.

11.   Advise on other matters referred to the Committee by the Vice-Chancellor and/or Academic Senate.
12.   Where relevant, refer matters to other Academic Senate Committees.

Student Experience Committee (SEC) Terms of Reference – 2022

Purpose and Function

To provide oversight of governance in relation to all the elements of the Higher Education Standards Framework (Threshold Standards) 2021 that relate to orientation and progression; diversity and equity; wellbeing and safety; student grievances and complaints; monitoring, review and improvement; delivery with other parties; and academic governance, and to report to and advise Academic Senate on decisions, recommendations and matters of interest emanating from the Committee. The domains of the Higher Education Standards Framework (Threshold Standards) 2021 that are relevant to the Committee are specified in Appendix A.

In addition, the Student Experience Committee will:

- Inform the design and implementation of initiatives that ensure successful transition into study (inclusive of orientation, preparation and support).
- Provide advice on, monitor and evaluate student experience of learning facilities (campus environments, virtual spaces and placements) with a focus on safety, wellbeing and connection.
- Provide advice on, monitor and evaluate institutional policies and practices to promote inclusion and equivalence of opportunities for a diverse range of students across University activities.
- Receive reports, monitor and provide advice in relation to policies and practices that ensure student safety and wellbeing.
- Receive reports, monitor and provide advice in relation to policies and practices and loop- closing from grievances and complaints.
- Promote and facilitate opportunities for student involvement in governance.
- Where relevant, refer matters to other Academic Senate Committees.
- Advise on other matters referred to the Committee by the Vice-Chancellor, Provost and/or Academic Senate.

University Course and Unit Proposals Committee (UCUPC) Terms of Reference – 2022

Purpose and Function

To provide oversight of: orientation and progression; learning outcomes and assessment; qualifications and certification; course design; research training; course approval and accreditation; monitoring, review and improvement; delivery with other parties; and academic governance in relation to domains 1.3, 1.4, 1.5, 3.1, 4.2, 5.1, 5.3, 5.4 and 6.3 of the Higher Education Standards Framework (Threshold Standards) 2021.

The University Course and Unit Proposals Committee will report to Academic Senate, making recommendations with regards to:

Orientation and Progression (HESF 1.3):

- Ensuring students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study (shared ToR with UAC, SEC & ULTC).

Learning Outcomes and Assessment (HESF 1.4)

- Ensuring the expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.

- Ensuring the specified learning outcomes for each course of study encompass discipline- related and generic outcomes, including:

  - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
  - b. generic skills and their application in the context of the field(s) of education or disciplines involved
  - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
  - d. skills in independent and critical thinking suitable for life-long learning.

- Ensuring methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

Qualifications and Certification (HESF 1.5)

- Ensuring when an Australian Higher Education Qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the *Australian Qualifications Framework*.

- Ensuring qualifications that do not align with a qualification that is recognised in the *Australian Qualifications Framework* are not described using the nomenclature of the *Australian Qualifications Framework* or implied to be a qualification recognised in the *Australian Qualifications Framework* or an equivalent qualification.

Course Design (HESF 3.1)

- Ensuring the design for each course of study is specified and the specification includes:

  - a. the qualification(s) to be awarded on completion
  - b. structure, duration and modes of delivery
  - c. the units of study (or equivalent) that comprise the course of study
  - d. entry requirements and pathways
  - e. expected learning outcomes, methods of assessment and indicative student workload
  - f. compulsory requirements for completion
  - g. exit pathways, articulation arrangements, pathways to further learning, and
  - h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.

- Ensuring the content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:

  - a. current knowledge and scholarship in relevant academic disciplines
  - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
  - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.

- Ensuring teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

- Ensuring each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery

- Ensuring where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

Research Training (HESF 4.2)

- Ensuring coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework offered by the higher education provider (shared ToR with URC).

Course Approval and Accreditation (HESF 5.1)

- Ensuring there are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.

- Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.

- A course of study is approved or accredited, or re-approved or re-accredited, only when:

- o a. the course of study meets, and continues to meet, the applicable Standards of the *Higher Education Standards Framework*
- o b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
- o c. the resources required to deliver the course as approved or accredited will be available when needed.

Monitoring, Review and Improvement (HESF 5.3)

- Ensuring the results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support (shared ToR with UAC, URC and ULTC).

Delivery with Other Parties (HESF 5.4)

- Ensuring when a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement (shared ToR with URC).

Academic Governance (HESF 6.3)

- Ensuring that students have opportunities to participate in academic governance (shared TOR with Academic Senate, URC, ULTC & SEC).

In addition, University Course and Unit Proposals Committee will:

- Where relevant, refer matters to other Academic Senate Committees.

- Advise on other matters referred to the Committee by the Vice-Chancellor and/or Academic Senate.

University Research Committee (URC) Terms of Reference – 2022

Purpose and Function

To provide oversight of governance in relation to all elements of the Higher Education Standards Framework (Threshold Standards) 2021 that relate to research and research training, and report to and advise Academic Senate on decisions, recommendations, and matters of interest emanating from the Committee. The domains of the Higher Education Standards Framework (Threshold Standards) 2021 that are relevant to the Committee are specified in Appendix A [2].

In particular, URC will:

- Ensure research and research training activities comply with relevant legislation and codes of practice *(see Appendix 1 – HESF 5.2).*
- Provide advice and make recommendations to Academic Senate on strategic research planning *(see Appendix 1 – HESF 4.1, 5.3).*
- Provide high-level advice to the Deputy Vice-Chancellor (Research) on matters relating to research and research training *(see Appendix 1 – HESF 1.5, 4.2, 5.3, 5.4).*
- Guide, monitor, review, and endorse activities undertaken by its subcommittees and working parties *(see Appendix 1 – HESF 5.2).*
- Facilitate regular communication between the URC and the broader research community on issues relating to research and research training *(see Appendix 1 – HESF 4.2, 5.2).*
- Provide insight and give advice to Colleges to enhance the quality of research and research training.
- Where relevant, refer matters to other Academic Senate Committees.
- Advise on other matters referred to the Committee by the Vice-Chancellor and/or Academic Senate *(see Appendix 1 – HESF 4.1).*

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[2] The University Research Committee provides oversight of governance of the Higher Education Standards contained in Appendix 1 as relevant only to Higher Degree Research students. The University Learning and Teaching Committee provides oversight of governance of the Higher Education Standards contained in Appendix 1 as relevant to undergraduate students, including those undertaking research.

Standing Academic Committee (SAC) Terms of Reference – 2022

Purpose and Function

To provide a mechanism, in exceptional circumstances, to allow urgent matters to be reviewed and decisions to be made outside the normal Academic Senate meeting cycle. The Chair must report to the next meeting of Academic Senate any matters that have been decided by the Standing Academic Committee.

In addition, Standing Academic Committee will:

- consider reports and provide advice to the Chair and to Academic Senate
- make decisions on urgent matters on behalf of Academic Senate
- advise Academic Senate of all action taken by the Committee
- promote and facilitate opportunities for student involvement in governance.
- where relevant, refer matters to other Academic Senate Committees.
- advise on other matters referred to the Committee by the Vice-Chancellor, Provost and/or Academic Senate.

Nominations Committee Terms of Reference – 2022

Purpose and Function

To review nominations and agree on membership for vacancies on Academic Senate committees. The Nominations Committee ensure a diverse balance of membership for all Academic Senate representatives on Academic Senate committees. The Nominations Committee is an adjunct to (not a replacement for) the continuing practice of open nominations and elections to vacancies on Academic Senate.

In addition, Nominations Committee will:

- consider nominations and provide advice to the Chair and to Academic Senate
- advise Academic Senate of all action taken by the Committee

Appendix H: Academic Delegations Ordinance - Version 8 – Amended 16 May 2022

1   Preamble
1.1   The powers and functions of Council are established under the *University of Tasmania Act 1992* (**Act**).

1.2   Under the Act, and at any given point in time, Council may determine the powers and functions it will delegate to the Vice-Chancellor and other University staff to enable the efficient and effective operation of the University in pursuit of its strategic and operational objectives.

1.3   Delegation of Council powers and functions under this or any other instrument, does not prevent the performance or exercise of a function or power by Council.

1.4   Reserve powers and functions of Council and the delegation of other powers and functions are specified in other instruments.

2   Commencement and review
2.1   This ordinance takes effect on 1 July 2020 and will be reviewed periodically.

3   Definitions
3.1   In this ordinance:
       effective date means the date from which a new or amended academic delegation, or the revocation of whole or part of an academic delegation, takes effect being:
       a)   for a new or amended academic delegation, the date the new or amended academic delegation is published in the *Schedule of Academic Delegations*; and
       b)   for the revocation of whole or part of an academic delegation, the date that the revoked academic delegation or the revoked part of the academic delegation is removed from the *Schedule of Academic Delegations*.

       major amendment means an amendment to an existing academic delegation that impacts the intent or limits of the delegation. It may include, but is not limited to, changing the limits of the delegation or changing the position or positions to which the delegation is made. Major amendments must be approved by Council in accordance with Section 7.

       minor amendment means an amendment to an existing delegation that does not impact the intent or limit of the delegation or the position or positions to which the delegation is made. It may include, but is not limited to, editorial or administrative changes or renaming of positions that does not result in a material change to a delegation. Minor amendments must be approved by the Deputy Vice-Chancellor (Academic) in accordance with Section 7.

4   Purpose

4.1   The purpose of this ordinance is to:

a)   provide for Council to delegate its functions or powers to identified University positions in relation to the matters in the *Schedule of Academic Delegations*; and

b)   specify arrangements for:

- endorsement and approval of new academic delegations in addition to those in the *Schedule of Academic Delegations*;
- amending an existing academic delegation in the *Schedule of Academic Delegations*;
- revoking wholly or partly an existing academic delegation in the *Schedule of Academic Delegations*; and
- communicating changes related to academic delegations.

5   Delegation principles

5.1   *The think principle (assess, question and seek advice)*
In exercising a delegation, or determining whether a delegation applies, University staff must apply their own discretion and professional judgement to the matter, informed by consultation and advice as the situation requires including legal, financial or other advice.

5.2   *The one-up principle*
Irrespective of the delegation held, if a decision is outside the University's residual risk delegation for that profile or if there is a conflict of interest, the delegate must escalate the decision appropriately.

5.3   *The authorisation principle*
While delegates cannot delegate their powers or functions unless specified in this ordinance, where appropriate to support organisational efficiency, a delegate may authorise, in writing, a University staff member to exercise a delegation on their behalf, retaining accountability for the exercise of that delegation.

5.4   Academic delegations are made by Council in the *Schedule of Academic Delegations* in accordance with the following principles such that they:

a)   establish appropriate responsibility and accountability for various academic delegation functions;

b)   are positioned close to the source of responsibility, with the appropriate knowledge, skills and designated position (decision relevance); and

c)   use committees where necessary to bring in wider representation for making complex decisions.

5.5   A delegate who is found to have exercised a power under a delegation improperly may be subject to discipline and their delegation(s) may be revoked.

6   Governance and quality assurance

6.1   University Council is responsible for:

a)   approving new academic delegations in addition to those in the *Schedule of Academic Delegations;*

b) approving major amendments (as defined in Section 3), to academic delegations in the *Schedule of Academic Delegations*; and

c) the revoking wholly or partly of an academic delegation in the *Schedule of Academic Delegations*.

6.2 The Deputy Vice-Chancellor (Academic), as the senior academic of the University, is responsible for:

a) The endorsement of:

- proposed academic delegations in addition to those in the *Schedule of Academic Delegations*;
- proposed major amendments (as defined in Section 3) to existing academic delegations in the *Schedule of Academic Delegations*; and
- proposed revocation wholly or partly of academic delegations in the *Schedule of Academic Delegations*;

prior to recommending to Council for approval.

b) approving minor amendments (as defined in Section 3), to academic delegations in the *Schedule of Academic Delegations*.

c) determining procedures in relation to amendments to the *Schedule of Academic Delegations* as described in Section 7.

6.3 Academic Senate is responsible for initiating periodic review of the *Schedule of Academic Delegations*.

7   Establishing, amending or revoking an academic delegation

7.1 The Deputy Vice-Chancellor (Academic)will determine procedures for:

(a) recommending the establishment of a new delegation for the approval of University Council;

(b) recommending major amendments to existing academic delegations for approval by University Council;

(c) approval of minor amendments to existing academic delegations by the Deputy Vice-Chancellor (Academic); and

(d) recommending the revocation wholly or in part of existing academic delegation by University Council.

8   Communicating change

8.1 All changes to the academic delegations in the *Schedule of Academic Delegations* must be communicated to stakeholders.

8.2 When communicating changes, the following information must be included:

a) the effective date (as defined in Section 3);

b) who is likely to be impacted directly or indirectly by the approved new, amended or revoked academic delegation; and

c) the ways in which the impacts are proposed to be addressed.

8.3 The Deputy Vice-Chancellor (Academic)will determine the procedure for communicating changes to the academic delegations in the *Schedule of Academic Delegations*.

Made by University Council on 22 May 2020. Minor amendment (position title changes) approved by Director Governance and Compliance on 16 May 2022.

Version history

SCHEDULE OF ACADEMIC DELEGATIONS

Table of Contents

1. ADMISSIONS				
	Category		**Delegation**	**Delegate**
1.1	Quotas	1.1.1	Authority to determine and vary the number of commencing places in quota courses for each year, including location, intake and liability category.	Executive Dean
		1.1.2	Authority to determine and vary enrolment quotas for units of study.	Head of Academic Unit
1.2	Qualifications for coursework admission	1.2.1	Authority to approve or change admission requirements for entry into coursework courses.	Academic Senate
		1.2.2	Authority to approve equivalency of any qualification in relation to the formally approved entry requirements as part of the admissions process to approve entry into coursework courses.	Director, Student Journey
		1.2.3	Authority to grant exemption from eligibility requirements for admission to any of Graduate Certificate, Graduate Diploma or Masters by coursework course.	Executive Dean
1.3	English language requirements	1.3.1	Authority to determine minimum English language entry requirements into courses at all levels.	Academic Senate
		1.3.2	Authority to require further testing of an applicant's written or spoken English.	Director, Student Journey
		1.3.3	Authority to assess the validity of English language proficiency evidence that may be used to grant entry into undergraduate and postgraduate There is a mistake in the schedule – coursework award courses.	Academic Senate
		1.3.4	Authority to grant exemption from, or modification to, English language requirements on the basis of other evidence provided, for admission to an undergraduate or a postgraduate coursework award course within specified limits.	Director of Studies, English Language Centre
		1.3.5	Authority to grant exemption from, or modification to, English language requirements on the basis of other evidence provided for admission to a higher degree by research course.	Dean Graduate Research
1.4	Special entry requirements	1.4.1	Authority to approve or terminate special entry requirements for a course.	Academic Senate
		1.4.2	Authority to place requirements or restrictions on enrolment of a student at admission.	Director, Student Journey

1. ADMISSIONS				
	Category		**Delegation**	**Delegate**
1.5	Withdrawal of offers of admission	1.5.1	Authority to approve withdrawal of an offer of admission made on the basis of incorrect results and make any (or no) consequent revised offer.	Director, Student Journey
1.6	Admitting Higher Degree by Research candidates	1.6.1	Authority to admit an applicant to a Higher Degree by Research course and approve the research proposal (MRes, PhD, Prof Doc, PhD by Prior Pub).	Dean Graduate Research
		1.6.2	Authority to approve an offer of admission to a Higher Degree by Research course to an applicant who is a citizen of a sanctioned country.	Dean Graduate Research
		1.6.3	Authority to approve concurrent enrolment of a Higher Degree by Research candidate in an approved relevant program of coursework.	Dean Graduate Research
		1.6.4	Authority to include conditions in a letter of offer to be met prior to admission to a Higher Degree by Research course.	Dean Graduate Research
		1.6.5	Authority to approve transfer of Higher Degree Research candidature from another Australian University to this University at the same level of degree.	Dean Graduate Research
		1.6.6	Authority to approve an application to delay the date of enrolment in a Higher Degree by Research course.	Dean Graduate Research
		1.6.7	Authority to withdraw an offer of admission to a Higher Degree by Research course or cancel the enrolment of an applicant.	Dean Graduate Research

		1.6.8	Authority to approve the transfer of candidature:
			   a) from a Masters Degree by Research to a Doctoral Degree (PhD or Prof Doc), or
			   b) from a Doctoral Degree to a Masters Degree by Research.
				Dean Graduate Research

		1.6.9	Authority to approve the location of a research student's candidature.	Dean Graduate Research
		1.6.10	Authority to determine if confirmation of candidature will be granted for an individual Higher Degree by Research candidate.	Dean Graduate Research
		1.6.11	Authority to determine conditions to be applied to confirmation of candidature that must be met before it will be granted for an individual Higher Degree by Research candidate.	Dean Graduate Research

2. ENROLMENT, DEFERRAL AND LEAVE OF ABSENCE				
	CATEGORY		**DELEGATION**	**DELEGATE**
2.1	Pre-requisites and co-requisites	2.1.1	Authority to determine pre-requisites, mutual exclusions and co-requisites for enrolment in a unit of study.	College Learning and Teaching Committee
		2.1.2	Authority to permit a coursework student to enrol in a unit of study already completed or which overlaps substantially with a unit of study already completed or for which recognition of prior learning has been granted.	Course and Curriculum Manager
		2.1.3	Authority to permit a coursework student to enrol in a unit of study additional to award course requirements.	Associate Dean Learning and Teaching
		2.1.4	Authority to vary coursework award requirements including, but not limited to, units in addition to course requirements and substitute units.	Associate Dean Learning and Teaching
2.2	Non award enrolment	2.2.1	Authority to permit a person to enrol as a non-award student in a unit of study.	Director, Student Systems and Administration
2.3	Concurrent enrolment	2.3.1	Authority to permit a domestic student to enrol in more than one award course.	Associate Dean Learning and Teaching Performance
2.4	Re-enrolment after discontinuation or suspension (coursework students)	2.4.1	Authority to approve enrolment of a coursework student to be admitted into a course during their period of formal exclusion or suspension.	Associate Dean Learning and Teaching Performance
		2.4.2	Authority to impose requirements for completing a course on a coursework student who is readmitted after exclusion or suspension.	Associate Dean Learning and Teaching Performance
		2.4.3	Authority to modify the application of course requirements in force at the time of a coursework student's discontinuation or suspension, following the student's return to study.	Associate Dean Learning and Teaching Performance
2.5	Re-enrolment after discontinuation or suspension	2.5.1	Authority to determine eligibility to re-enrol in a Higher Degree by Research course after candidature has been terminated.	Dean Graduate Research
		2.5.2	Authority to impose requirements for completing a course on a research student who recommences their candidature following discontinuation or a leave of	Dean Graduate Research

2. ENROLMENT, DEFERRAL AND LEAVE OF ABSENCE				
	CATEGORY		**DELEGATION**	**DELEGATE**
	(Higher Degree by Research candidates)		absence.	
		2.5.3	Authority to modify the application of the course rules with respect to a research student's return to candidature following discontinuation or leave of absence.	Dean Graduate Research
2.6	Extended leave	2.6.1	Authority to determine whether a student returning to study from an extended period of leave is required to repeat units or transfer to a different course.	Associate Dean Learning and Teaching Performance
2.7	Deferral	2.7.1	Authority to allow deferral of enrolment in a particular course for up to a maximum of two years.	Executive Dean
		2.7.2	Authority to extend a period of deferral of enrolment for a domestic applicant for a coursework course to an overall maximum of 2 years.	Executive Dean
		2.7.3	Authority to extend period of deferral of enrolment for an overseas applicant for a coursework course, to an overall maximum of 2 years.	Executive Dean
		2.7.4	Authority to decline deferral of enrolment for a particular course.	Executive Dean
2.8	Suspension and leave of absence (coursework students)	2.8.1	Authority to allow suspension of enrolment in a particular course for up to a maximum of 2 years.	Executive Dean
		2.8.2	Authority to extend a period of suspension of enrolment for a domestic applicant for a coursework course to an overall maximum of 2 years	Executive Dean
		2.8.3	Authority to extend period of suspension of enrolment for an overseas applicant for a coursework course, to an overall maximum of 2 years.	Executive Dean
		2.8.4	Authority to decline suspension of enrolment for a particular course.	Executive Dean
2.9	Suspension and leave of absence (Higher	2.9.1	Authority to determine leave entitlements for Higher Degree by Research candidates.	Academic Senate
		2.9.2	Authority to permit a research student to take a leave of absence from a course: for more than one year; before confirmation of candidature; in the final 6 months EFT	Dean Graduate Research

2. ENROLMENT, DEFERRAL AND LEAVE OF ABSENCE			
CATEGORY		**DELEGATION**	**DELEGATE**
Degree by Research candidates)		enrolment (Doctoral Degree); in the final 3 months EFT enrolment (MRes Degree).	
	2.9.3	Authority to vary leave entitlements for an individual Higher Degree by Research candidate.	Dean Graduate Research

3. CREDIT				
	CATEGORY		**DELEGATION**	**DELEGATE**
3.1	Credit (coursework students)	3.1.1	Authority to determine University credit transfer policy.	Academic Senate
		3.1.2	Authority to determine overseas qualification equivalence for credit purposes (individual application).	University Admissions Committee
		3.1.3	Authority to grant credit for prior study, including imposing limits relating to progression and time for completion.	Executive Dean
		3.1.4	Authority to vary limits on credit and reduced volume of learning consistently with approved policy.	Executive Dean
		3.1.5	Authority to rescind specific credit, non-specific credit or reduced volume of learning on application by the student.	Executive Dean
		3.1.6	Authority to approve credit outside of the stated maximums/minimums.	Academic Senate
3.2	Credit (Higher Degree by Research candidates)	3.2.1	Authority to grant credit for previous elapsed research undertaken at the University.	Dean Graduate Research
		3.2.2	Authority to grant credit for previous higher degree by research study at another university or institution.	Dean Graduate Research
		3.2.3	Authority to grant credit towards Professional Doctorate coursework for prior study, including imposing limits relating to progression and time for completion.	Dean Graduate Research
		3.2.4	Authority to determine overseas qualification equivalence for credit purposes (Higher Degrees by Research).	Dean Graduate Research

4. PARTICIPATION				
	CATEGORY		**DELEGATION**	**DELEGATE**
4.1	Student participation requirements	4.1.1	Authority to specify participation requirements for courses and units of study.	Associate Dean Learning and Teaching Performance
		4.1.2	Authority to specify circumstances under which a student is deemed not to have completed a unit of study or award course due to failure to satisfy participation requirements.	Associate Dean Learning and Teaching Performance
		4.1.3	Authority to exempt a student from participation requirements.	Associate Dean Learning and Teaching Performance
		4.1.4	Authority to determine participation requirements for Higher Degree by Research students.	Academic Senate
4.2	Academic year	4.2.1	Authority to determine periods of instruction and commencement and conclusion dates of the academic year, including dates of semesters, teaching periods and research periods	Director, Student Systems and Administration
		4.2.2	Authority to approve variations from standard teaching sessions requested by Colleges.	Deputy Vice-Chancellor Education

5. ASSESSMENT, EXAMINATION AND RESULTS				
	CATEGORY		**DELEGATION**	**DELEGATE**
5.1	Assessment of coursework	5.1.1	Authority to determine the assessment and examination requirements for a unit of study.	College Learning and Teaching Committee
		5.1.2	Authority to determine the outcome of applications for special consideration due to illness, or other exceptional circumstances outside the student's control.	Academic Unit Assessors' Meeting
		5.1.3	Authority to set the date of a replacement assessment not undertaken in a formal	Unit Coordinator

5. ASSESSMENT, EXAMINATION AND RESULTS

	CATEGORY		DELEGATION	DELEGATE
			exam period.	
		5.1.4	Authority to set the date of a replacement assessment undertaken in a formal exam period.	Executive Dean
		5.1.5	Authority to determine the outcome of applications for special arrangements for formal examinations.	Executive Dean
5.2	Examinations	5.2.1	Authority to approve examination papers.	Course Coordinator
		5.2.2	Authority to approve items which may be brought into an examination room.	Unit Coordinator
		5.2.3	Authority to approve who may enter an examination room, in addition to the candidate and supervisor.	Director, Student Systems and Administration
		5.2.4	Authority to approve deferred exams on the basis of academic criteria.	Director, Student Systems and Administration
		5.2.5	Authority to determine whether an examination that has been interrupted due to an emergency evacuation should be resumed or re-sat by affected students.	Director, Student Systems and Administration
5.3	Conversion of grades	5.3.1	Authority to extend the period of time for the conversion of a withheld or deferred grade to a final grade.	Director, Student Systems and Administration
		5.3.2	Authority to convert a withheld or deferred grade to a final grade.	Associate Dean Learning and Teaching Performance
5.4	Results	5.4.1	Authority to ratify coursework unit results.	Associate Dean Learning and Teaching Performance
		5.4.2	Authority to determine and publish dates for release of results.	Deputy Vice-Chancellor Education
5.5		5.5.1	Authority to grant access by a scholar to embargoed content of a thesis.	Dean Graduate Research

5. ASSESSMENT, EXAMINATION AND RESULTS				
	CATEGORY		**DELEGATION**	**DELEGATE**
	Examination of Higher Degrees by Research	5.5.2	Authority to restrict access to a thesis for a period not exceeding 2 years from the date of the award of the degree.	Higher Degree by Research Candidate / Author
		5.5.3	Authority to restrict access to a thesis for a limited period of time in excess of 2 years.	Dean Graduate Research
		5.5.4	Authority to permit a candidate who has made exceptional progress in their candidature to submit a thesis for examination earlier than the minimum degree period.	Dean Graduate Research
		5.5.5	Authority to determine an application to submit a thesis in a language other than English.	Dean Graduate Research
		5.5.6	Authority to prescribe the required format of a thesis for examination.	Dean Graduate Research
		5.5.7	Authority to certify that a higher degree by research thesis meets University requirements and is suitable for submission.	Head of Academic Unit
		5.5.8	Authority to appoint Higher Degree by Research thesis examiners.	Dean Graduate Research
		5.5.9	Authority to determine types of conflict of interest in the examination of a Higher Degree by Research thesis.	Dean Graduate Research
		5.5.10	Authority to appoint a Chair of Examiners to act as an independent Chair throughout the examination process of a higher degree by research thesis.	Head of Academic Unit
		5.5.11	Authority to proceed with a viva voce as part of a higher degree by research thesis examination.	Dean Graduate Research
		5.5.12	Authority to accept the Chair of Examiner's recommendation on the outcome of a higher degree by research thesis examination.	Dean Graduate Research
		5.5.13	Authority to determine whether the candidate has satisfied the requirements for the award of the degree and recommend to Academic Senate that the Higher Degree be awarded.	Dean Graduate Research

6. PROGRESSION AND EXCLUSION				
	CATEGORY		**DELEGATION**	**DELEGATE**
6.1	Progression requirements (coursework students)	6.1.1	Authority to approve progression requirements for each course.	Academic Senate
		6.1.2	Authority to appoint academic staff members to form an academic progress review panel and nominate one member to act as Chair.	Executive Dean
		6.1.3	Authority to determine an academic progress review rating.	Executive Dean
		6.1.4	Authority to determine that a supplementary academic progress review is required.	Executive Dean
		6.1.5	Authority to determine whether an applicant for admission has provided a satisfactory explanation of the circumstances for exclusion from a diploma or degree program for failure to meet progress requirements.	Executive Dean
6.2	Progression requirements (Higher Degree by Research candidates)	6.2.1	Authority to limit work experience and employment for full-time Higher Degree by Research candidates.	Academic Senate
		6.2.2	Authority to approve exceptions to work experience and employment limits for full-time Higher Degree by Research candidates.	Dean Graduate Research
		6.2.3	Authority to require Higher Degree by Research candidates to provide satisfactory evidence of progress in their candidature and participate in a progress review interview.	Academic Senate
		6.2.4	Authority to determine that a Higher Degree by Research candidate has demonstrated satisfactory academic performance and specify conditions of candidature to apply following an annual review of progress.	Graduate Research Coordinator
		6.2.5	Authority to determine that a Higher Degree by Research candidate has failed to demonstrate satisfactory academic performance and allow the student to continue to be enrolled with conditions or recommend that the student be asked to show good cause why he or she should be permitted to continue the candidature.	Dean Graduate Research
		6.2.6	Authority to allow a research student's candidature to continue and specify conditions of candidature to apply after considering the recommendation from the Supervisor.	Graduate Research Coordinator
		6.2.7	Authority to approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum degree period.	Dean Graduate Research

	CATEGORY		DELEGATION	DELEGATE
**6. PROGRESSION AND EXCLUSION**

		6.2.8	Authority to determine the requirements that must be met before Higher Degree by Research candidature can be confirmed.	Academic Senate
		6.2.9	Authority to grant confirmation of candidature to a Higher Degree by Research candidate	Confirmation Committee
		6.2.10	Authority to grant an extension to the confirmation period.	Dean Graduate Research
		6.2.11	Authority to approve transfer of candidature from a doctoral degree to a masters by research degree as an outcome of a review of progress.	Dean Graduate Research
		6.2.12	Authority to implement a Candidature Management Plan where academic progress has been unsatisfactory.	Graduate Research Coordinator
		6.2.13	Authority to impose on a Higher Degree by Research candidate a material condition of candidature where academic progress has been unsatisfactory.	Dean Graduate Research
		6.2.14	Authority to conduct a preliminary investigation into a Higher Degree by Research candidate's candidature where termination has been recommended.	Dean Graduate Research
		6.2.15	Authority to terminate a research student's Higher Degree by Research candidature.	Dean Graduate Research
		6.2.16	Authority to determine whether a candidate whose candidature stands to be terminated will: • be eligible to reapply for admission as a candidate; or • receive recognition of academic credit for study and research completed; or • in the case of Doctoral candidates, be permitted to transfer to a Master of Research Degree.	Dean Graduate Research
6.3	Requirement to show good cause (coursework students)	6.3.1	Authority to require a student who has not met progression requirements to show cause why re-enrolment should be permitted.	Executive Dean
		6.3.2	Authority to require a student who has failed or discontinued a unit of study more than once to show cause why re-enrolment in that unit should be permitted.	Executive Dean
		6.3.3	Authority to require a student who fails or discontinues a year of a course or a unit of study having been admitted or re-admitted after failure or discontinuation in the immediately prior year to show cause why further re-enrolment should be	Executive Dean

	CATEGORY		DELEGATION	DELEGATE
6. PROGRESSION AND EXCLUSION				
			permitted.	
		6.3.4	Authority to permit a student who has shown cause to re-enrol.	Executive Dean
		6.3.5	Authority to permit a student who has failed to show cause to re-enrol in a course, subject to restrictions on units of study.	Executive Dean
		6.3.6	Authority to exclude from a course a student who has failed to show cause.	Executive Dean
6.4	Requirement to show good cause (Higher Degree by Research candidates)	6.4.1	Authority to require a Higher Degree by Research candidate to show cause why he or she should be permitted to continue the candidature.	Dean Graduate Research
		6.4.2	Authority to determine that a Higher Degree by Research candidate has shown cause and permit the student to continue.	Dean Graduate Research
6.5	Re-admission and credit after exclusion for lack of progress	6.5.1	Authority to re-admit a student into a course they are formally excluded from within the minimum twelve-month exclusion period.	Associate Dean Learning and Teaching Performance
		6.5.2	Authority to grant credit for work completed at the University or at another institution during a period of exclusion from a coursework award course.	Executive Dean
6.6	International student visas and transfers	6.6.1	Authority to cancel the enrolment of an international student visa holder who does not follow the enrolment advice to meet progression requirements, or whose enrolment is required to be cancelled for failing to meet student visa conditions.	Director, Student Systems and Administration
		6.6.2	Authority to make a decision in relation to an application from an international student visa holder to transfer to another educational institution.	Director, Student Journey

7. CONFERRAL

	CATEGORY		DELEGATION	DELEGATE
7.1	Conferral	7.1.1	Authority to approve the admission of a graduand to a degree or award, including conferral of honours or distinctions.	Council
		7.1.2	Authority to confer degree or award on a graduand *in absentia*.	Council
		7.1.3	Authority to rescind University of Tasmania degrees, diplomas and certificates.	Council
		7.1.4	Authority to confer and rescind Honorary Degrees, Emeritus Professorships and University Fellowships.	Council
		7.1.5	Authority to approve the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the death of a student.	Academic Senate

8. MISCONDUCT, COMPLAINTS AND APPEALS

	CATEGORY		DELEGATION	DELEGATE
8.1	Behavioural misconduct	8.1.1	Authority to determine a penalty or outcome where behavioural misconduct against a student is substantiated.	Safe and Fair Community Unit Authorised Officer
		8.1.2	Authority to temporarily or permanently exclude a student against whom behavioural misconduct has been substantiated.	Safe and Fair Community Unit Authorised Officer or Student Conduct Committee
		8.1.3	Authority to refer an allegation of behavioural misconduct against a student to the police or other relevant external authority.	Safe and Fair Community Unit Authorised Officer
		8.1.4	Authority to suspend a student, or place restrictions or conditions on enrolment, if the circumstances of an alleged act of inappropriate conduct are deemed to be such that such action is necessary in order for the University to discharge its duty of care to its students, staff or placement agencies.	Safe and Fair Community Unit Authorised Officer or Student Conduct Committee
8.2	Academic misconduct	8.2.1	Authority to determine a penalty where academic misconduct against a student is substantiated.	Academic Integrity Advisor
		8.2.2	Authority to temporarily or permanently exclude a student against whom academic misconduct has been substantiated.	Deputy Vice-Chancellor (Academic)

8. MISCONDUCT, COMPLAINTS AND APPEALS

	CATEGORY		DELEGATION	DELEGATE
8.3	Student complaints	8.3.1	Authority to dismiss a student complaint, where it is determined that the complaint is frivolous, trivial or vexatious or without supporting evidence.	Chair, Academic Senate
		8.3.2	Authority to determine whether a complaint, in relation to academic or resource matters for research masters and doctoral candidates, has legitimate grounds for appeal or is trivial, frivolous or vexatious and should be dismissed.	Dean Graduate Research
		8.3.3	Authority to engage a mediator to resolve a complaint.	Safe and Fair Community Unit Authorised Officer
		8.3.4	Authority to recommend actions to resolve a complaint.	Safe and Fair Community Unit Authorised Officer
8.4	Appeals	8.4.1	Authority to make a preliminary assessment of the merits of a behavioural misconduct appeal.	Safe and Fair Community Unit Authorised Officer
		8.4.2	Authority to uphold or dismiss a student appeal (behavioural misconduct).	University Appeals Panel
		8.4.3	Authority to make a preliminary assessment of the merits of an academic misconduct appeal.	Associate Dean Learning and Teaching Performance
		8.4.4	Authority to uphold or dismiss a student appeal (academic misconduct).	College Appeals Panel
		8.4.5	Authority to uphold or dismiss an appeal regarding academic progression in coursework programs.	University Appeals Panel

9. MANAGEMENT OF COURSES AND UNITS OF STUDY

	CATEGORY		DELEGATION	DELEGATE
9.1	Course requirements	9.1.1	Authority to approve course requirements across AQF categories.	Academic Senate
		9.1.2	Authority to prescribe requirements for Masters and Doctoral degrees by research, relating to admission, course requirements, candidature and examination.	Academic Senate
		9.1.3	Authority to vary coursework award requirements by substituting existing unit/s in a course schedule.	Executive Dean
9.2	New award courses	9.2.1	Authority to determine requirements for proposals for new courses.	Academic Senate
		9.2.2	Authority to approve business cases for proposals for new award courses.	Executive Dean
		9.2.3	Authority to approve award courses.	Academic Senate

9. MANAGEMENT OF COURSES AND UNITS OF STUDY				
	CATEGORY		**DELEGATION**	**DELEGATE**
9.3	Significant amendments to award courses	9.3.1	Authority to approve change to award course nomenclature or title abbreviation.	Academic Senate
		9.3.2	Authority to approve discontinuation of award course and teach out plan.	Academic Senate
		9.3.3	Authority to approve changes to admission requirements for an award course.	Academic Senate
		9.3.4	Authority to approve variations to credit transfer arrangements for an award course.	Executive Dean
		9.3.5	Authority to approve deletion of distance campus/ or physical campus location offering of an award course.	Academic Senate
		9.3.6	Authority to approve addition of distance campus/ or physical campus location offering of an award course.	College Learning ad Teaching Committee
		9.3.7	Authority to approve change in volume of learning (credit points) for an award course.	Academic Senate
		9.3.8	Authority to approve the addition of a new major or specialisation to an award course.	Academic Senate
		9.3.9	Authority to approve the removal of a major or specialisation from an award course.	Academic Senate
		9.3.10	Authority to approve changes to the minimum or maximum time for completion of an award course.	Academic Senate
9.4	Minor amendments to award courses	9.4.1	Authority to vary the title or structure of degree components.	University Course and Unit Proposals Committee
		9.4.2	Authority to approve changes to the number of degree core knowledge units in an award course.	University Course and Unit Proposals Committee
		9.4.3	Authority to approve amendments to an award course affecting the University Connections Program.	University Course and Unit Proposals Committee
		9.4.4	Authority to vary elective or experience and engagement schedule for an award course.	College Learning and Teaching Committee
		9.4.5	Authority to vary elective requirements of a major or specialisation for an award course.	College Learning and Teaching Committee

9. MANAGEMENT OF COURSES AND UNITS OF STUDY

	CATEGORY		DELEGATION	DELEGATE
		9.4.6	Authority to approve the deletion or replacement of one or more core units from a schedule of a major or specialisation for an award course (if the units do not affect another College.	College Learning and Teaching Committee
		9.4.7	Authority to approve the deletion or replacement of one or more core units from a schedule of a major or specialisation for an award course (if the units affect another College).	University Course and Unit Proposals Committee
9.5	Units of study	9.5.1	Authority to approve new units of study for award courses (excluding new units in a cognate area new to the College, new concept units and units that affect another college) .	College Learning and Teaching Committee
		9.5.2	Authority to approve new units of study in a cognate area new to the College, new concept units or new units that affect another College.	University Course and Unit Proposals Committee
		9.5.3	Authority to make minor amendments to a unit.	Academic Unit Learning and Teaching Committee
9.6	Non award offerings	9.6.1	Authority to approve non-award academic and credentialing framework.	Academic Senate
		9.6.2	Authority to approve non-credentialed short courses.	College Leadership Team
		9.6.3	Authority to approve credentialed short courses.	College Learning and Teaching Committee
		9.6.4	Authority to approve minor amendment to credentialled short courses	College Learning and Teaching Committee
		9.6.5	Authority to approve significant amendments to credentialled short courses	College Learning and Teaching Committee

10. SUPERVISION OF HIGHER DEGREES BY RESEARCH CANDIDATES

	CATEGORY		DELEGATION	DELEGATE
10.1	Supervision policy	10.1.1	Authority to determine policy for supervision of Higher Degree by Research candidates	Academic Senate
		10.1.2	Authority to determine policy for minimum infrastructure standards for Higher Degree by Research candidates	Academic Senate

10. SUPERVISION OF HIGHER DEGREES BY RESEARCH CANDIDATES

	CATEGORY		DELEGATION	DELEGATE
10.2	Appointment and registration of supervisors	10.2.1	Authority to approve or change the supervision team for an individual candidate.	Head of Academic Unit/s of the supervising staff member
		10.2.2	Authority to permit a supervisor to supervise more than seven full-time equivalent Higher Degree by Research candidates.	Dean Graduate Research
		10.2.3	Authority to approve the appointment of a research advisor to a candidate's supervision team.	Dean Graduate Research
		10.2.4	Authority to approve registration on the Supervisor Register of academic staff and affiliates.	Dean Graduate Research
		10.2.5	Authority to enter an academic staff member to the register of Higher Degree by Research supervisors.	Dean Graduate Research
		10.2.6	Authority to approve removal of an approved supervisor from the Supervisor Register.	Dean Graduate Research
		10.2.7	Authority to approve re-registration of a supervisor.	Dean Graduate Research

11. EDUCATIONAL PARTNERSHIPS

	CATEGORY		DELEGATION	DELEGATE
11.1	Articulation arrangements and agreements	11.1.1	Authority to approve articulation arrangements that do (or do not) involve credit with domestic educational institutions.	Executive Dean
		11.1.2	Authority to approve articulation arrangements that do (or do not) involve credit with overseas educational institutions.	Executive Dean
		11.1.3	Authority to approve curricula in articulation agreements that do (or do not) involve credit.	Executive Dean
		11.1.4	Authority to sign articulation agreements with domestic partners.	Deputy Vice-Chancellor (Education)
		11.1.5	Authority to sign articulation agreements with overseas partners.	Deputy Vice-Chancellor (Education)

11. EDUCATIONAL PARTNERSHIPS				
	CATEGORY		**DELEGATION**	**DELEGATE**
11.2	Student mobility	11.2.1	Authority to sign study abroad agreements on behalf of the University.	Pro Vice-Chancellor (Partnerships)
		11.2.2	Authority to sign overseas student exchange agreements on behalf of the University.	Pro Vice-Chancellor (Partnerships)
11.3	Student placement agreements	11.3.1	Authority to sign student placement agreements between the University and Government agencies (e.g., Department of Education) – multiple sites, ongoing.	Deputy Vice-Chancellor (Education)
		11.3.2	Authority to sign student placement agreements between the University and individual institutions (e.g., a private hospital) – multiple sites, ongoing.	Executive Dean
		11.3.3	Authority to sign annual student placement agreements (e.g., with a single social work practitioner or small business).	Head of Academic Unit
		11.3.4	Authority to sign Higher Degree by Research candidate placement agreements on behalf of the University.	Dean Graduate Research
11.4	Third-party teaching arrangements and agreements	11.4.1	Authority to approve entry into third party teaching arrangement for an award course.	Academic Senate
		11.4.2	Authority to sign domestic third-party teaching agreements on behalf of the University.	Deputy Vice-Chancellor (Education)
		11.4.3	Authority to sign overseas third-party teaching agreements on behalf of the University.	Deputy Vice-Chancellor (Education)
11.5	Joint awards	11.5.1	Authority to sign joint award agreements on behalf of the University.	Deputy Vice-Chancellor (Education)
		11.5.2	Authority to sign new or renew expired joint Higher Degree by Research agreements on behalf of the University.	Dean Graduate Research
		11.5.3	Authority to approve a testamur for a jointly-badged award.	Council
11.6	Dual awards	11.6.1	Authority to sign dual award agreements on behalf of the University.	Deputy Vice-Chancellor (Education)
		11.6.2	Authority to sign new or renew expired dual Higher Degree by Research agreements on behalf of the University.	Dean graduate Research

11. EDUCATIONAL PARTNERSHIPS

	CATEGORY		DELEGATION	DELEGATE
		11.6.3	Authority to modify the examination process for an Higher Degree by Research candidates enrolled in a dual Higher Degree by Research.	Dean Graduate Research
11.7	Courseware licensing and learning technologies	11.7.1	Authority to sign courseware licensing agreements on behalf of the University.	University Librarian
		11.7.2	Authority to approve the use of third-party learning technologies (such as Studiosity).	Deputy Vice-Chancellor Education
11.8	Benchmarking agreements	11.8.1	Authority to sign cross-institutional academic benchmarking agreements.	Deputy Vice-Chancellor (Academic)

12. SCHOLARSHIPS, PRIZES AND MEDALS

	CATEGORY		DELEGATION	DELEGATE
12.1	Scholarships and prizes	12.1.1	Authority to approve or vary the rules of a scholarship, prize or medal.	Academic Senate
		12.1.2	Authority to terminate scholarships, or prizes.	Academic Senate
		12.1.3	Authority to approve selection criteria for scholarships and prizes.	Academic Senate
		12.1.4	Authority to approve or vary the rules of a Higher Degree by Research scholarship or prize.	Dean Graduate Research
		12.1.5	Authority to select recipients of graduate research scholarships.	Dean Graduate Research
12.2	University Medals	12.2.1	Authority to set minimum standards of academic performance for the award of a University Medal.	Academic Senate
		12.2.2	Authority to award a University Medal.	Academic Senate

APPENDIX I - Table of Approvals

Approval Pathways required for proposals and amendments to UTAS Curriculum - as at 3 September 2021

Please Note:

1. All curriculum items detailed below must be actioned through Akari.

2. Committee submissions of curriculum items in all Approval Pathways (excluding 2) must be accompanied by either the 'New Course Proposal and Amendment Report' or the 'New Unit Proposal and Amendment Report'. In addition to these reports, all submissions of course or unit discontinuations must be accompanied by a 'Discontinuation Report'. All of these reports are generated via SSRS after the data is entered in Akari. If a new course contains new units, a 'New Unit Proposal and Amendment Report' or a 'Unit Overview' for each new unit must be submitted to UCUPC and Senate for noting along with the course proposal.

3. Where a curriculum item requires a Business Case, the Business Case is initiated in Akari. For guidance on the Business Case process please go to https://universitytasmania.sharepoint.com/sites/academic-division/SitePages/Course-%26-Unit-Quality-A.aspx#akari-training-resources

4. Where a curriculum item must be 'Reported' to a committee, this reporting should occur after the curriculum item has been approved. The reporting process is undertaken outside of Akari.

5. The 'Rationale' field in Akari should be treated as a Briefing Note and, as such, a Briefing Note is no longer a mandatory requirement for committee submissions. Those committees that use eCommittee for the submission of committee papers can copy and paste the 'Rationale' field into the 'Executive Summary' in eCommittee. Please submit a support request to ITS if you would like your committee added to eCommittee (which assists in the compilation of committee papers). Training in eCommittee is available from the Office of the Chancellor and Vice-Chancellor (OCVC).

6. Entry into or material change to any third party teaching arrangements must include additional third party related information in the committee submission. A material change to a third party arrangement includes a change of location, a take-over by another provider or where the third party provider has been placed into administration.

7. All references to Research that appear in the Table of Approvals relate to Higher Degree Research by Coursework and exclude PhD, MRes and ProfDoc.

8. For training resources and more information on Akari, please go to the Course and Unit Proposals and Amendments Staff Intranet page at: https://universitytasmania.sharepoint.com/sites/academic-division/SitePages/Course-%26-Unit-Quality-A.aspx#akari-training-resources

9. Short Courses do not require entry into Akari, they do however require college-level approval. For information on the approval process for Short Courses please see the 'Short Course and Credential Framework' which is available on the Staff Intranet.

10. Any request for a minimum ATAR at the course level will be submitted to the University Admissions Committee for review subsequent to identification by the University Couse and Unit Proposals Committee.

1 New Curriculum	New Proposals Approved at CLTC, UCUPC and/or Senate (including Research)	College Leadership Team (CLT)	Academic Transformation Working Group (ATWG) or Chief Marketing Officer (CMO)	School/Unit Level Learning & Teaching Committee (SLTC) or appropriate delegate (such as HoS)	College Learning & Teaching Committee (CLTC) and/or College Research Committee (CRC)	University Research Committee (URC)	University Course and Unit Proposals Committee (UCUPC)	Academic Senate	Student Participation and Attainment Ordinance	Course and Curriculum Manager (CCM) or Graduate Research Manager
Draft>SLTC>CLTC (and CLT, ATWG, CMO if required) > UCUPC > Academic Senate	New Course (refer last sentence in dot point 2 above) (endorsement from ATWG provided to the College via email and entered into the consultation field in Akari)	Endorse (Business Case Required)	ATWG Endorse	Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	49.4 (b)	
	New Component (major or specialisation)	Endorse	ATWG Endorse	Endorse	Endorse		Endorse	Approve	49.4 (b)	
	New Unit (excluding new units in a cognate area new to the College and new concept units, and excluding new units that affect another College)			Endorse	Approve		Reported			
	New unit in a cognate area new to the College, new concept units or new unit that affects another College	Endorse (Business Case Required)	CMO Endorse	Endorse	Endorse		Approve		49.3 (a) 49.3 (b)	
	New Research Unit for Administrative Purposes Only (does not require committee approval)									Implement
	Change of unit code or change of unit weight (= new unit)			Endorse	Approve		Reported			

2 Amendments not requiring committee approval	Administrative Amendments – Implemented by Course and Curriculum Manager (CCM) or Graduate Research Manager	College Leadership Team (CLT)	Chief Marketing Officer (CMO)	School/Unit Level Learning & Teaching Committee (SLTC) or appropriate delegate (such as HoS)	College Learning & Teaching Committee (CLTC) and/or College Research Committee (CRC)	University Research Committee (URC)	University Course and Unit Proposals Committee (UCUPC)	Academic Senate	Student Participation and Attainment Ordinance	Course and Curriculum Manager (CCM) or Graduate Research Manager
Draft>Course and Curriculum Manager /Graduate Research Manager (and Head of Academic Unit, CMO if required)	New administrative unit code for the exclusive purpose of cohort management that will not be on the final academic transcript									Implement
	New non-award code (not for award courses) to facilitate full fee-paying unit/s enrolment (not CSP)									Implement
	Changes to System Configured Grading Scheme (e.g. IC or AO)									Implement
	Changes to Teaching Responsibility (pre-approval provided to CCM via email from relevant Heads of Academic Units)			Endorse						Implement
	Any amendments that require a change to be made in Student Management (SM), but are not detailed in the Table of Approvals									Implement
	Approval of Changes to the Field of Education (endorsement from CMO provided to CCM via email)		CMO Endorse							Implement

3 School-Level Minor Unit Amendment

Draft>SLTC	Amendments Approved at School/Unit Level	College Leadership Team (CLT)	Chief Marketing Officer (CMO)	School/Unit Level Learning & Teaching Committee (SLTC) or appropriate delegate (such as HoS)	College Learning & Teaching Committee (CLTC) and/or College Research Committee (CRC)	University Research Committee (URC)	University Course and Unit Proposals Committee (UCUPC)	Academic Senate	Student Participation and Attainment Ordinance	Course and Curriculum Manager (CCM) or Graduate Research Manager
	Change to Assessment Method			Approve	Reported					
	Change to Assessment Weighting			Approve	Reported					
	Change to Assessment Criteria Description and/or Assessment Criteria Mapping to ILOs			Approve	Reported					
	Change to Assessment Role (e.g. individual or group)			Approve	Reported					
	Minor change of unit title not requiring new unit (e.g. Introductory Chinese to Beginners Chinese)	Reported		Approve	Reported					
	Change to delivery/availability not involving any third party teaching arrangements			Approve	Reported					
	Change to teaching pattern	Reported		Approve	Reported					
	Minor change in unit Intended Learning Outcome (ILO) that does not change the unit in relation to Course Learning Outcome (CLO) mapping	Reported		Approve	Reported					
	Change in unit description	Reported		Approve	Reported					
	Change to co-requisite, mutual exclusion or pre-requisite	Reported		Approve	Reported		Reported			

4 College-Level Curriculum Amendment

Draft>SLTC>CLTC (and CLT, CMO, URC if required)	Amendments Approved at College Level (including Research)	College Leadership Team (CLT)	Chief Marketing Officer (CMO)	School/Unit Level Learning & Teaching Committee (SLTC) or appropriate delegate (such as HoS)	College Learning & Teaching Committee (CLTC) and/or College Research Committee (CRC)	University Research Committee (URC)	University Course and Unit Proposals Committee (UCUPC)	Academic Senate	Student Participation and Attainment Ordinance	Course and Curriculum Manager (CCM) or Graduate Research Manager
	Change of status of a unit to a Student Elective or from a Student Elective			Endorse	Approve					
	Change to course credit transfer provisions (articulation arrangements) excluding exceptions outlined in the Student Participation and Attainment Ordinance	Reported		Endorse	Approve				31.3, 32.3(a), 32.3(b)	
	Change to delivery/availability involving third party arrangements	Reported		Endorse	Approve					
	Change to owning organisational area (for courses both colleges must be consulted)	Reported		Endorse	Approve					
	Change to Assessment Grading to Pass/Fail or from Pass/Fail	Reported		Endorse	Approve		Reported			
	Major change of unit title (e.g. Introductory Chinese to Beginners Asian Languages = new unit)			Endorse	Approve					
	Changing elective schedule (including any changes affecting the University Connections Program)	Reported		Endorse	Approve	Reported (Research Only)	Reported			
	Changing elective requirements of a major or specialisation	Reported		Endorse	Approve		Reported		49.2(a)	
	Adding/removing/replacing one or more core units from a schedule which does not affect another College	Reported		Endorse	Approve		Reported			
	Change to unit Intended Learning Outcome (ILO) that changes the unit in relation to Course Learning Outcome (CLO) Mapping	Reported		Endorse	Approve	Reported (Research Only)	Reported			
	Change to Course Learning Outcome/s	Reported		Endorse	Approve	Reported (Research Only)	Reported			
	Addition of distance campus, or of physical campus location offering of a course (endorsement from CMO provided to the College via email and entered into the consultation field in Akari)	Endorse (Business Case Required)	CMO Endorse	Endorse	Approve	Reported (Research Only)	Reported			

5 UCUPC-Level Curriculum Amendment

Draft>SLTC>CLTC >UCUPC (and CMO, ATWG if required)	Amendments Approved at UCUPC (including Research)	College Leadership Team (CLT)	Academic Transformation Working Group (ATWG) or Chief Marketing Officer (CMO)	School/Unit Level Learning & Teaching Committee (SLTC) or appropriate delegate (such as HoS)	College Learning & Teaching Committee (CLTC) and/or College Research Committee (CRC)	University Research Committee (URC)	University Course and Unit Proposals Committee (UCUPC)	Academic Senate	Student Participation and Attainment Ordinance	Course and Curriculum Manager (CCM) or Graduate Research Manager
	Discontinuation of unit (which doesn't affect another College)			Endorse	Endorse		Approve			
	Discontinuation of unit (which affects another College)	Reported		Endorse	Endorse		Approve		49.3(b)	
	Changing title or structure/schedule of degree components (majors, specialisations etc)	Reported	CMO Endorse ATWG Note	Endorse	Endorse		Approve	Reported	49.4 (a)	
	Adding/removing/replacing one or more core units from a schedule which affects another College	Reported		Endorse	Endorse		Approve	Reported	49.4 (a)	
	Changes to the number of degree core knowledge units in a course	Reported		Endorse	Endorse		Approve	Reported	49.4(a)	

6 Academic Senate-Level Significant Curriculum Amendment

Draft>SLTC>CLTC (and CLT, ATWG, CMO, CFO, Provost, URC if required) > UCUPC > Academic Senate	Amendments Approved at Academic Senate (including Research)	College Leadership Team (CLT)	Academic Transformation Working Group (ATWG) or Chief Marketing Officer or Chief Finance Officer (CFO)	School/Unit Level Learning & Teaching Committee (SLTC) or appropriate delegate (such as HoS)	College Learning & Teaching Committee (CLTC) and/or College Research Committee (CRC)	University Research Committee (URC)	University Course and Unit Proposals Committee (UCUPC)	Academic Senate	Student Participation and Attainment Ordinance	Course and Curriculum Manager (CCM) or Graduate Research Manager
	Change in course title (= new course) (endorsement from CMO provided to the College via email and entered into the consultation field in Akari)		CMO Endorse ATWG Note	Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	49.4(b)	
	Discontinuation of a Component (major or specialisation)	Reported	CMO Note	Endorse	Endorse		Endorse	Approve	49.4(a)	
	Change in course volume of learning (credit points) (= new course)	Reported		Endorse	Endorse		Endorse	Approve	49.4(b)	
	Change to delivery pattern or mode/availability involving third party teaching arrangements (endorsement from Provost provided to the College by email and entered into the consultation field in Akari)	Reported	Provost Endorse	Endorse	Endorse		Endorse	Approve		
	Application of Ungraded Pass or change from Ungraded Pass for a unit	Reported		Endorse	Endorse		Endorse	Approve	36.3 37.2	
	Change in course award nomenclature or title abbreviation	Reported		Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	49.4(a)	
	Change of course admission requirements (including amendments to entry/exit points) including, for example, minimum ATAR or pre-requisites	Reported		Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	6.4, 6.5	
	Adding or removing a major or specialisation to or from an award course	Reported	CMO Endorse ATWG Note	Endorse	Endorse		Endorse	Approve	9.3.8, 9.3.9	
	Changes to maximum/minimum time for completion of a course	Reported		Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	50.1 49.4(a), 50.2, 50.5	
	Change to course rules/specifications	Reported		Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	49.4(a)	
	Discontinuation of Course and Teach-Out Plan	Endorse (Business Case Required)	CMO Note	Endorse	Endorse	Endorse (Research Only)	Endorse	Approve	49.4(a)	
	Deletion of distance campus, or of physical campus location offering of a Course (endorsement from CMO provided to the College via email and entered into the consultation field in Akari)	Endorse (Business Case Required)	CMO Endorse	Endorse	Endorse	Endorse (Research Only)	Endorse	Approve		
	Entry into or material change to third party teaching arrangements (endorsement from CFO provided to the College via email and entered into the consultation field in Akari)	Endorse (Business Case Required)	CFO Endorse	Endorse	Endorse	Endorse (Research Only)	Endorse	Approve		

APPENDIX J – Benchmarking of the University of Tasmania and other Australian universities' Academic Governance

Academic Senate/Board criterion	University of Tasmania	Average of Australian universities (mean number)
Elected/ex officio members	20 / 41	28 / 25
Diversity of representation in elected academic membership	Faculty/School: 18 Non-faculty: 1	Faculty/School: 18 Non-faculty: 3
Number of subcommittees (University-level)	5	5
Membership defined in Terms of Reference; Standing Orders; Statutes of Academic Senate/Board; University rule/policy	Yes	Yes
Chair of Academic Senate also member of Council	Yes	93% answer Yes
Handling of urgent matters through Executive Committee of Senate/Board?	Yes	80% answer Yes
Vice-Chancellor makes report at meeting	Yes	93% answer Yes
Chair of Academic Senate makes report at meeting	Yes	80% answer Yes
Average notice time for notice of reading of agenda	7 days	7.5 days

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

Submission 6 – Academic Freedom, Independence and Autonomy

This paper is submitted in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the University of Tasmania Act 1992, with particular reference to:

> *(1) The constitution, functions and powers of the University;*
> *(2) The constitution, role, powers and obligations of the Council and Academic Senate;*
> *(3) The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making;*
> *(4) The appropriateness of the Act to protect and promote academic freedom, independence and autonomy; and*
> *(5) Any other matters incidental.*

This submission addresses Term of Reference 4: *The appropriateness of the Act to protect and promote academic freedom, independence and autonomy.*

Academic Freedom, Independence and Autonomy – definitions

Academic Freedom is a fundamental value of a university and can be traced back to the very beginnings of scholarship. It can be defined as the freedom to conduct and publish research outside of any undue political or outside interference, and is critical for universities to contribute to broader society and reflect democratic values.

The University has an *Academic Freedom and Free Speech Policy* as required by the *Higher Education Support Act 2003* (HESA). In the University's *Academic Freedom and Free Speech Policy*, following the Australian Government definition, academic freedom is defined as:

1. the freedom of academic staff to teach, discuss, and research and to disseminate and publish the results of their research;
2. the freedom of academic staff and students to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research;
3. the freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled;
4. the freedom of academic staff to participate in professional or representative academic bodies;
5. the freedom of students to participate in student societies and associations;

6. the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.

Academic Freedom and Academic Autonomy – what is it and how is it defended?

Academic freedom and academic autonomy comprise a suite of ideas which cover academic freedoms, the freedoms of staff and students, and the autonomy of the institution to pursue its mission through course choices, teaching and research. Academic freedom is essential to the true pursuit of intellectual life at a University. The University protects academic freedom, at the highest level with its *Academic Freedom and Free Speech Policy*. This Policy is very clear on the aims and environment that the University creates for academic freedom to thrive. The policy states that 'academic freedom underpins a healthy, pluralistic and democratic society.' The University states in its policy that it does not wish to limit academic freedom at all, and confines the limits of academic freedom only to the idea that the exercise of it does not prevent others exercising their freedoms, enabling the University to discharge its learning and teaching duties, and of course complying with the law. The University protects academic freedom from foreign interference, and also supports the rights of academics and academic freedom around Australia.

The University provides different forums for academic freedom to thrive – in the classrooms, workshops and seminar rooms; in lecture theatres; in public lectures; in the promotion of University research and in publications.

That freedom of association is encouraged by the University is also crucial to supporting academic freedom. This freedom of association extends to academic freedoms enjoyed in student societies and associations. These are endorsed and are part of the fabric of University student life. Not only this, but academic staff are also enabled to contribute to committees, and representative bodies, such as Academic Senate, or College-based committees. Academic Senate for example has a large proportion of elected members, who are not ex officio members, and who are free to voice their thoughts and opinions on Senate's work and the matters it considers, without any influence or control on their expression. Membership of representative and advocacy bodies such as unions and other associations is endorsed as well under freedom of association.

The University is also compliant with legislation, and treaties, governing freedom of speech. Despite not having free speech protected in our Constitution (as is the case in the USA), Australia is party to several core international human rights treaties, one of which governs the right to freedom of opinion and expression, that is, articles 19 and 20 of the *International Covenant on Civil and Political Rights* (ICCPR). Article 20, specifically, contains mandatory restrictions on freedom of expression, and requires signatory countries, subject to reservation/declaration, to outlaw vilification of persons on national, racial or religious grounds. In Australia, freedom of speech is restricted under the Federal *Racial Discrimination Act 1975*, and by various State-based legislation. For example, in Tasmania, this is the *Anti-Discrimination Act 1998*, and in NSW, the *Anti-Discrimination Act 1977* and the *Crimes Act.*

It is impossible for a university to truly contribute new knowledge to the complex problems of the day without both academic freedom and institutional independence and autonomy.

The importance of Academic freedom and institutional autonomy for universities has been identified as growing in importance as a foundation for developing and advancing a culture of democracy, as noted by Bergan, Gallagher and Harkavy (2020). In their report to the Council of Europe entitled *Academic Freedom, Institutional Autonomy and the Future of Democracy*, Bergan, Gallagher and Harkavy contend that 'democracy is enriched when higher education institutions operate on the basis of these principles' (p. 8). Within this report, the Global Forum of the Council of Europe is also referenced:

> The declaration adopted by the Global Forum unequivocally states that Higher education can only fulfil its mission if faculty, staff and students enjoy academic freedom and institutions are autonomous; principles laid out in the *Magna Charta Universitatum* as well as the UNESCO Recommendation on the Status of Higher Education Teaching Personnel. (Global Forum 2019: paragraph 2) (p. 20)

As the only University in the state with a place-based mission to improve the future of all Tasmanians, the University of Tasmania has robust policies and practices in place to ensure autonomy through self-accreditation and academic freedom.

Applicable provisions in the University of Tasmania Act 1992, relevant legislation, and industry regulators

The University of Tasmania Act 1992 (the Act) is our enabling legislation and doesn't specifically address Academic Freedom, but the University of Tasmania has adopted values, policies and practices that specifically address Academic Freedom and Autonomy and Independence.

The Act does not prescribe a policy on academic freedom, independence and autonomy, but as an institution that values good governance and reflecting our position in the State of Tasmania, and our mission to be a University that is for and from Tasmania, the University has proactively adopted policies and standards that uphold academic freedom. As noted in the University of Tasmania Statement of Values, the University is dedicated to 'the stewardship of learning and knowledge, academic freedom, excellence, and integrity.'

Academic freedom or institutional independence and autonomy are also made possible through regulators, such as the Tertiary Education Quality and Standards Agency (TEQSA), established by legislation (the *TEQSA Act 2011*), and legislation such as the Higher Education Support Act (HESA) 2003.

One of the key objects of the HESA is to promote and protect freedom of speech and academic freedom in the higher education system. A requirement of the HESA is that the University must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission-based compact with the Commonwealth for a period that includes that year. The University entered into a Mission-based compact with the Commonwealth for the period 2021-2023 which specifically details how the University worked to implement the recommendations of the *Model Code* recommended by the Hon Robert French AC in his *2019 Review of Freedom*

of Speech in Australian Higher Education Providers (the French Review). The University fully subscribes to the principles of the *Model Code*. The University's *Academic Freedom and Free Speech Policy* is fully aligned in coverage and language with the *Model Code* including adopting the Australian Government's definition of academic freedom.

TEQSA, through the *Higher Education Standards Framework (Threshold Standards) (2021)* (HESF), provides for a University to be recognised as a self-accrediting authority if they have satisfied the requirements of Section B1.3 'Australian University' category under the HESF.

Moreover, the HESF requires that a higher education provider has a commitment to freedom of speech and academic freedom – the University is committed to this, and this is outlined in Part 3 below.

If not meeting these threshold standards, the University is not able to act as a self-accrediting body under the Act.

A summary of the University Academic Freedom and Free Speech policy – the central way in which UTAS protects and promotes this issue

Much of the consideration of academic freedom in recent times has been inextricably related to freedom of speech and this is enshrined in policy at the University of Tasmania.

With regard to academic freedom and freedom of speech, the University of Tasmania is committed to the *Model Code* recommended by the French Review. This commitment is embodied in the University's *Academic Freedom and Free Speech Policy* referred to earlier, in which it is stated that these freedoms should not be restricted, nor their exercise burdened, other than by restrictions imposed by law and in the policy. The Department of Education, Skills and Employment (DESE) confirmed to the University on 3 June 2021 that it was fully aligned with the *Model Code*, and this was noted at University Council on 25 June 2021

As noted in the *Academic Freedom and Free Speech Policy*, 'the University is deeply committed to the promotion and protection of academic freedom, the right of all scholars at the University to engage in the pursuit of knowledge, intellectual enquiry and research, scholarly and creative endeavours, and public discourse.' There are nine rights listed in the policy, however, the principles are broadly applicable to other situations as defined by the wording cited here.

The key themes of the policy are of course that academic freedom and freedom of speech are permitted and encouraged. The policy also gives very broad boundaries for acceptable conduct, within the context of individual behaviour and institutional expectations of behaviour and conduct, particularly taking into account student and staff wellbeing and safety. The final point (1.9) in the policy reinforces the security that staff and students are subject to under the policy: 'The appropriate exercise of academic freedom and freedom of speech will not constitute misconduct.'

Other ways in which the University protects and promotes academic freedom, independence and autonomy

The Acts under which we operate are foundational. However, it is the internal governance, the culture and the values of the University that create the conditions for academic freedom and institutional autonomy to flourish.

One of the ways the University has committed to academic freedom is through being a signatory to [Magna Charta Universitatum](#) (MCU) alluded to earlier. This Charter was originally signed by 388 rectors and heads of universities from Europe and beyond on 18 September 1988, the 900th anniversary of the founding of the University of Bologna. It has since been reaffirmed and re-signed by the University in 2020. The Charter's principles affirm the University's support for academic freedom of all kinds, and freedom for students to exercise their rights under the Charter and the University's policies as well. While the Charter states that a university's 'research and teaching must be morally and intellectually independent of all political authority and economic power', this is also extended to the individual academic staff and students who exercise their freedoms. As the MCU2020 states, academic freedom is the 'lifeblood' of a university, and 'open enquiry and dialogue their nourishment.'

Comparison with other Australian Universities – policies and governance instruments

All Australian universities are subject to the same Federal legislation and regulation as the University of Tasmania. They therefore commit to almost identical academic freedom and freedom of speech policies which adhere to the key documents listed above. Namely, the *Model Code*, HESA, and the HESF, among others. However, it is common for the enabling legislation which creates Australian universities to not include elements of academic freedom and freedom of speech. For example, the ANU Act 1991 makes no mention of this, yet the ANU possesses an Academic Freedom and Freedom of Speech policy. Similarly, the UNSW Act provides for 'free enquiry', but it does not mention Academic Freedom and Freedom of Speech specifically; that University has a separate policy for this.

This is also the case with, for example, the University of Sydney Act 1989 and its subsequent Charter of Freedom of Speech and Academic Freedom (2019).

The much more recent University of Melbourne Act 2009 does state as the object of the University, 'promoting critical and free enquiry', and states an appreciation of the values of academic freedom as expectations of Government and Council appointed members of University Council. It also possesses a separate Academic Freedom of Expression Policy (2021). Monash University possesses the same wording in the Monash University Act 2009 and the structure of their Freedom of Speech and Academic Freedom policy.

Conclusion

The protection of academic freedom and freedom of speech is vital. This submission has provided information in order for the Legislative Council Inquiry to be fully informed of the University's commitment to this issue, and to demonstrate the policies and governance that enable it. As noted, the Act does not explicitly detail academic freedom and freedom of speech as a requirement for the University's operations; however, the University has taken a range of steps to be proactive, encouraging and fully supportive.

The first and clearest statement is the existence of the *Academic Freedom and Free Speech Policy*, which is based on the recommendations of the *Model Code* recommended by the French Review. In turn, the *Model Code* has been integrated into legislation which governs the

University's operations, including HESA (through the Higher Education Support Amendment (Freedom of Speech) Bill 2020), and HESF. The University has been confirmed as fully compliant with the French Review. The Policy was approved by University Council on 12 February 2021.

The University of Tasmania's policy echoes the wording of the *Model Code*, and also those policies now published by universities around Australia. The University of Tasmania joins the list of Australian universities that are fully aligned with the recommendations of the French Review's *Model Code*. This has been confirmed by the Department of Education, Skills and Employment.

Please contact the authors should you have questions or if any further information is required.

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Appendices:

Appendix 1 – Academic Freedom and Free Speech Policy

Appendix 2 – Mission-based compact with the Commonwealth for the period 2021-2023

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Academic Freedom and Free Speech Policy
Version 2 – Approved 12 February 2021

Purpose:

Academic freedom and free speech are defining values of the University of Tasmania and, consistent with the principles articulated in the Model Code of the *Report of the Independent Review of Freedom of Speech in Australian Higher Education Providers*, should not be restricted nor their exercise burdened, other than by restrictions imposed by law and in this policy.

The University is deeply committed to the promotion and protection of academic freedom, the right of all scholars at the University to engage in the pursuit of knowledge, intellectual enquiry and research, scholarly and creative endeavours, and public discourse. Academic freedom underpins a healthy, pluralistic and democratic society. Affirmed in the University's Statement of Values and enshrined in the *Magna Charta Universitatum* to which the University is a signatory, academic freedom is a right of University scholars and its exercise also entails responsibilities.

Academic freedom is defined by the Australian Government[1] as:
  (a)   the freedom of academic staff to teach, discuss, and research and to disseminate and publish the results of their research;
  (b)   the freedom of academic staff and students to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research;
  (c)   the freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled;
  (d)   the freedom of academic staff to participate in professional or representative academic bodies;
  (e)   the freedom of students to participate in student societies and associations;
  (f)   the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.

1	Right to academic freedom and freedom of speech	Responsible
1.1	The University values and protects the academic freedom of all its staff and students to teach, discuss, and research and to disseminate and publish the results of their research, and to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research.	Vice-Chancellor
1.2	The University values and protects the freedom of speech, which includes all forms of oral, written and creative expression, exercised by staff or students on its campuses and properties, subject only to that freedom being exercised in ways that enable others to exercise their freedom of speech, enable the University to discharge its duties to teach and research, and respect the law.	Vice-Chancellor
1.3	The University values and protects its autonomy as a higher education provider in relation to the choice of academic courses and offerings, the ways in which	Vice-Chancellor

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[1] definition from the *Higher Education Support Amendment (Freedom of Speech) Bill 2020* currently before the Australian Parliament.

they are taught, and the choices of research activities and the ways in which they are conducted.

1.4	In entering into affiliation, collaboration or contractual arrangements with third parties and in accepting donations from third parties subject to conditions, the University shall take all reasonable steps to prevent limitations on academic freedom or freedom of speech by any academic staff or student carrying out research or conducting work subject to such arrangements. Should such third parties seek to restrict a staff member's or student's academic freedom the University will actively protect those rights.	Vice-Chancellor
1.5	The University will take active measures to prevent academic freedom or freedom of speech being impeded in any way by foreign interference.	Vice-Chancellor
1.6	The University will support the right of academic freedom and free speech at all universities.	Vice-Chancellor
1.7	Academic freedom and freedom of speech will be exercised within the University in ways that are consistent with the University's legal and ethical obligations to foster the wellbeing of students and staff noting that this does not extend to protecting any person from feeling offended, shocked or insulted by the lawful speech of another.	Vice-Chancellor
1.8	The University has the right and responsibility to determine the terms and conditions upon which it shall permit external visitors and invited visitors to speak on University land and use University facilities and in so doing, will not refuse permission solely on the basis of the content of the proposed speech, but may refuse permission if the content of the speech is or is likely to:	Vice-Chancellor

- be unlawful;
- prejudice the fulfilment by the University of its duty to foster the wellbeing of staff and students (which does not include a duty to protect any person from feeling offended, shocked or insulted by the lawful speech of another); or
- involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the University's character as an institution of higher learning.

1.9	The appropriate exercise of academic freedom and freedom of speech will not constitute misconduct.	Vice-Chancellor

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Definitions and acronyms

12 February 2021 *Once printed this is an uncontrolled document:* Version history

All University community members must comply with all relevant laws and regulations, University By-Laws, ordinances, policies and procedures.

Appendix 2

Australian Government
Department of Education,
Skills and Employment

2021-2023 MISSION BASED COMPACT BETWEEN THE COMMONWEALTH OF AUSTRALIA AND UNIVERSITY OF TASMANIA

PURPOSE

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements, which a higher education provider must meet under the *Higher Education Support Act* 2003 (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires that Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission -based compact with the Commonwealth for a period that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

MISSION

Our mission, as outlined in our University of Tasmania Strategic Plan 2019-2024, is two-fold: as the only University in the State, we have a place-based mission to serve our State and its people; and equally, it is to progress in a sustainable way, socially, economically and culturally. Over the next three years, we will deliver three objectives outlined in our strategic plan: influencing Tasmania's long-term challenges; creating a distinctive and place-based curriculum that creates access for our students; and transforming our campuses to suit the needs of our regions.

Our university is deeply committed to solving complex threshold problems and questions with our community and partners, and we are developing an approach that allows us to organize our thinking for how we amplify and measure impact. Over the next few years, we will rigorously test and evolve the approach to create measurable initiatives for delivering impact.

We will create access to education for our community and beyond, and between 2021-2023 will deliver key initiatives to achieve this. These include enhanced undergraduate and postgraduate offerings that emphasise our distinctive strengths to better meet the needs of our Tasmanian and interstate students. We are attracting a new cohort of Tasmanians into higher education through our Schools Recommendation Program, so we also need to continue to improve the retention of our students through refined processes, conversion outcomes and enhanced student experiences and student success.

We will transform our campuses to support our strategies of differentiation, access, impact and efficient operations. This will be achieved through campus design that supports distinctive offerings in each region; enhancing access through locating campuses where Tasmanians need them; enhanced impact by co-locating with teaching and research partners and to accelerate commercialisation and new enterprise creation; and efficient sustainable operations through a reduced footprint and lower energy buildings with high utilisation.

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

The University of Tasmania fully subscribes to the principles of the Model Code. The University's entire policy suite was revised in 2020, and the University meets and, in some cases, exceeded the Model Code through its new policies.

The primary instrument for guiding our University community in relation to academic freedom and freedom of speech is the University's new *Academic Freedom and Free Speech Policy* which commenced on 25 September 2020. The policy aligns in coverage and language with the Model Code including adopting the Australian Government's definition of academic freedom. Academic freedom and freedom of speech are clearly identified as defining values of the University, and the policy also asserts the University's institutional autonomy. The policy appropriately balances academic freedom and freedom of speech with the University's legal but, more importantly, ethical obligation to protect staff and student wellbeing.

Policies and procedures in addition to the *Academic Freedom and Free Speech Policy* that are directly relevant to the intent of the code and are aligned with it are:
- *Facilities, Infrastructure and Asset Management Policy* (in relation to events held at the University)
- *Behaviour Policy* and *Behaviour Procedure* (in relation to expectations of behaviour and impacts on safety and wellbeing)
- *Compliance Policy* and *Conflicts of Interest Procedure* (in relation to conflicts of interest, foreign interference and foreign influence)
- *Admission, Enrolment and Credit Policy* (in terms of students receiving appropriate information)
- *Entities and Affiliated Organisations Policy*

The University has been assessed by the Department of Education, Skills and Employment as fully aligned with the code.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

Performance Targets
As outlined in Learning 2025, the University's teaching and learning roadmap (pending publication), our three critical performance targets are:
- Student Retention rates above national averages by 2025
- Overall Satisfaction (SES) rates above national averages by 2025
- Teaching Quality (SES) satisfaction rates above national averages by 2025

Industry Engagement
Per published procedure, all the University's course advisory committees must include external representatives such as industry leaders, professional associations, or employer groups. Industry is involved in course design, such as in the Graduate Diploma in Technology and Innovation. This course for elite ICT graduates was codesigned by the local start-up industry.
The University also engages with industry through compulsory and non-compulsory work-integrated learning. The latter includes I-PREP, which matches international students with local employers for elective placements.

Retention
Improving retention is a key focus area of Learning 2025. Strategies to improve institutional performance include:
- Introducing 24/7 student learning support services;
- Implementing a Student Advice and Mentoring model for commencing students;
- Expanding diploma pathways to support less qualified students in transition to university
- Embedding critical learning and literacy skills into the curriculum.

Additional Information
- Information on the University Admissions is published in line with admissions transparency requirements.
- Several published policies and procedures support student and staff health and safety. Mental health support is available to all students and staff.
- The University's COVID-Safety plan includes strategies for return to campus
- Per the GOS National Report 2020 UTAS had above average employment rates and median salaries, which is an outcome we will continue to pursue.

Mental Health Strategy
The University of Tasmania's strategic plan places students' health and wellbeing at the forefront of everything we do. Aligned with this commitment, the University of Tasmania was one of a number of Universities that contributed to the development of the Australian University Mental Health Framework. This framework was released in late 2020 and is now forming the basis for us to develop our own mental health strategic plan. This work is currently underway, and we expect this to be finalised in 2022.

We also offer a range of support and wellbeing services to enable the safety and wellness of our community.

Labour Market Outcomes Strategy
The University of Tasmania's strategic plan outlines our intention to help address Tasmania's economic, social and health challenges. We are committed to provide the education students need to participate in and help create those parts of the economy that provide good incomes and secure employment and provide it to as large a proportion of the population as possible. As the state with the lowest productivity and greatest welfare dependency in Australia, improving labour market outcomes and ensuring our graduates complete with the skills needed to support the state is embedded in all the work we do.

To support the delivery of our strategy we have developed a number of tools that enable us to understand and meet the needs of industry. These include examples such as our Industry Demand model and Tasmanian Market Analytics. These tools are used across the institution to develop and enhance our offerings to align with what industry and our communities need most.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

Excellence and Impact for and from Tasmania

We will conduct demand-driven and supply-informed research, serving the needs of Tasmania and making national and global contributions. A new Research Model embeds impact to address Tasmania's educational, economic, health, social, cultural, and environmental challenges. We will measure success through the delivery of measurable impact initiatives, outcomes of ERA 2023, the number, success rate and size of grant applications by category and income received and HDR performance.

Encourage research translation and commercialisation

We seek to enable industry and new enterprises in areas of competitive advantage and opportunity for Tasmania, and will achieve this through an innovation ecosystem, including a new incubator/accelerator facility and diverse pathways to raise finance and spinout/start-up new companies. We will also translate our research to commercialisation through strategic partnering, and engaging with industry and end users through the Industry 4.0 Testlab, Launceston Institute and Tasmanian Collaboration for Health Improvement.

Research training initiatives

The University of Tasmania is committed to fostering research endeavour and excellence through supporting the researcher development of candidates and supervisory teams. At the commencement of their masters or doctoral candidature, each University of Tasmania Higher Degree Research student enrols in the unit 'Introduction to Higher Degree Research'.

Upon enrolment into this unit, a range of additional training resources and professional development courses are available to students via the student portal.

Countering foreign interference

The University has developed a three-year cyber security maturity capability uplift program, after an assessment by an external party. The capability uplift program embeds control procedures that allow for the management of incident prevention, which aligns with the Office of the Australian Information Commissioner best-practice and with ASIO on due diligence processes. The process also allows implementation of the principle of least privilege, deployment process for critical operating systems and the identification of research and IP likely to be of value to foreign partners. This capability uplift program has been endorsed by the University Audit & Risk Committee. A number of deliverables associated with this program have already been implemented.

Due to the sensitive nature of this information, this roadmap and associated procedural documentation are not publicly available, nor available through the University staff Intranet.

IMPROVING STUDENT EQUALITY AND OUTCOMES

The University of Tasmania's strategic plan articulates our mission to improve student equality and outcomes through all that we do. Both the Peter Underwood Centre and the Schools Recommendation Program are examples of how we are delivering on this mission, through increasing regional access, eliminating barriers, broadening our offerings, improving student success and deepening our collaboration with schools.

Strategic Plan for Aboriginal Engagement (SPAE)

The new SPAE, to be released in late-2021, provides the University's platform for the University's Aboriginal business, building strong relationships with Tasmanian Aboriginal students, scholars, and community. The plan will include targets for participation and success, as well incorporating Aboriginal knowledge, perspectives and history into our curriculum and research.

SPAE's implementation is led by the Pro Vice-Chancellor Aboriginal Leadership.

SPAE is currently in its final stages of community consultation and will be published shortly. We expect this to be publicly available by November 2021, via our website.

The Peter Underwood Centre for Educational Attainment (Underwood Centre)

The Underwood Centre conducts research, builds partnerships, and delivers Programs that contribute to positive and sustained change in educational outcomes for children and young people. The Underwood Centre is a major recipient of the University's Higher Educational Participation and Partnerships Program investment each year.

The Peter Underwood Centre's mission of increasing educational participation rates among young people necessarily requires a targeting of effort in areas where participation is lower. In Tasmania, our most underserved communities are in low socioeconomic areas characterised by intergenerational and multifactorial disadvantage. This includes several of the nation's most disadvantaged statistical areas outside of the Northern Territory. While the initiatives of the Underwood Centre (such as the Children's University) are widely available to all Tasmanian children and young people, their design and consequent impact are centred on those populations of greatest need.

Programs include the Children's University Tasmania which engages children aged 7-14 with extracurricular activities that build confidence and engagement with learning. These rich learning experiences help build self-confidence and resilience and positively impact education attainment.

Schools Recommendation Program (SRP)
The SRP is an alternative entry pathway for school leavers to provide access for students who might otherwise not have considered University study. Early offers are made for undergraduate admissions using criteria other than ATAR which can help reduce the stress and anxiety students associate with finishing year 12.

Since 2020, areas of Tasmania that were historically under-represented in first-year study, such as the North and North-West of Tasmania, experienced notable increases in enrolment. For example, applications from the North-West of Tasmania went up by 24% in the first year of the SRP.
Entry is assessed using a rubric completed by the relevant school, validated against Year 11 results and Year 12 subject data. Students must still complete Year 12 and satisfy pre-requisite requirements to gain entry.

While the Schools Recommendation Program is open to all Tasmanian High School students, its success has been through its engagement of people that may not have considered university before. It has significantly reduced the dependence on students getting an ATAR, a known barrier to participation in disadvantaged areas, by using their teachers' recommendations for their preparedness for future study. There are very significant disparities in educational attainment across Tasmanian senior secondary institutions. Students in private schools and inner-urban Colleges are far more likely to receive an ATAR than their counterparts in other Colleges or public high schools. For example, only about 10% of Year 12 students at Claremont College in Hobart's disadvantaged northern suburbs have historically received an ATAR.

The Schools Recommendation Program is changing how Tasmanian year 12 students, and many from interstate, access university. T**he attached slides, which are not available publicly due to their sensitive nature**, provides clear evidence that Program is working to improve equity and outcomes for those that need it most.

Following its positive impact, we are continuing and improving the program in 2021 and will become a key feature of our recruitment and outreach activities. We have set targets to lift higher education attainment in Tasmania to current national averages by 2030 and with programs like the SRP, Children's University and other outreach engagement we remain on track to achieve that objective.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom English
_____

Full name (please print)

First Assistant Secretary
_____

Position

of the Department of Education, Skills and Employment
as delegate of the Minister for Education and Youth

_____

Signature

28/12/21
_____

Date

SIGNED for and on behalf of

<UNIVERSITY NAME>

by

PROFESSOR RUFUS BLACK
_____

Full name (please print)

VICE - CHANCELLOR
_____

Position

Signature

In the presence of:

Ryan Kinder
_____

Witness (please print)

A/g Director
_____

Position or profession of witness (please print)

_____

Signature

In the presence of:

DR KIEREN RIX
_____

Witness (please print)

SENIOR EXECUTIVE OFFICER
_____

Position or profession of witness (please print)

Signature

7

UNIVERSITY of TASMANIA

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 7: University of Tasmania Strategy

1.   Introduction

This submission is made in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the *University of Tasmania Act 1992* (the Act). This submission is made in relation to the following term of reference:

1. The constitution, functions and powers of the University.

This submission demonstrates how the *University of Tasmania Strategic Plan 2019-2014* (Strategic Plan) is in accord with the Act, in particular the functions outlined within.

It outlines the consultative approach to developing the Strategic Plan and summarises its key themes and measures of success.

A separate submission on the Benefits of Higher Education in Tasmania outlines how the Strategic Plan, and the work flowing from this, is benefiting Tasmania and Tasmanians.

2.   The functions of the University

The Act outlines, in Clause 6, the following functions for the University:

a. to advance, transmit and preserve knowledge and learning;
b. to encourage and undertake research;
c. to promote and sustain teaching and research to international standards of excellence;
d. to encourage and provide opportunities for students and staff to develop and apply their knowledge and skills;
e. to provide educational and research facilities appropriate to other functions;
f. to promote access to higher education having regard to principles of merit and equity;
fa. to foster or promote the commercialisation of any intellectual property;

g. to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

The *University of Tasmania's Strategic Plan 2019-2024* provides the vision, values, principles, strategies and framework to deliver these functions across the University in a coordinated way, all to bring benefits to Tasmanians and Tasmania and, from here, to the world.

3.   **University of Tasmania Strategic Plan 2019-2024**

The Strategic Plan was developed in a stepped and consultative manner, drawing on a set of conversations – what we called Cascading Conversations – held across the University in 2018.

Initiated by a Discussion Paper raising three questions for consideration, these conversations involved the cascading of information up, down and across the University, with both formal and informal groupings participating. Those three questions were:

- Do we want to be a place-based university that is globally connected or do we want to be a university cast in the global mode?
- Do we want to continue in a growth model or move to a right-size approach to our future?
- What are the parameters for equity, quality and regional presence we are committed to for the delivery of higher education in Tasmania?

Following this round of conversations, the *University of Tasmania's Strategic Direction* (see Attachment 1; and publicly accessible here) was prepared and released in November 2018, based on the firm message from these conversations that we wanted to be a university that is:

- Place-based and globally connected;
- Right-sized and responsive;
- Regionally networked to provide quality and access; and
- People-centred.

In the six months following, our Colleges and Divisions worked together to develop the *University of Tasmania Strategic Plan 2019-2024* (See Attachment 2; and publicly accessible here), which shows how we are working to achieve this, focusing on our mission to make a difference for Tasmania and from Tasmania to the world.

With a five-year horizon, the Strategic Plan has allowed us to be guided by a long-term view, while being responsive to any changes in the context in which we operate. We have encountered many changes in the time since it was first written, not least the COVID19 pandemic, and it has proven to be an enduring document that continues to guide our work.

The Strategic Plan's key themes are outlined here:

Honouring our first people and their ongoing contribution
We acknowledge the *palawa* and *Gadigal* peoples, the traditional owners of the land on which we live and work, and we recognise their enduring culture.

We also recognise that decisions about the future shape of Aboriginal education and research here are, first and foremost, ones to be made by Aboriginal leaders within the University, in discussion with other senior leaders.

We seek the wisdom of Aboriginal leaders with their deep knowledge of country as we explore how to be a university that has place as the centre of its thinking.

Our Mission
We are a university that was founded to serve an entire State and its people, and we remain the only university specifically for this society. Place shapes our mission and how we deliver it.

From Tasmania to the world
As part of our place-based mission is to be the university for Tasmania, we are strategically placed in the world to do vital things from Tasmania for the world. Our unique location, our island character and our complex history bring both the obligation and the opportunity to make a distinctive global contribution.

A sustainable place
Tasmania has environmental values of global significance and we have obligations of stewardship. We are guided in our thinking by the United Nations Sustainable Development Goals and the recognition that our job is to find our way to create a model where prosperity, inclusivity, the environment and social and technological progress advance together, not in tension.

A place of places
Integral to what constitutes Tasmania is that it is made of distinctively different places. We need to nurture the distinctiveness and success of each region of Tasmania to contribute to and benefit from the great whole that is Tasmania. We are also a university with a presence

in places off the island and being attuned to place means attending to the local wherever we are.

A people-centric place
The value of community, of connection and care for others, are qualities cherished by people across the island. These are a reminder of the qualities that universities should have, especially ones such as ours that take their place in a network of local communities.

A model for the world
Tasmania is a very special place. Fulfilling our mission would see Tasmania join that league of other special places – such as New Zealand and the countries of Scandinavia – where the quality of life and magnificence of the environment make it a model that others look to for inspiration on how to live well on this fragile planet with all its human complexity.

Our strategies
Our strategies emerge as we seek to answer a set of questions about how we deliver our mission.

How, as a university, do we make a positive impact on the future of the State?

- Create place-based partnerships with all sectors to tackle complex social and economic challenges in an integrated way;
- Provide the education students need to participate in and help create those parts of the economy that provide good incomes and secure employment, and provide it to as large a proportion of the population as possible;
- Develop distinctive professional capabilities to meet Tasmania's particular needs and priorities in all parts of the island;
- Create regional competitive advantage for key sectors and new businesses through the industry problems we solve;
- Develop from the knowledge created by the University a strong pipeline of new, rapidly growing, globally competitive but locally based enterprises;
- Develop the science, engineering and ways of working and living that provide an environmentally sustainable path to inclusive prosperity;
- Contribute innovative and implementable policy ideas;
- Enrich our understanding of the unique human and natural history of lutruwita/Tasmania;
- Give a distinctive creative expression to our identity and ideas.

How, as a university in a regional setting, can we continue to have global impact?

- Focus on areas of research where we have a defensibly distinctive advantage, which largely comes from where our history of excellence and place converge;
- Utilise and expand our institutes model to do research where we can access resources and relationships by being part of larger research or government and industry ecosystems;
- Evolve our research funding model to maximise the excellence and impact of our areas of chosen distinctiveness;
- Ensure we have a sustainable balance between research conducted for the sort of discovery that pushes back the frontiers of knowledge and research that has the objective of solving specific problems;
- Develop five-year-plus research plans to support the investments in people and infrastructure that enable us to pursue big questions.

How are we going to be more people-centric?

- Create a values-driven culture where safety and wellbeing are front of mind, where we trust and respect each other, take mutual accountability for actions and have better rates of diversity and inclusion;
- Work in a people-centred way so that we build long-term commitments to each other, including through reducing casual and fixed-term appointments, and collaborating to shape our work environment;
- Support people in their career growth, by adopting practices that enable holistic development across all career stages. We will provide people with the leadership and management capabilities they need to succeed and create contemporary and clear career pathways.

How do we work with others to create educational opportunities to enable all Tasmanians to live the life of their choice?

- Increase regional access: operate a regionally networked model because people are looking for education close to where they live; build on that presence by developing regional learning hubs;
- Eliminate barriers: through our philanthropic efforts build an endowment fund to ensure that cost is not a barrier to higher education for any Tasmanian;
- Broaden our offering: continue to develop a suite of higher-education offerings tailored to people's needs, eg. short courses and associate degrees.

- Deliver more flexibly: accommodate the fact that, already, more than half our student are not school leavers and need to integrate study with work and other life commitments;
- Increase partnerships: work with TasTAFE and social sector organisations to improve pathways;
- Design data-driven strategies for student success: use our data to ensure students are enrolling and being taught in courses and modes of delivery (the mix of in-person/online) that enable them to be successful;
- Deepen collaboration with schools: work together on targeted place-based initiatives to increase Year 12 completion and attainment.

How do we develop a sustainable student and academic profile while becoming economically sustainable?

- Develop a suite of distinctive, place-based offerings that create a compelling student experience to:
  - Ensure we meet the needs of Tasmanian students for excellent courses provided close to home;
  - Enable young Tasmanians who are looking for a rite-of-passage experience interstate or overseas to do that as part of a University of Tasmania offering, rather than needing to leave the island;
  - Attract interstate students into our core courses to compensate for the young Tasmanians who go off-island, ensure those courses are of a sustainable size and enable a healthy balance between domestic and international students right across the University;
  - Diversify our international student population by course and origin, grow it modestly and ensure we have the facilities and programs to support that growth;
- Reshape our portfolio of courses so that they provide an economically sustainable way of maintaining our disciplines and delivering what the state requires;
- Strengthen the quality of our offerings and student experiences by investing in lifting our teaching quality, carefully monitoring measures of student success such as completion rates, rapidly addressing areas of underperformance, and growing our digital literacy;
- Strengthen significantly the contribution of philanthropy to the funding of academic posts;
- Work in Lean ways to simplify our processes, policies and operations and increase the quality and efficiency of what we do;

- Transform our information technology platforms to enable the more compelling delivery of our student experience and dramatically simpler ways of working with staff;
- Develop the next generation of facilities across our regions, through the Northern Transformation Program and the Southern Future move to the Hobart CBD, that are distinctive, environmentally sustainable and highly efficient in their operation.

Measuring the progress of our journey

Our framework for tracking success involves a set of indicators that cascade from the strategic to the operational. While not listed here, the Strategic Plan sets indicators for each of the measures in **bold** below (see pp37-42).

Strategic

As a university, we aspire to have a positive impact on the lives and experiences of Tasmanians across a number of key areas:

- Increase **educational attainment** rates across the education life cycle for all population cohorts;
- Deliver better **health** and wellbeing outcomes sustainably for all Tasmanians;
- Lift the **economic performance** of the State;
- Improve **social inclusion** and equity;
- Increase participation in and contribution to **cultural activities**;
- Improve the **environmental sustainability** of Tasmania.

From Tasmania, we also want to have impact both nationally and globally across these areas.

We also are committed to making Tasmania a national and global leader in our areas of excellence, particularly in our contribution to the **global environment** and **regional economic activity**.

Internal

As a leading indicator of these broader impacts that we want to have for the State, we have selected a set of internal indicators that we measure on an ongoing basis to track our progress. These indicators are mapped to six areas:

- **Student success**
- **Our people**

- **Research impact**
- **Financial sustainability**
- **Our community**

Operational
At an operational level we track a more granular set of these institutional measures in Colleges and Divisions through their own plans, strategies and initiatives.

4.   **Approval, oversight and review of Strategy and its implementation**

The *University of Tasmania Strategic Plan 2019-2024* was approved by University Council at its meeting of 11 July 2019.

Throughout the five-year implementation period, both the University Executive Team and the University Council are overseeing progress as follows:

	Metrics tracked	University Council	University Executive Team
Our impact (State-wide)	- Educational attainment - Health - Economic performance - Social inclusion - Cultural participation - Environmental sustainability	**Annual review** of movement in overall indicators	**Annual review** of movements in the detail parameters listed in the Strategic Plan
Operational Performance (KPIs)	- Student success - Our people - Finances - Research impact - Environment - Community	Reports prepared for **each University Council meeting** showing performance across all six indicators	**Regular reporting** and dashboards showing tracking towards targets for primary KPIs in each area

Strategies and initiatives implementation	• Strategic Plan • College and Division strategies and initiatives • Leading and lagging indicators	**Annual** strategic planning review and implementation of strategies and plans	**Quarterly** progress reports on implementation of College and Division strategies.

5. Concluding comments

The *University of Tasmania Strategic Plan 2019-2024* accords with the *University of Tasmania Act 1992* by offering a vision, mission and set of strategies that seek to fulfil the Act's functions, as outlined in Clause 6.

While the Act does not insist that these functions be undertaken for the benefit of Tasmania and Tasmanians, the Strategic Plan makes explicit that the University's work focuses on this.

Please do not hesitate to contact me if you require any further information.

Kind regards,

Professor Rufus Black
Vice-Chancellor
University of Tasmania
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The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 8 - Benefits of Higher Education to Tasmania

1.   **Introduction**

This submission is made in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the *University of Tasmania Act 1992* (the Act). This submission is made in relation to the following Term of Reference:

1.   The constitution, functions and powers of the University.

This submission will show how higher education – delivered by the University of Tasmania – is vitally important to Tasmania by offering an overview of how it is making a positive impact across the state. In doing so, it demonstrates how the benefits flowing from the implementation of the *University of Tasmania Strategic Plan 2019-2024* are in accord with the Act, in particular the functions outlined within.

A separate submission on the *University of Tasmania Strategy* provides a summary of the University's mission and strategies and how it is measuring success, including the benefits flowing to Tasmania and Tasmanians as outlined here.

2.   **The functions of the University, as per the Act**

The Act outlines, in Clause 6, the following functions for the University:

a. to advance, transmit and preserve knowledge and learning;
b. to encourage and undertake research;
c. to promote and sustain teaching and research to international standards of excellence;
d. to encourage and provide opportunities for students and staff to develop and apply their knowledge and skills;
e. to provide educational and research facilities appropriate to other functions;
f. to promote access to higher education having regard to principles of merit and equity;
fa. to foster or promote the commercialisation of any intellectual property;
g. to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

The *University of Tasmania Strategic Plan 2019-2024* provides the vision, values, principles and framework to deliver these functions across the University in a coordinated way, all to deliver benefits to Tasmanians and Tasmania and, from here, to the world.

This submission offers an overview of these benefits.

3.   **The positive impact of the University**

We are committed to our place-based mission to improve the future for all Tasmanians and to contribute to the world in ways which are distinctively from Tasmania.

To offer an insight into the benefits that we, the University, bring to Tasmania, this submission focuses on our achievements in 2021 and also introduces some emerging work that is in the pipeline. While this was a period when we were also working with the complexities of the COVID-19 pandemic, we remained focused on our mission throughout. Indeed, what follows reveals the strength and adaptability of our place-based purpose-driven mission and strategy and the benefits to Tasmania and Tasmanians.

This mission influences everything we do, and most powerfully in our core activities of research, teaching and learning, which provide essential knowledge, skills and services to Tasmania.

As the sole University based in Tasmania, we are responsible for educating the professionals that each Tasmanian will rely upon at some stage in their life – our teachers, lawyers, paramedics, nurses, doctors and social workers, just to name a few.

Committed to the particular qualities of Tasmania and our regions, we not only provide the qualifications needed to enter these professions, but also tailor our programs to ensure that students graduate with the specific skills and knowledge that will meet Tasmania's needs.

Likewise, our research prioritises and draws upon the specific attributes and challenges experienced here in Tasmania.

It is these particular Tasmanian qualities and impacts that characterise the *University of Tasmania Strategic Plan 2019-2024* and the outcomes flowing from it.

The following sections explain in more detail how our work at the University is benefiting Tasmania across a number of endeavours. All of this can only be achieved by working with people from across Tasmanian communities and organisations, and we are grateful for all that we continue to learn and benefit from through these relationships.

Serving our first peoples
Our commitment to Tasmania starts with our commitment to the Tasmanian Aboriginal People. In advancing that cause in 2021, we completed our *Strategic Plan for Aboriginal Engagement*, which:

- Lays out a path to providing deeper support for Indigenous students.
- Allows us to create a learning environment that celebrates culture, diversity, aspiration, and success.
- Commits us to initiatives that reach across all areas of our University, creating shared accountability for success.

We also want all students to share in the rich cultural knowledges and histories of *palawa*/*pakana* (Tasmanian Aboriginal) people. To make this happen, and to reshape our curriculum, we have:

- Engaged deeply with *palawa* heritage, culture, and knowledges of lutruwita/Tasmania.
- Begun the process of cultural healing through the recruitment of Indigenous scholars.
- Ensured that our Indigenous graduates have the capability and confidence to lead across all professions and vocations.

Improving access to education
So much of Tasmania's future is linked to educational participation. That means our core objective is to provide quality higher education to the most diverse range of Tasmanians possible.

Each year, we set out to attract more students through our distinctive courses, engaging experiences, and great teaching. In 2021, we:

- Attracted 6,091 (3,766 equivalent full-time study load) new Tasmanian students from all regions, ages, stages, and walks of life.
- Awarded 345 scholarships to provide support with accommodation, relocation, and study costs.
- Enabled 565 new students who would not otherwise have access to university to find a pathway to higher education.

Our Schools Recommendation Program is transforming the way year 12 students access higher education. Thanks to the program, more students have a place with us than ever before.

- 1,927 Tasmanians applied early through the program.
- We saw a 7% increase in enrolments of Tasmanian school leavers.
- We had our first ever applications from high schools like Mountain Heights, Sheffield, Bayview, and the Jordan River Learning Federation.
- There has been a 30% increase in enrolments from students with a disclosed disability.

Today the University serves the whole Tasmanian population providing education they

need throughout their life. At our University:

- 3,424 of commencing students are school leavers.[1]
- 12,479 of commencing students are adult learners.[2]
- The average age of our students is 32.
- 20,036 students are part-time.
- 8,375 students are from the South, 3,571 are from the North, and 2,249 are from the North-West of Tasmania.

Attracting great people to Tasmania

A key part of our strategy is to attract more interstate students to study at our Tasmanian campuses. This is important for Tasmania's future, as our aging population starts to see fewer young Tasmanians.

It is also important to enable us as a university to be the size we need to provide a full range of excellent courses and research without being dependent on too large a cohort of international students. Attracting 'Tasmanians by choice' has been a great success, with interstate enrolments growing by 17%.

Through this process, we are building more connections to Tasmania than ever before, with increased applications from mainland students.

Students are drawn here by our uniquely Tasmanian offerings. This includes courses in Antarctic studies, marine industries, the creative arts, and natural sciences. For example, the Bachelor of Marine and Antarctic Science saw an increase of 52% in applications. This translated into a 50% increase in enrolments.

Our innovative Tasmanian Schools Recommendation Program mentioned above is also proving popular interstate where no similar scheme exists. The result is the number of schools we engaged with increased from around 500 to over 800. In this cohort, interstate year 12 applications rose 17% and enrolments went up 19%.

As expected, our international student numbers were heavily impacted by COVID-19. In 2021, we had 912 international students compared with 1,967 in 2019, the last full recruitment year pre-COVID, and 1,398 in 2018.

The onshore international student market continued to decline due to the reduction in international students studying in Australia over the last two years, and we expect that this market will continue to shrink over the next three years.

That is why we have diversified our international student strategy as we start to rebuild the number of international students who choose to study with us, enriching our classrooms

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[1] A school leaver is defined as age 19 years and under.
[2] An adult learner is defined as age 20 years and over.

and building Tasmania's global connections, as well as making a significant economic contribution to the state (estimated at $229M in 2019, with their visiting friends and relatives adding another $5.7M).

Meeting the workforce needs of Tasmania
In Tasmania, in 2021, we graduated students ready to serve in critical front-line service professions:

- 116 students with a Bachelor of Medicine and Bachelor of Surgery.
- 337 Bachelor of Nursing students.
- 35 Bachelor of Paramedicine students.
- 479 undergraduate and postgraduate Education and Teaching students.
- 30 undergraduate and postgraduate Social Work students.
- 107 Law students.

We also graduated a further 6,097 students ready for employment across Tasmania.

We don't just graduate professionals, we train them with the specific skills they need to best serve Tasmanians:

The School of Education is giving Tasmania's teachers the skills to help Tasmania's young people succeed
Recognising the specialist needs of Tasmania's school students we have added specialist units for Early Literacy and Numeracy to our Education programs, with Science Education to follow in 2023. We are the only university in Australia to offer this range of specialist units beyond the requirements of the national curriculum.

Our Bachelor of Education Primary now has an embedded Graduate Certificate in Early Childhood Education to create a highly educated and skilled Early Years workforce for Tasmania.

Two new professors in the areas of Trauma Informed Practice and Early Years Education have also been appointed. These two areas were identified, during consultation with key stakeholders and partners, as being key to improving educational attainment in Tasmania.

We continue to expand the professional training we provide and the places we provide it to better serve Tasmania:

The School of Health Sciences is offering new Allied Health programs
We are now offering Physiotherapy and Speech Pathology courses and expect to offer Occupational Therapy from 2023 and Clinical Exercise Physiology from 2024.

These new programs – offered in Launceston – have arisen from a partnership with the Tasmanian Department of Health and Department of Education, seeking to expand Allied Health education and training in Tasmania, including the introduction of new

programs, and ensuring graduates are ready to work in Tasmania's regional, rural and remote communities.

Pharmacy has expanded to the North and North-West
In response to a critical shortage of Pharmacists in regional and rural Tasmania, from 2023 we are offering the Bachelor of Pharmacy (Honours) in Launceston and Burnie, in addition to Hobart.

Local students will be more likely to study and stay in their local communities, including after graduation, where there will be a strong demand for their services.

Students will also be able to get into the workforce faster than ever thanks to this being offered as a three-year fast-track program, offering the same volume of learning as the current four-year degree.

This initiative has the strong support of the Pharmaceutical Society of Australia, Pharmacy Guild of Australia (Tasmanian Branch), and The Society of Hospital Pharmacists of Australia.

Our graduates are doing well in meeting the workforce needs of Tasmania. Our graduates had employment rates of 91% across the sciences, humanities, arts and business, which is well above the equivalent national employment rate.[3]

Our average graduate full-time income of $87,000 was also above the national average.

Delivering Services for Tasmania and Tasmanians
Real-life work experience is a vital part of our students' learning and also provides opportunity to deliver much needed services to Tasmanians through supervised student placements:

Business students offer tax advice in central Hobart and Launceston's Northern Suburbs
The University's Tax Clinics provide free advice and support for Tasmanians who don't have a tax agent, including small businesses, start-ups and entrepreneurs, as well as lower-income or vulnerable people.

Working from the Vodafone building in Hobart's CBD as well as the Northern Suburbs Community Centre in Launceston, third-year Bachelor of Business (Accounting) and Master of Professional Accounting students offer advice on annual tax returns and small business enquiries, as well as advocacy on tax regulation and legislation.

The Tax Clinics give invaluable quality advice to people, guiding them through a process which can otherwise be very daunting.

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[3] 2021 National Graduate Outcomes Survey

Supported by the Australian Tax Office, in the financial year from July 2021 to June 2022, the Tax Clinics supported 242 clients in Hobart and 39 in Launceston.

Mental health support is available through University Psychology Clinics in Hobart and Launceston

With high demand for psychological services in Tasmania, students of the Master of Professional Psychology and Master of Psychology (Clinical) play an important role in helping Tasmanians, both after graduation and during their studies through the University Psychology Clinic.

Operating in Hobart for over 30 years, a new clinic opened in Newnham in August 2022 following the recent expansion of postgraduate Psychology training into Launceston.

The Clinics offer necessary and authentic real-life training opportunities for our students, while offering the gift of accessible psychological support to local communities.

Over 100 people per week access this service in Hobart, and it is expected 30 or more will use Launceston's new clinic each week.

Providing the research Tasmania needs

Last year, the University brought in $197.3 million in research funding. This funding is being used across a range of crucial initiatives that will help Tasmanians, as well as people around the world. Here are some of the key projects from our flagship research institutes:

Menzies is pursuing key health challenges.

We have increased the scope and impact of our multiple sclerosis (MS) research by establishing the MS Research Flagship. This builds on more than 20 years of cross-disciplinary research excellence in MS. Tasmania has the highest prevalence of MS in the nation.

Our innovative AirRater app provides real-time, accurate air quality data to help people manage their health and activities as air quality fluctuates. The app was downloaded 50,000 times during the Black Summer bushfires.

The OxyGenie® software was developed by clinicians, scientists and biomedical engineers to help preterm babies breathe. It has been commercialised and is now used in hospitals around the world.

Wicking is tackling the challenge of living with dementia.

The Island Study Linking Ageing and Neurodegenerative Disease (ISLAND) is an innovative new approach to tackling the increasing prevalence of dementia in Tasmania.

The ISLAND Project utilises the Preventing Dementia MOOC, as well as a range of surveys, to help researchers understand the over-50 cohort. Tools such as the 'Dementia Risk Profile' provide feedback to individuals on their areas of potential risk.

Over two years, tracking of participants has shown that ISLAND has improved risk status and highlighted which domains of risk are most amenable to positive change.

TIA is finding sustainable solutions for farmers and producers.
A $6.5 million partnership with Dairy Australia will deliver a national dairy research and industry development program to drive profitability and sustainability for Australian farmers.

A $7.7 million partnership with the Tasmanian Government will transform research farm facilities at Forthside and Elliott, helping deliver better outcomes for Tasmanian agriculture.

Investigation is being undertaken into industrial hemp as a forage crop for livestock. We are also investigating the challenges that need to be overcome to support the success of this emerging industry in Tasmania.

The NEXUS Project examines the connection between profitability, productivity, and greenhouse gas emissions of livestock businesses under an increasingly variable climate.

The Drought Resilience Hub will protect communities from extreme climate events.
We have formed a consortium of 21 diverse partners and a system of collaborative governance, which will help farmers prepare for future droughts.

Processes have been created to engage Tasmanian Aboriginal peoples and integrate local knowledge.

We have collaborated with other Australian hubs and Future Drought Fund programs regionally. These will strengthen networks, reduce duplication, and address issues holistically.

At our Sandy Bay campus, we co-hosted the Department of Agriculture, Water and the Environment's inaugural Science to Practice Forum. Over 800 participants engaged across three days.

IMAS is protecting our waters, while supporting new approaches to fisheries and aquaculture.
We are leading Australian research in blue-water oceanography, working across the Antarctic, Southern Ocean, and temperate oceans.

Our research helps understand marine ecosystems and the impacts of climate change,

patterns and drivers of biodiversity, as well as conservation ecology and research.

We are supporting the long-term sustainable harvest of wild marine resources. Our research aims to increase production while minimising environmental impact.

Partnering with the Tasmanian Government, we are ensuring Tasmania's marine resources and industries are sustainably developed and managed through the Sustainable Marine Research Collaboration Agreement (SMRCA).

Our research is enabled through flagship partnerships such as the Blue Economy Cooperative Research Centre (CRC), Marine Bioproducts CRC, Seaweed Solutions CRC-P (project), the Australian Research Council (ARC) Research Hub for Sustainable Onshore Lobster Aquaculture, Australian Antarctic Partnership Program, Australian Centre for Excellence in Antarctic Science (ACEAS), and the Centre for Marine Socioecology.

Creating excellent learning and research facilities
We are a university committed to learning in person and to ensuring our students, staff, and researchers have excellent contemporary facilities that enable them to do their best work. We also want to ensure that our facilities make education as accessible as possible for all Tasmanians. Statewide, we have a series of major projects to transform our campus to meet those objectives.

Burnie
In 2021, we opened our $52 million campus building at West Park. The campus has been shaped by the people and region it will serve and is enabling:

- More students to attend university closer to home.
- New regionally distinctive courses responding to the needs of the community, like the Bachelor of Nursing.
- Opportunities to study in world-class facilities that support interactive learning.
- The activation of a vibrant, shared precinct within proximity of Burnie's Central Business District (CBD).
- Events and experiences bringing together students, staff, and the community.
- Indoor and outdoor gathering spaces for everyone to enjoy.
- Strengthened collaboration and partnerships with community and industry.

Launceston
At Inveresk, our campus transformation remains on track to be fully completed by 2024:

- The new $23 million Library has opened to students and the community.
- A pedestrian and cycle bridge is now connecting the campus precinct to the city.
- An Urban Realm will help green Inveresk while supporting community gardening learning programs.

- New courses have become available in allied health (physiotherapy and speech pathology), timber design, psychology, and agricultural science.
- The next two major academic buildings will open in 2023 and 2024 respectively for the majority of students and staff to transition to the new campus.

Work is also underway on the future of our Newnham campus. We are creating an industry-focused research precinct, anchored by the Australian Maritime College and headquarters for the Tasmanian Institute of Agriculture.

Hobart
The Hedberg was officially opened in 2021, in partnership with the Tasmanian and Australian governments and the Theatre Royal.

With philanthropic support, the Hedberg is one of Tasmania's most ambitious cultural and arts infrastructure projects. It is the University's home for collaboration and performance with the creative sector and the Tasmanian community.

We also progressed our plans to consolidate our campus in the Hobart CBD. This will improve access to higher education for more Tasmanians in contemporary, fit-for-purpose learning, and teaching spaces.

- Conversations with staff, students, and the community were reflected in a draft Urban Design Framework, which captures the values of the University and community. Those values became our four principles: Place, Sustainability, Accessibility, and Community.
- In 2021, the University released a Concept Masterplan for the Sandy Bay site. The University will steward the development of Sandy Bay in ways that support the community, environment, and economy and align with our values.
- The development of the Sandy Bay site will provide a long-term income stream to support the University's teaching and research, reducing our reliance on government funding and revenue from international students.

Conversations about our move to the city are continuing. We are improving the ways we listen to our community, and we are acknowledging the need to work through the implications of change.

Creating a climate positive organisation
We are committed to sustainable outcomes for ourselves, our surrounding communities, and the world. The work we are doing in Tasmania has a real impact. In 2021, we:

- Won the Green Gown Award Australasia as the Sustainability Institution of the Year for Australia and New Zealand – the highest recognition in the sector for sustainability.
- Won the Tasmanian Community Achievement Award Sustainability category for our circular economy efforts.

- Conducted staff and student webinars with scientists from the Intergovernmental Panel on Climate Change process.
- Remained certified carbon neutral, with a zero-carbon footprint.
- Ranked in the top three universities worldwide for Climate Action (noting, in 2022 we have since been ranked number 1).
- Completed divestment from fossil fuels and instituted a positive screen for investments that deliver on the United Nations Sustainable Development Goals.
- Designed two new buildings at Inveresk that deliver over 32% reduction in embodied carbon emissions.

Engaging with our community

In 2021, we delivered 30 public lectures through our Island of Ideas series. Over 28,500 people tuned in to view these live or catch up on our [YouTube channel](#).

We also provided engagement activities to over 20,000 school students in Tasmania and beyond. These inspire and challenge young people to see themselves at the University of Tasmania in the future.

Despite the limitations created by COVID-19, we welcomed the community onto our campuses for exhibitions, concerts, forums, book launches, Open Days, and many more events.

Creating jobs across Tasmania and beyond

A university is more than a place to learn. It should stimulate the economy and create new opportunities.

We are creating the next generation of jobs and businesses for Tasmania, so that our children can stay here to study, work, and live. We are building our commercialisation agenda to incubate and develop new businesses to help create those opportunities.

Today, we are supporting Tasmania by employing 5,799 staff members across each region, as well as on our Sydney campuses. Each year, a total payroll of just over $400 million is constantly flowing into the Tasmanian economy.[4]

4. **Concluding comments**

The benefits of higher education to individuals and communities have been well articulated by universities, their peak bodies and governments.[5]

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[4] Data is based on extract from Enterprise Datawarehouse for all of 2021. Value is based on staff headcount. Headcount for casual staff includes staff that had some FTE within December 2021 only. Includes staff at all campus locations (as such, will include payroll for non-Tasmanian staff). Includes External Entity staff.

[5] For example, see *The importance of universities to Australia's prosperity*, from Universities Australia, with Deloitte and Access Economics, April 2020

At the University of Tasmania these benefits are embedded into our mission, with its focus on benefitting Tasmania and, from here, the world.

This submission has highlighted how the University's work is having an impact on people and places right across Tasmania, all in accord with the functions as outlined in the Act.

Please do not hesitate to contact me if you require any further information.

Kind regards,

Professor Rufus Black
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The Tasmanian Legislative Council's Inquiry into the Provisions of the
University of Tasmania Act 1992

University of Tasmania Submission 9- The University of Tasmania's Place in the National and Global Higher Education Environment

<u>**Introduction**</u>

This submission relates specifically to the functions of the University (Tasmanian Legislative Council's Inquiry Term of Reference 1 – the constitution, functions and powers of the University) and clause 6(g) of the *University of Tasmania Act 1992* (Act) :

> *"to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University."*

In 2019, the University of Tasmania released its Strategic Plan 2019-2024 focussing on a mission that is **of** Tasmania, **for** Tasmania, and **from** Tasmania. As the state's only university, this place-based plan outlines the need to engage with community as an organising principle of the institution, and to contribute to the long-term improvement of social, cultural, economic, health and wellbeing outcomes for Tasmanians – to make Tasmania a more equitable place for all. In this sense, the University of Tasmania seeks to be a truly civic university playing an anchoring role in this state and, through its mission, deliver sustainable social, economic and cultural progress, grow capability, and continually explore solutions to the complex problems of the 21st century. Tasmania has a rapidly ageing population, poor educational, social and health indicators and high levels of economic disadvantage. The University of Tasmania's Strategic Plan looks to partner with the public, private and governmental sectors to change that trajectory, turning the tide away from Tasmania's current demographic becoming its destiny.

In the knowledge economy of the 21st century universities are acknowledging the need to address ever shifting societal needs and this is even more important in a post-pandemic world, thus a focus on the civic university is growing in importance. Universities are focussing not only on what they are good **at** but leveraging that expertise to focus on what they are good **for**. University, community, industry, and government interactions, create an opportunity to build shared visions to deliver real changes in places through engagement that is embedded within all areas of activity.

> *"Universities play a key role nationally through their teaching and research work. But they are also hugely important to the economic, social, cultural and environmental wellbeing of the places in which they are located."* (Lord Kerslake, UPP Foundation Civic University Commission[1])

The role of universities in, and contributions to, society have moved into sharp focus with those leading the way, utilising the United Nations (UN) Sustainable Development Goals (SDGs) as a guiding framework for their work which also contributes to addressing global needs. The University of Tasmania's Strategic Plan situates the University of Tasmania as a leader of civic universities across the globe. The 'Tasmania Model' focussing on societal issues across six areas: educational attainment, health, the economy, social inclusion, cultural activities, and environmental sustainability draws on the UN Sustainable Development Goals as a framework

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[1] The University Partnerships Programme (UPP) is a registered charity in the UK that has a mission to enrich communities and transform lives within higher education.

for action. With an outcomes-focused approach the University and Elsevier[2] have agreed to share data, analytics, and expertise to develop an approach aimed at measuring and maximising impact for Tasmania and Tasmanians. This work, recognised by Elsevier as best practice, has been described as a "blueprint for international universities on the best practice for a tertiary institution to engage with its community.[3]"

This submission outlines how the University of Tasmania is delivering on its function defined in clause 6(g) of the Act[4] and how this world leading work in research, learning, teaching, community and public engagement, and sustainability is anchored in promoting positive social, cultural, and economic prosperity for Tasmania and Tasmanians, while also having a global impact.

Research

The University of Tasmania advances the delivery of place-based, regionally focussed and globally connected research and in doing so contributes to fulfilling its function as a university as set out in the Act. The University champions the importance of research to Tasmanian communities, and to the world and is the principal provider of research and development on the island with a responsibility to ensure that research is of the highest quality with maximum impact. The University is distinctive and world leading in key research areas through interdisciplinary research partnerships aligned to the Tasmanian agenda and engages with the community, industry, and government and non-government agencies to deliver tangible outcomes that improve social, economic, health, education, cultural participation, and environmental sustainability outcomes. Indeed, in recent years Colleges have pivoted their research to focus on Tasmanian issues. For example, in the College of Business and Economics researchers have moved away from analyses of global financial markets to direct their efforts to learn more about Tasmanian concerns such as housing affordability.

Research is a central element of the work of all colleges at the University of Tasmania, each with a focus on a mission for and from Tasmania:

- *The College of Arts, Law and Education (CALE):* research at CALE is aligned with the state's educational and social needs and priorities through key partnerships, e.g., contributing to improved knowledge and practice related to housing, through the Good Life Index supporting the recovery of the tourism industry, the food and agribusiness sectors, and the cultural and creative industries, and contributions to environmental policy, law and politics.

- *The College of Business and Economics (COBE):* has realigned its research to address the economic and social challenges faced in regional areas of Tasmania and has identified three key research focus areas:

    o Regional Organisations and Markets – Identification of local, national, and global risk and opportunities to support sustainable regional development, e.g., trade and supply chains, finance and taxation, and corporate social responsibility and reporting.

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[2] Elsevier is a global information analytics business that helps institutions and professionals advance healthcare, open science and improve performance for the benefit of humanity.
[3] https://www.examiner.com.au/story/7084622/why-utas-is-grabbing-global-universities-attention/
[4] *to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.*

      o Better Work and Wellbeing – Identification of positive workplaces practices that enhance organisational productivity, work, and community wellbeing, e.g., changes in where and how work is done and worker and workplace diversity

      o The Economy-Environment Nexus – Identification of ways for the economy and environment to sustainably co-exist, e.g., monitoring the impact of business activities on the environment, incorporating environmental values into decision making, and adapting consumer and business practice to environmental change.

- *The College of Health and Medicine (COHM):* uses its expertise and research excellence in areas including obesity, dementia, and molecular genetics to develop insights and interventions that provide better health outcomes for Tasmania and contribute to improving health globally. COHM also focusses on areas that are identified as locally needed and globally relevant, for example, brain science, genomics, preventive health, and chronic disease management.

- *The College of Sciences and Engineering (COSE):* focuses on Tasmania's distinctive blue and green economies and aligns research to industry pillars that support the State's economic future. At COSE, researchers build understandings of land, climate, geology, soils, ecosystems, oceans and waters; develop improved and value-added processes for agriculture, food processing, aquaculture, forestry, renewable energy, mining and minerals; and expand reach to grow advanced manufacturing and contribute to developing sovereign capability in key national areas, including naval shipbuilding and defence agendas.

The University has established specialised research institutes and centres, some in partnership with the Tasmanian State Government, bringing together researchers, disciplines, and world-class facilities all working to the University's research mission to meet the needs of Tasmania and contribute globally; some detailed examples are outlined below.

State Government Partnered Research Institutes

Menzies Institute for Medical Research
The Menzies Research Institute Tasmania exists to improve human health and well-being by performing excellent, clinical and population and basic health research that focuses on the major diseases affecting the Tasmanian community and receives significant state government funding on an annual basis. This research takes a bench-to-bedside and disease prevention approach and is aimed at improving patient care and clinical outcomes for the community by translating knowledge into clinical and policy actions.

Over the next decade the core research and teaching themes of the Institute will more strongly reflect its unique role and profile in Tasmania, leveraging off a relatively stable population base and an environment where there are substantial challenges to the provision of health care based on funding limitations and specific challenges relating to disadvantage. The emerging data linkage within Tasmania brings particular opportunities to perform research which can be translated into policy.

Research is structured around themes, focussing on the major diseases affecting the Tasmanian community, including arthritis, cancer, dementia, diabetes, heart disease, mental health and multiple sclerosis. The focus of the research will be sharpened to emphasise themes that reflect the burden of disease in the Tasmanian community and its expertise in addressing them.

Some significant research breakthroughs have been:

- Key evidence on the link between babies' sleeping position and sudden infant death syndrome (SIDS).
- Genetic markers linked to men's risk of developing prostate cancer.
- Children who are exposed to their parents' cigarette smoke may suffer an irreversible impact to their cardiovascular health later in life.
- Higher vitamin D levels are associated with a lower relapse risk in multiple sclerosis.
- Childhood obesity does not permanently increase cardiovascular risk if obesity in adulthood is avoided.
- Nerve cells in undamaged parts of the brain can remodel themselves in response to acquired brain injury.
- Platelets found in the blood kill the malaria parasite during the early stages of a malarial infection.
- Development of risk algorithms for prediction of heart failure in persons at risk of heart failure, and risk assessment for hospital re-admission in patients with heart failure.

Cardiovascular and Respiratory Health and Disease

The primary aim of the cardiometabolic research group at Menzies is to reduce the burden of cardiovascular and respiratory disease on the community. The group uses interventions targeted at identifying and preventing the development of obesity, insulin resistance, type-2 diabetes, hypertension, and heart disease. Particular areas of interest include blood pressure assessment, assessment of large and small blood vessel's functioning and cardiac imaging in heart disease.

Tasmanian Institute of Agriculture (TIA)

TIA enables Tasmanian food producers and processors to accelerate primary sector productivity while maintaining and improving Tasmania's land and water quality for future generations. Its mandate to progress the development of Tasmania's food and agricultural sector sees it provide industry relevant research and development, working with industry to drive innovation and adoption of research, and delivering educational offerings relevant to Tasmania.

A joint venture between the University of Tasmania and the Tasmanian Government, TIA was formed in 1997 by bringing together the human and physical resources of the Tasmanian Government with the scientific research and teaching capacity of the University. Since then, TIA has evolved to become a dynamic team of 100+ scientists and technical experts, many of

whom are internationally renowned - supported by a highly capable professional team.

TIA's research program is strongly aligned towards contributing to achieving the Tasmanian Government's target of increasing farm gate value to $10 billion by 2050. It has access to world-class equipment and facilities around Tasmania, and its location in this remarkable and pristine environment enables researchers to explore key questions that ensure the long-term sustainability of the sector and adaptive practices that will support sustainability.

From the advantages that Tasmania offers, TIA also delivers to the world. Close relationships across the agriculture and food value chain at a local, national and international level ensure TIA is connected with stakeholders and that research and education priorities support industry needs and aspirations.

TIA projects include:

- A national partnership producing innovative economic, environmental, and socially acceptable pathways to a carbon neutral red meat sector by 2030.
- The Adoption and Innovation Hub for Drought Resilience – Tasmania (the Hub) designed to improve regional drought resilience, with the support of $8 million in funding from the Australian Government's Future Drought Fund. The Hub is comprised of researchers, primary producers, and community groups, working together to enhance drought resilience.
- Imaging traditionally used in space exploration and defence will be harnessed to capture the impacts of regenerative agriculture as part of a trial to improve future drought resilience in Tasmania's south-east.
- Assessing storage risks for even longer-life milk.
- Turning a feral pest into fertiliser project: Assessing the benefits of sea urchin processing waste as an agricultural fertiliser and soil ameliorant.
- Investigating the potential of hemp as a forage crop (2020 - 2022).
- Rapid screening to prevent spread of potato disease project: Mechanisms and manipulation of resistance to powdery scab in potato roots.
- Designing profitable, productive farms that adapt to climate change project: NEXUS Project: exploring profitable, sustainable livestock businesses in an increasingly variable climate.

Institute of Marine and Antarctic Studies (IMAS)
IMAS is a centre of excellence for marine and Antarctic research. The research undertaken at IMAS cuts across traditional scientific and social scientific boundaries, dedicated to enhancing environmental understanding and facilitating thoughtful and sustainable development to have local, national and global benefits. IMAS has three core research programs in:

- *Fisheries and Aquaculture:* Sustainable aquaculture research at IMAS seeks to improve understanding of production biology and the environmental impacts and interactions of aquaculture in temperate marine environments to help ensure food security. IMAS focuses on providing independent scientific knowledge to support the management and regulation of wild fisheries and aquaculture in Tasmania and around the world.

Ecology and Biodiversity: Ecology and Biodiversity research at IMAS is broadly concerned with understanding the structure and functioning of marine ecosystems and has a particular emphasis on temperate systems, although also has a global outlook.

Oceans and Cryosphere: Research conducted at the Oceans and Cryosphere Centre at IMAS includes law, policy, observational oceanography, ocean modelling, and cryospheric research. IMAS leads Australian research in blue-water oceanography and postgraduate training with work focussed in the Antarctic, Southern Ocean and temperate oceans.

All three core research programs are linked by the cross-disciplinary themes of climate change, ocean-earth systems and oceans and Antarctic governance. Throughout its research and teaching IMAS supports positive social and economic prosperity particularly to Tasmania and Tasmanians and is having world leading impact.

Other University of Tasmania Research Institutes and Centres

Wicking Dementia Research and Education Centre
The Wicking Dementia Research and Education Centre (WDREC) is at the forefront of translational research and support for issues confronting people with dementia and their carers. Projects are being carried out in Tasmania and nationally across research fields such as neuroscience, medicine, nursing, psychology, sociology, health, economics and policy.

The WDREC is unique in Australia as an integrated dementia centre that is active across a range of disciplines, seeking to improve the lives of people with dementia and their carers. The WDREC aims to:

- Better understand the diseases affecting the brain that cause progressive decline in functioning affecting memory, problems solving skills and social behaviour.
- Develop evidence-based models of care provision for people with dementia and their carers.
- Determine how to reduce the risk of dementia by building resilience through ageing.
- Provide educational programs to build knowledge and understanding of dementia within the community.

The Island Study Linking Ageing and Neurodegenerative Disease (ISLAND)

The ISLAND has been established to:
- Recruit a research cohort of 10,000 (or 5%) Tasmanian residents aged 50+, and characterise their dementia risk knowledge, behaviours, current and historical health status, cognition and dementia-related biomarkers;
- Deliver educational, health-related and community-based dementia risk reduction interventions and measure patterns of change in behavioural, cognitive and biological dementia risk indicators; and
- Understand the conditions in which dementia risk reduction interventions, delivered in a real-world context, yield the greatest benefit, and inform future dementia prevention research, policy, and practice.

> ### Work4Dementia: Development of an evidence-based intervention to build capacity and resilience for the Australian dementia care workforce
>
> The aged and dementia care workforce is one of the fastest growing occupational groups, but it is not growing fast enough. The number of care workers in Australia must increase to meet growing complex dementia care needs. There are problems with recruiting and retaining workers in the aged care sector and this has flow on effects for the quality of care for older adults, including people living with dementia.
>
> There are gaps in continuing professional education, training and workplace supports in this sector. Strategies are required to attract, support and retain care staff, but it is still not known which programs best develop worker capacity and resilience. Capacity building interventions in dementia care have focused on education of the workforce without taking into account the stress and coping factors involved in highly demanding jobs. The overall objective of this research is to improve the capacity and resilience of the dementia care workforce.

Tasmanian Policy Exchange

The Tasmanian Policy Exchange (TPE) was established in 2020 as a strategic initiative to enhance the University's capacity to make timely and informed contributions to policy issues and debates which will shape Tasmania's social and economic future.

The TPE is developing and testing an innovative place-based and outcomes-focused model of engagement to work with government and community partners to identify and address significant issues where the University can make a positive impact on Tasmania's future.

The TPE is not a stand-alone research centre but works with external partners to establish and frame priority policy questions, before working with staff from across the University to develop evidence-based policy options and longer-term collaborations. 2020 was a challenging year to establish a new model for university-government policy engagement but one which provided numerous opportunities to develop and refine a place-based and outcomes-focused policy engagement model. Examples of current projects include:

- *Tasmania's Renewable Energy Future:* Given that Tasmania, as a global leader in renewable energy generation, has the potential to make a major contribution to Australia's transition to a low-carbon economy, the University of Tasmania is committed to contributing to the development of Tasmania's renewable energy future. Reflecting this focus, the TPE has prepared the University's submissions to the development of the Draft Tasmanian Renewable Energy Action Plan (TREAP), and the Draft Renewable Energy Coordination Framework.

- *Models for regional employment services for economic recovery:* Reflecting its expertise in regional employment and development, the TPE was commissioned by the Department of State Growth to review models for providing regional employment services including the Tasmanian Employment Partnership – Jobs Action Package.

- *A place-based model for chronic disease prevention: Anticipatory Care in Tasmanian Communities*: The University of Tasmania has been a research partner on the Tasmanian Government's Anticipatory Care Action Learning Project. The project has seen four communities around Tasmania try out new ways of delivering anticipatory care. The four communities are Ulverstone, Flinders Island, northern suburbs of

Launceston, and Clarence. The research component of this innovative project was designed to develop and test new approaches to improving wellbeing and enhancing health equity in Tasmania.

Institute for Social Change

The Institute for Social Change supports positive social change by bringing together researchers from a diverse range of disciplines with partners in community, government and industry. It draws on the expertise of researchers in the College of Arts, Law and Education and from across the University to understand social change. The Institute works with partners to address pressing problems and to help deliver a good, just and sustainable society. Institute staff, together with broader University staff, deliver a range of policy, demographic and social research services aimed at informing public policy and debate on a range of topics, including tourism, social licence, housing and communities, and workforce futures. The Institute provides analysis and commentary aimed at stimulating discussion around key issues affecting Tasmania and the wider community. To date the Institute has delivered on projects including:

- *The Changing Nature of Work in Tasmania:* provides a greater understanding of the complexity of the labour market in Tasmania and informs policy development across a range of areas such as education and training, youth employment, regional development, older worker engagement and workforce planning.

- *A Blueprint for Improving Housing Outcomes in Tasmanian:* this report suggests three areas of reform are needed to improve housing outcomes in Tasmania: a phased-in overhaul of property taxation; planning and other regulatory reform; and strategic government spending (incentives and infrastructure).

- *Planning for the Future of Aged Care:* highlights the need to change perceptions around older Australians and their paid carers in order to meet growing employment demand.

- *The Tasmania Project Wellbeing Survey:* this is a University-wide research vehicle designed in collaboration with partners to support data collection and communication from and with a diverse cross-section of Tasmanian residents. The project's aims are to support immediate and longer-term social and economic decisions by providing useful, evidence-based and timely information, and share Tasmanian residents' experiences and ideas through the critical COVID-19 pandemic period and beyond. Support and resources have been gathered from across the University, with more than 40 researchers providing their expertise (for example, staff from Menzies, Wicking, Education, TIA, Rural Health and International Relations), and in collaboration with organisations across government, the community sector, and business. Through 2020, The Tasmania Project supplied and collected data and opinions on a range of areas, from food insecurity to the creative arts sector, to support decision making in the Department of State Growth, the State Control Centre and Communities Tasmania, among others.

Tasmanian Law Reform Institute (TLRI)

The TLRI was established in 2001 by agreement between the State Government, the University of Tasmania and the Law Society. The functions of the TLRI include the review of laws with a view to:

- the modernisation of the law
- the elimination of defects in the law
- the simplification of the law
- the consolidation of any laws

- the repeal of laws that are obsolete or unnecessary
- uniformity between laws of other states and the Commonwealth

The TLRI may receive proposals for law reform or research projects from a wide range of sources, including the judiciary, the Attorney-General, the Legal Aid Commission, government departments, the Parliament, the legal profession, members of the community and community groups.

A recent review of the TLRI found that the Institute had made a significant and lasting contribution to the laws of the state and that the TLRI had facilitated an informed and impartial discussion about the role law can make to improve the lives of all Tasmanians.

Summary

Research undertaken at the University of Tasmania, both applied and discovery, is place-based, regionally inspired, and globally connected, built on engagement with community, industry, and government and non-government agencies. This research, supported by the functions set out in Clause 6(g) of the Act[5], focuses on solving the distinctive social, economic, and sustainability challenges of Tasmania while also considering how these link to national and international agendas.

Learning and Teaching

The University of Tasmania is committed to having a positive impact on the lives and experiences of Tasmanians through raising educational attainment rates across the education life cycle for all population cohorts, and this is critical to overcoming intergenerational social, economic, and cultural disadvantage. Educational attainment is associated with better health outcomes, it equips people to achieve stable employment, have secure incomes, have access to adequate housing, and it builds social capital.

The University sets out in its Strategic Plan, the clear need to create educational opportunities for all Tasmanians. Expanding access regionally, breaking down barriers, delivering broader more flexible offerings, and building partnerships with TasTAFE and schools are fundamental building blocks for achieving this goal. The University is committed to providing education to its students that enables them to participate in the state's economy and have secure and ongoing employment opportunities. Colleges are broadening access through place-based course offerings that are tailored to people's and industry's needs, delivering flexibly to allow students to integrate study with work and other life commitments while still holding strongly to an integrated model of learning which includes on-campus delivery and is core to what we do.

The following section provides an overview of: the University's commitment to educational attainment for Tasmanians that is achieved through activities for and in schools and colleges to encourage and support access and participation in higher education; pathways for non-traditional students; a synopsis of the broad and distinctive range of courses offered across the University's four Colleges; and the University's demand-driven shorter form offerings geared to support upskilling the workforce as well as promoting opportunities for further study.

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[5] *to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.*

Access and Participation

The Peter Underwood Centre for Educational Attainment
Launched in 2015, the Peter Underwood Centre is a partnership between the University of Tasmania and the Tasmanian Government in association with the Office of the Governor of Tasmania. During his time as Tasmania's 27th Governor, The Honourable Peter Underwood AC began conversations with the University around the importance of educational attainment to Tasmania. Following his passing in 2014, the Peter Underwood Centre for Educational Attainment was established in his name, serving to honour his belief in the transformative power of education. The Peter Underwood Centre focusses on research, partnerships and initiatives that contribute to positive and sustained change in educational outcomes for children and young people.

> *"Education, perhaps more than anything else, is the passport to a better life."*
> *(Peter Underwood AC)*

Along with research, The Peter Underwood Centre is focussed on creating, delivering and supporting programs and initiatives that contribute to positive and sustained change in educational outcomes for children and young people. Along with young people themselves, The Peter Underwood Centre works with a range of partners including schools, teachers, parents, industry, and community members as well as those within the University who contribute to the vision of the Centre. Some programs and initiatives include:

- *High Achiever Program (HAP):* The University of Tasmania's High Achiever Program provides a unique educational experience for high-achieving Tasmanian senior secondary students to study at university as part of their Tasmanian Certificate of Education or International Baccalaureate (IB) diploma. The aims of the Program are to:
    - Provide unique educational opportunities for high achieving Year 11/12 students to start university early
    - To build familiarity and confidence with university level learning
    - To encourage and support pathways to University of Tasmania courses
    - All successfully completed HAP units contribute towards the Tasmanian Certificate of Education or International Baccalaureate (IB) diploma.

- *University Connections Program (UCP):* A partnership between the University of Tasmania, Tasmanian Schools and the Office of Tasmanian Assessment Standards and Certification (TASC), the UCP provides a unique opportunity for year 11 and 12 students to undertake introductory university units specifically designed for senior secondary students. The UCP provides opportunities to extend and expose students to new subject areas and learning opportunities. Individual University of Tasmania colleges and schools deliver programs within the overarching UCP structure.

- *Uni-Hubs:* Since 2017, The Peter Underwood Centre has worked in partnership with the Department of Education to deliver and grow School-Higher Education Learning Hubs (Uni-Hubs) at both Newstead College and Claremont College. The Uni-Hubs contribute to the Department of Education *Learners First* strategic goals of access, participation and engagement and wellbeing. For the University, they offer an important initiative in expanding access to educational opportunity, which deepens the University's collaboration with its schools, including working together on targeted place-based initiatives to increase Year 12 completion and further educational attainment.

Schools Recommendation Program (SRP)

Working closely with the Department of Education and senior secondary schools, the University of Tasmania has introduced a program which provides an alternate entry process for year 12 students – the School Recommendation Program. First introduced to combat the disruption to learning associated with COVID-19, year 12 students can apply for courses earlier in the school year. Rather than relying of Australian Tertiary Admission Rank (ATAR) scores and the stress and pressure this brings throughout student's college years, teachers assess students' overall capacity to succeed at university and, based on that, provide a recommendation to the University. The SRP has:

- delivered an 8% increase in the number of Tasmanian year 12 students commencing university study (at the University of Tasmania) in 2021, compared to 2020
- provided access to the University for a significant number of students who might otherwise not have considered study.

Areas of Tasmania that were historically underrepresented in first year university study, such as the north and northwest, experienced notable increases in enrolment. Six schools that had never previously sent students to the University of Tasmania have recommended students via the SRP.

Preparatory and Pathway Studies

The University Preparation Program (UPP) requires no prior qualifications or higher education experience to apply and it builds on the strengths, skills, and capabilities students already possess.

Children's University Tasmania works in partnerships with schools to help foster a love of life-long learning in children and young people. Children's University is for children and young people between the ages of 7-14. Each member of Children's University is issued with a *Passport to Learning* where they keep a record of their learning. At the end of each year children are awarded with a certificate at a formal graduation ceremony to recognise and celebrate their achievement.

University Preparation Program: A second Chance at success

https://www.utas.edu.au/news/2022/4/6/1239-university-preparation-program-a-second-chance-at-success/
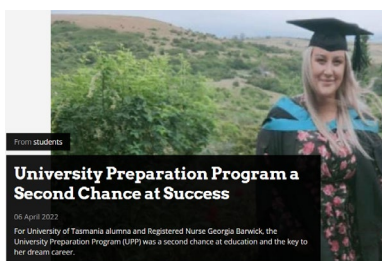
The Diploma of University Studies is designed as an alternative entry pathway to university study. In each specialisation, students study units which provide the skills and knowledge related to their intended degree and are provided with additional support to maximise their chances of success.

Murina Program

The Murina course is an enabling program that provides Aboriginal and Torres Strait Islander students with the necessary skills to prepare for further study at university. The program is structured within a strong cultural framework involving in-class activities and on Country field trips and has a focus on academic and study skills to support Aboriginal and Torres Strait Islander students to become independent learners.

Comprehensive and Distinctive Courses to Meet Tasmania's Needs

The University of Tasmania has built a curriculum focussed on distinctive, place-based courses that are world-class and leverage the strength that Tasmania provides as an island campus. The breadth of courses offered takes advantage of the distinctiveness Tasmania presents and affords opportunities for students to learn alongside experts in their fields, have hands-on real-world experiences, and create connections to, and with, Tasmanian industry and community leaders.

Over the past 15 years the University has progressed its vision for digitally supported high quality online, mixed mode, and face-to-face delivery of curricula. This work is integral to the University's mission to deliver quality flexible learning experiences for students, and to build new knowledge and skills:

- for Tasmania: an integrated model for on campus delivery.
- from Tasmania: fully online offerings enable access and export off the island.
- to the world: Massive Open Online Courses (MOOCs) that provide mass public education in critical areas (e.g., dementia education).

Across four colleges, the University educates the next generation of nurses, doctors, teachers, psychologists, lawyers, social workers, scientists, engineers, artists, writers, accountants, economists and more. These professionals are integral to the ongoing social, economic, and cultural growth and success of Tasmania.

College of Arts, Law and Education (CALE)
The College of Arts, Law and Education's mission is to develop the next generation of thinkers and professionals in education, social work, law, media, policing and justice, and the cultural and creative industries. CALE strives to contribute a highly skilled and integrated workforce in these disciplines to every region of Tasmania and offers experiential learning in partnership with community, government, and industry through opportunities for internships, professional experience placements, fieldwork, pro-bono work and volunteering.

Creative Arts and Media

The School of Creative Arts and Media brings together the University of Tasmania's established creative arts programs in art, music, theatre, media, and design. The School's approach to teaching is collaborative, working across disciplines to engage with real world issues and new forms of practice. Through the integration of creativity, criticality and community, the School of Creative Arts and Media embraces the challenges and opportunities of the twenty-first century.

College of Business and Economics (COBE)

The College of Business and Economics offers courses across four areas (Tasmanian School of Business and Economics (TSBE), Australian Institute of Health Service Management (AIHSM), The International School, and University College.

In 2021, following a six-year review process, the Tasmanian School of Business and Economics (TSBE) was accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, the highest standard of achievement for business schools worldwide. AACSB is the world's leading accreditation program for post-secondary business schools, with only 5 per cent currently accredited. The accreditation highlights the importance of TSBE's placed-based, local business driven approach to research, teaching, and engagement, which was praised by AACSB as a core feature of the school's current and future direction.

Social Sciences

The School of Social Sciences is passionate about creating a better world by exploring today's big questions and supporting the social and economic development of the human race. Students benefit from close relationships with government and industry organisations by gaining real-world experiences to complement their theoretical studies. Graduates are prepared with the skills that employers want, so they can make a global impact. Undergraduate and post-graduate courses are offered in the disciplines of Politics and International Relations, Social Work, Sociology and Criminology and Policing and Emergency Management.

Humanities

Offering courses across disciplines of English, History and Classics, Philosophy and Gender Studies, and Global Cultures and Languages, School of Humanities students make and share discoveries about history, influence and drive the contemporary cultural and social debates that lead to positive change and have the knowledge and creativity to envision better futures.

Education

The School of Education equips and inspires graduates to make transformational contributions to Tasmania as contemporary teaching professionals. Courses are accredited through the Tasmanian Teachers Registration Board and recognised in all state and territories.

![University of Tasmania logo]

College of Health and Medicine (COHM)

The College of Health and Medicine brings together the schools of Medicine, Nursing, Health Sciences, Psychological Science, Pharmacy and Pharmacology, and the Wicking

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Australian Institute of Health Service Management

The AIHSM is a collaborative partnership between the University and healthcare organisations, and it is dedicated to improving the quality and efficiency of healthcare by up-skilling the workforce to lead and manage effectively in an increasingly complex industry sector.

University College

Launched in 2016, University College offers a range of innovative and flexible courses for students looking for a shorter, job-focused qualification. These courses include aquaculture, fermentation, cybersecurity, applied design, agribusiness, construction management and health and community support. Preparatory and Pathway Programs are also offered. University College is supporting increased access and participation in higher education: **1919** students (end 2021) → **2318** students (July 22).

Centre and the Menzies Institute which have already been discussed (see pages 3 & 6). The College delivers health professional education in Tasmania and New South Wales (NSW) with a vision and purpose to transform health outcomes - leading to healthier, longer and better lives.

CoHM's footprint extends beyond Tasmania, with a presence in NSW since 2006. On campus nursing and paramedic education is offered on the Rozelle Campus in Sydney, in partnership with local hospitals, health services and Ambulance NSW.

Medicine

Wicking Dementia Research and Education Centre

As mentioned on page 6, the Wicking Dementia Research and Education Centre is unique in Australia as an integrated dementia centre that is active across a range of disciplines, seeking to improve the lives of people with dementia and their caregivers. The Wicking Centre provides educational programs to build knowledge and understanding of dementia within the community.

2021 saw the number of participants in the Wicking Centre's Massive Open Online courses surpass half a million and more than 1700 graduates with undergraduate certificates, diplomas, associate degrees, bachelors, and post-graduate degrees. Improving dementia literacy, through maximising the reach of the MOOCs is a major focus for the Centre.

MOOCs	Enrolments to end 2021	Total enrolled in 2021	Australian enrolments in 2021	International enrolments in 2021	Completion rates in 2021
Understanding Dementia	315,506	47,960	29,574	18,386	38%
Preventing Dementia	186,727	38,776	23,711	15,065	37%
Understanding Traumatic	17,622	17,622	11,124	6,498	45%
	58		64,409	39,949	

people-centred solutions in a socially responsible manner.

The School of Psychological Sciences offers Bachelor and Post-Graduate courses including the Master of Clinical Psychology and the Graduate Certificate and Diploma of Counselling.

Nursing

Nurses are the largest group of health professionals nationally and internationally. This work is diverse with nurses employed in geographically disparate settings, making a significant difference to health outcomes for people across Tasmania and throughout Australia. The Bachelor of Nursing 3-year course is offered across on three Tasmanian campuses and the 2-year accelerated course is offered in Sydney as well as Tasmania. A large range (23) of courses and specialities are offered at a post graduate level (Graduate Certificate, Diploma, Masters).

College of Sciences and Engineering (COSE)

The College of Sciences and Engineering aims to provide the next generation of scientists, science professionals and thinkers who will contribute to improving our island and our world, driving innovation and productivity, and providing the professional services that sub-national island economies need to thrive. To achieve this, CoSE offers learning and teaching opportunities across a broad spectrum of disciplines, using both world class facilities and the living laboratory that Tasmania provides.

CoSE is at the forefront of the University's world class research, constantly exploring new frontiers and developing innovative solutions to current and future problems. These are integral to the courses offered and the experience of our students, from which tomorrow's generation of leaders emerge, equipped to tackle the world's most complex challenges.

Australian Maritime College

The Australian Maritime College (AMC) is the national institute for maritime education, training and research. AMC is one of the seven founding members of the International Association of Maritime Universities, which represents five continents.

Globally recognised as being a centre for excellence, the ever expanding maritime, defence, marine and offshore sectors are an exciting and strategic area of growth for AMC. The internationally acclaimed and unique suite of specialist teaching, learning and research facilities are used by Defence, industry and government organisations worldwide to answer leading-edge research questions. Courses are offered across four discipline areas: Maritime Engineering & Hydrodynamics, Global Logistics and Maritime Management, Ocean Seafaring, and Maritime Operations (VET) & AMC Search Short Courses.

Institute for Marine and Antarctic Studies

As discussed on page 5, IMAS takes an interdisciplinary approach to teaching marine and Antarctic science that integrates the study of natural sciences with current practice in management, policy and law. Through this, IMAS develops the next generation of internationally competitive and renowned scientists, policy and law makers, and globally aware citizens.

The world-class degree programs are built on contemporary research and draw upon the natural advantages of Tasmania as the gateway to the vast temperate marine environment, the Southern Ocean and the Antarctic. Tasmania is home to one of the world's largest critical masses of marine and Antarctic researchers. Students also benefit from the strong partnerships and relationships with a wide range of local research and teaching organisations.

School of Information and Communication Technology (ICT)

The School of Information and Communication Technology at the University of Tasmania provides enabling research in cutting-edge artificial intelligence, human-computer interaction and games, including software to improve health and enable educational attainment. The University's ICT degrees are informed by that research and allow graduates to work in almost any field, developing software solutions of the future, embedded in multi-disciplinary teams or leading ICT-driven changes in industries such as agriculture, future technologies, and more.

The new ICT Professional Practice course has been designed to meet the needs of Tasmanian industry, providing work ready graduates with relevant professional certifications, and will also enable people to reskill, building capacity in the ICT workforce.
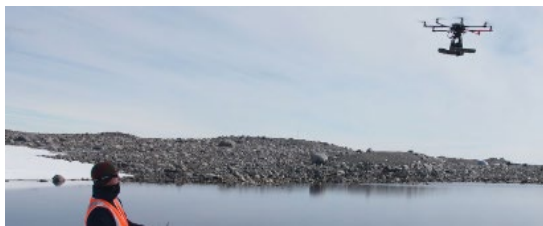
UNIVERSITY of TASMANIA

School of Geography, Planning and Spatial Sciences

The School of Geography, Planning and Spatial Sciences teaching programs utilise Tasmania's distinctive, place-based attributes to provide industry relevant, professional curriculum that attracts people to come to the state. Our unique World Heritage Wilderness Areas and other diverse island places provide a rich living laboratory where students are able to build skills and knowledge to make future contributions to areas such as biodiversity, geodiversity, and urban and regional communities.

Programs include undergraduate degrees such as the Bachelor of Natural Environments & Wilderness Studies or the Bachelor of Surveying and Spatial Sciences. Masters programs are available in planning, environmental protection and management.

School of Natural Sciences

Natural Sciences are the fundamental sciences of the University of Tasmania, driving research and teaching at the undergraduate and higher degree levels, and developing the chemists, physicists, mathematicians, and scientists who will go on to help grow new industries for the state. Graduates become leaders in technical and scientific fields because of their mastery of the foundations of knowledge and receive both theoretical and experimental training.

The Natural Science degree program offers specialist teaching across Biological Sciences, Chemistry, Earth Sciences, Mathematics, and Physics, as well as a nation leading learning opportunities in sustainability.

School of Engineering

Undergraduate and postgraduate Engineering degrees at the University of Tasmania combine theory and practical learning, industry experience, and extra-curricular activities to produce internationally recognised graduates who can take their skills all over the globe. Importantly, the School contributes many graduates to fill jobs in Tasmanian firms. The School of Engineering graduates are technically skilled professionals who understand the needs of business and society, are fully accredited by Engineers Australia, and internationally recognised via the Washington Accord (an international engineering alliance). Course are offered in Civil Engineering, Electronics and Communications Engineering, Electrical and Electronics Engineering, Electrical Power Engineering, Mechanical Engineering and Timber Engineering.

Tasmanian Institute of Agriculture

Agricultural Science is a future-focused degree that equips graduates to address some of the world's biggest challenges and opportunities. Using science, technology and business skills, students learn to tackle sustainability issues and are equipped to build a career in a growing industry. The degree develops skills in our graduates that support them to enable Tasmanian food producers and processors to accelerate primary sector productivity, improve Tasmania's land and water quality, and in some cases, work in developing countries providing agricultural expertise.

On-demand Skills: Shorter Courses and Micro-credentials

The University of Tasmania's Strategic Plan is situated to support us to take advantage of the current demands for skill development across a range of industries and sectors nationally and internationally and specifically contribute to the social and economic well-being of Tasmanians. In the Review of University-Industry Collaboration in Learning and Teaching (2021) Bean and Dawkins, found that enhanced engagement with industry will help to fill existing and emerging skills gaps and increase productivity and economic growth. Skills shifts in the economy are increasing the demand for lifelong learning. The traditional front-loaded education model does not equip all workers across sectors with all the skills they will need throughout their career. Some predictions suggest that by 2040, Australians will need to double the share of learning they do after the age of 21 from 19 to 41 per cent.

> **University of Tasmania Short Courses**
>
> - **12,271** people have undertaken a short course since 2018 – **32%** are Tasmanians
>
> - **41** short courses are currently available

When it comes to reskilling, employers indicate a strong preference for short training durations; nearly 70 per cent of Australian employers surveyed through the World Economic Forum Future of Jobs Survey in 2020 were seeking to reskill workers in less than six months. The importance of education for generic employment and life skills, and well as technical skills has also been identified. Outlined in the Department of Education Skills and Employment (DESE) National Microcredential Framework (2021) is the growing demand for shorter-form courses that enable workers to rapidly upskill enabled by the rapid technological change and transformation brought about by COVID-19.

University is not just for school leavers, our short courses enable learners of all ages to engage in a way that is flexible, manageable, and aligned to their needs. The University's short course program is geared to provide meaningful steps into further learning or valuable standalone credentials that build knowledge in a specific area. The focus of offerings includes: working with Tasmanian business, industry, and organisations to support upskilling and professional development through partnered approaches; delivering content that provides knowledge around key areas of the University's distinctiveness and expertise; and designing courses that support individuals to build skills to enter the workforce or transition into new roles.

Short Course/Microcredential Examples

- **Tasmanian Manufacturing** - with support from the Commonwealth Government (DESE) this program is tailored to support manufacturing businesses upskill their workforce in the 'future skills' needed to build Industry 4.0 capability within their businesses
- **Tasmanian Brewing and Distilling Industry** - partnered with the Institute of Brewing and Distilling globally, and FermenTasmania locally, this short course has been created to deliver key industry certification needs into the craft brewing industry in Tasmania. With strong support from industry this scope will be broadened to encompass distilling post the pilot course
- **Tasmanian Transport Sector** – the development of an emerging leaders' program in partnership with the Tasmanian Transport Association will build capability and enable individuals to transition into new roles
- **Tasmanian Health Sector**- delivering training to over 100 Tasmanian health practitioners in Outbreak Management, this professional development opportunity provides participants with knowledge critical to the sector (and state) and provides a learning pathway to graduate programs.
- **Living with Fire** – leverages distinctive knowledge areas to offer a free short course that builds understanding of the science behind wildfires and teaches participants how to live safely and sustainability with fire. This course has had over 1,100 participants since early 2021 and provides a learning pathway into the popular **Diploma of Sustainable Living**.

Summary

The University of Tasmania builds on current trends in higher education nationally and globally and leverages its strengths in learning and teaching to deliver on its strategic goals and its mission for Tasmania and Tasmanians. With a commitment to educational attainment and a focus on access with excellence the University has developed new ways for students to pathway in and transition through university study. Acknowledging the changing education and employment landscape and the workforce needs across the globe we are partnering with industries to deliver on-demand shorter form courses and micro-credentials. We are ensuring that, with the transformation of our campuses, our integrated delivery model captures the best of on-campus and digital delivery to enable access and off-island export, which includes our MOOCs which provide excellent and far-reaching mass public education locally, nationally, and globally.

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Community and Public Engagement

Engagement and collaboration across and within Tasmanian communities are essential elements of the University of Tasmania's Strategic Plan and specific to its function under the Act (clause 6(g)[6] to contribute to social, economic, and cultural well-being. This comprises working with partners to maximise local economic benefit, developing locally focussed strategies to underpin research efforts, building programs to contribute to positive health and educational outcomes with and for communities, and ensuring cultural and creative practices are sustained and cultural history is supported respectfully. These are all hallmarks of a truly civic university – a university that is committed to its place and the people of that place.

Lutruwita Aboriginal Tasmania

As a place-based university, the University of Tasmania is committed to its relationship with Indigenous people, communities, culture, and knowledges from across Australia. With a framework set out in our Strategic Plan for Aboriginal Engagement (SPAE) 2021-2024 we have a commitment to continue to develop diverse collaborative relationships with Indigenous people, especially with palawa/pakana communities in Tasmania and the Gadigal/Wangal communities of New South Wales (where our Sydney campuses are located) in order to acknowledge, preserve and present Indigenous knowledges and histories for the benefit of those communities. The University engages with and receives advice from palawa/pakana and Gadigal/Wangal communities which is essential to our role in increasing understanding and respect for Indigenous people and culture in broader Tasmanian and Australian society. Additionally, the Riawunna Community Program works to build connections between Aboriginal communities and the University to raise awareness and deliver cultural experiences.

Regional Partnerships

The University of Tasmania Regional Partnerships Program is a coordinated set of projects that are co-created and conducted by regional organisations, communities, and the University, as partners delivering positive social, economic, and cultural impact. Offering state-wide, regional support, this program is a key part of the University's place-based approach which champions regional distinctiveness and responds to the opportunities and needs of people in Tasmania's regions and aligns directly with the function outlines in Clause 6(g) of the Act (see footnote below).

Regional Partnerships is community-led, relationship-based, outcome-focused and driven by the strategic priorities of the University. Its purpose is threefold:

1. To deliver core regional projects proven to support community learning and access to educational opportunities for regional Tasmanians.

2. To mobilise University of Tasmania programs which deliver positive social, economic, and cultural development to regional Tasmanians.

3. To provide a conduit between the University of Tasmania and regional stakeholders, facilitating and fostering effective relationships between the University and regional Tasmanian communities.

Strategies focusing on learning access, and equity and regional impact, provide a framework for targeted collaborative projects including:

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[6] *to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.*

- *Learn without Leaving:* A community-partnered initiative on the West Coast of Tasmania was created to improve learning outcomes for West Coast residents. University of Tasmania staff members work with the community to understand the perception of education in the region and break down barriers to further educational engagement.

- *STEAM Engagement:* The STEAM[7] Engagement Project engages regional people in national and state-based STEAM opportunities and involves students at more than 20 regional schools in science and engineering activities which are partnered with local businesses.

- *Community Learning Pathways:* Community Learning Pathways include taster short courses, digital literacy workshops and Café Labs which aim to create a range of accessible and relevant learning experiences for people in the North and North-West of the state. This initiative is the result of a partnership between the University and the Northern Suburbs Community Centre, the Devonport Library, TasTAFE, and Carers Tasmania.

- *Northern Transformation[8]:* This is a $300 million project that has seen a new campus built at West Park in Burnie and the progression of a new campus at Inveresk in Launceston that seeks to utilise local craftmanship, skills and resources where possible. This is a partnership between the University, the Commonwealth and local and state governments.

  The West Park campus was co-designed with input from the community, students and staff and provides contemporary teaching and learning environments, state-of-the-art nursing simulation labs and gathering spaces. A continuation of the development sees an expansion of the Little Penguin habitat and elevating the existing coastal path so the colony can access its new area; building a new $1.7 million home for the City of Burnie Brass Band and Burnie Highland Pipe Band; and refurbishing Makers' Workshop into a new technology and innovation hub. A sustainable green roof is a unique design feature of the development and contributes to the environmental sustainability of the building. This once-in-a-generation project aims to improve educational outcomes by providing increased access to flexible study options, offering new regionally distinctive courses and transforming learning and teaching and research in the North-West.

  The Inveresk Campus is designed to be a place where community, business and industry and the University can connect and collaborate. It has been informed by a series of common projects with a collective vision, including the City of Launceston Cultural Strategy and Inveresk Precinct Conservation Management Plan. Part of a shared community precinct, the new developments consider the industrial heritage of the site, connect the river and the city, respect the Tasmanian Aboriginal history of the site, and create cultural spaces across the precent. Contemporary environments and landscapes support the educational outcomes of Northern Tasmanians but cater to a diversity of users and groups, encouraging community participation, prioritising accessibility, and inclusion for all.

Health Community Programs

Through the College of Health and Medicine, the University of Tasmania has a long history of

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[7] Science, Technology, Engineering, Arts and Mathematics

[8] For further information on Northern Transformation see University of Tasmania Submission 15 titled *State-wide Engagement*.

developing educational and person-centred programs with the community, for the community. The schools of Medicine, Nursing and Health Sciences are invested in the health outcomes of the Tasmanian population and are committed to the continuing development and implementation of programs and initiatives to engage the broader Tasmanian community. Some examples of projects include:

- *Rural Clinical School:* This school works with the North-West community engaging with local schools to raise health awareness and aspirations to pursue a health career. The University's Rural Clinical School, located across two campuses at the North-West Regional Hospital in Burnie and at the Mersey Community Hospital in Latrobe, is one of 18 Rural Clinical Schools around Australia funded by the Commonwealth Government's Rural Health Multidisciplinary Training Program. This Program was established 25 years ago with the aim of increasing the rural health workforce by training both medical and other health students in rural and remote areas.

  Rural students participate in delivering educational initiatives for local school students and community members. Topics include healthy lifestyles and future health careers. In addition to community engagement, the Rural Clinical School has developed a strong national reputation for excellence in rural medical education. This has been achieved by the enthusiasm of the academic team, and excellent relationships with regional health and community partners. The Rural Clinic School is strongly committed to improving Indigenous health outcomes, improving the health and wellbeing of the wider region and continuing sustainability initiatives. Students and medical staff are increasingly choosing to study and work rurally because of the unique training opportunities and experiences rural practice provides. Rural Clinical School students experience rural placements and are provided with a high level of hands-on learning opportunities alongside patients and clinicians. Students are well-equipped to work in rural, remote or metropolitan hospitals as interns after completing their studies, and each year, graduates are extremely successful in gaining internships at their hospitals of choice, including the nearby North-West Regional Hospital.

  The Rural Clinical School research team has an ethos and a track record of collaborative projects with healthcare providers and other key stakeholders in rural and regional Tasmania. The research is anchored in addressing the rural workforce and issues of health service delivery which impact the local regional communities. The Rural Clinical School aims to build and sustain a strong local health workforce and this place-based research helps determine which activities are most successful in fostering the interest of rural young people to pursue a health career, supporting them through their professional training and retention as a rural health practitioner.

  University Psychology Clinic: The University Psychology Clinic has provided specialist general and clinical psychology services to the community for over 30 years. Members of the community are invited by the University Psychology Clinic to access high-quality therapy services with masters or PhD students who are under the supervision of highly experienced clinical supervisors. Provisionally registered psychologists provide assessment and evidence-based therapy for children, adolescents, adults, and older adults, under supervision. The University Psychology Clinic in Hobart serves more than 100 patients a week and in July 2022 a new clinic opened in Launceston. The clinic, located at the University's Newnham Campus is helping to respond to the increase in demand for psychological services experienced across the state. Alongside the expanded access to psychology education that will train more

clinical and professional psychologists, the University has also expanded the community's access to much needed services through this new clinic.

- *HealthLit4Kids:* HealthLit4Kids aims to brings members of the education and health sectors together with families and communities to improve health literacy in Tasmania. This program supports positive health and educational outcomes for children and works towards reducing health inequities for families. HealthLit4Kids is responding to a gap in the delivery of health literacy programs to communities and schools and works at a local level with children, their schools, families, and communities to develop new approaches to learning and health.

- *Teddy Bear Hospital:* The Teddy Bear Hospital (TBH) is a community project for young children that aims to familiarise them with hospitals and medical treatment. It involves role-playing scenarios where the medical students act as "Teddy Doctors", having consultations with thae children's teddies to simulate real life encounters that the children may have in the future, such as Teddy GP, Teddy surgery, Teddy handwashing, Teddy x-ray and Teddy emergency. The program provides a fun and non-threatening environment for children to learn more about medical encounters, with the aim of alleviating any associated fears.

- *Patients as Partners (P3) Program:* P3 began at the Launceston Clinical School in 2005 and commenced at the Hobart Clinical School in 2011. The program aims to engage community patients with undergraduate medical students in learning partnerships.

Menzies Institute for Medical Research Community Participation and Engagement

As discussed on page 3, the Menzies Institute has an important and productive relationship with the Tasmanian community. The community's support of research is vitally important and highly valued. Menzies engages with as many people in the community as possible, with the aim of informing and inspiring them about the research that is undertaken and inviting them to contribute to achieving the mission of the organisation – to perform internationally significant medical research that leads to healthier, longer, and better lives for Tasmanians. The involvement of the Tasmanian community in Menzies' research has been one of the hallmarks of the Institute's success since its establishment in 1988. Scientists are researching specific illnesses with the help of study participants across dozens of projects building knowledge on prevention and treatment of diseases including arthritis, cancer, multiple sclerosis, cardiovascular disease, diabetes type-2, osteoporosis, mental health, obesity, and dementia. In the context of an island community that has limited funding for health care and faces real challenges relating to disadvantage, this work is specific to the function of the University that contributes to the social and economic welfare of Tasmanians[9].

- *Brain Bee:* Menzies helps to coordinate the Tasmanian section of the Australian Brain Bee Challenge, a competition for Year 10 students to learn about the brain and its functions, neuroscience research and careers in neuroscience. The Brain Bee is run under the auspices of the Australasian Neuroscience Society Inc.

- *Menzies Public Talks:* Menzies holds up to five public talks per year. At these events a line-up of speakers, usually including Menzies researchers and a clinician from the Tasmanian Health Service, speak on a topic of public interest.

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[9] University of Tasmania Act 1992, Clause 6(g) - *to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.*

Tax Clinic

The University of Tasmania Tax Clinic is an initiative of the College of Business and Economics and is a community service focusing on providing the community with free tax advice. Supported by the Australian Taxation Office, and under guidance from experienced educators, student interns provide quality tax advice on annual tax returns, small business matters, and advocacy on tax regulation and legislation. The Tax Clinic is designed to provide advice and support for the broader community, raise awareness and understanding of issues in the current tax system and develop new ways to help people in the community.

The University of Tasmania is one of 10 universities across Australia participating in the program, which is being funded by the Federal Government. In Tasmania, the clinic operates out of both Hobart and Launceston. The University Tax Clinics have been offering free tax support and advice since 2019 and have helped over 400 people with assistance around basic and complex tax issues.

Science Made Beerable

Science Made Beerable is a volunteer-run, not-for-profit project that started in 2020 to explore the science behind beer and brewing through a website, blog and in-person events. The goal of Science Made Beerable is to uncover and explore the science behind beer and make it accessible to the public. In 2021, Science Made Beerable received a grant from the Federal government to run one of its events during National Science Week. Grant recipients reached out to the Tax Clinic and through consultation were able to walk through the process and explain relevant taxation details and provide advice for accepting future grants. These clinics are an opportunity to provide free tax guidance to unrepresented people and microbusinesses, like Science Made Beerable, while improving tax literacy in the community.

The Business Network

The University of Tasmania's Business Network is a community for Tasmanian businesses, professionals, students, and researchers. It is a resource and information hub for business education and research and assists to develop workforces, find talent, access free business resources and networking opportunities, and stay connected. The Network aims to bring the University and the business community closer together to help shape the future of business education in Tasmania. Contacts in the Business Network number more than 8000.

Institute of Marine and Antarctic Studies (IMAS) Community Programs

IMAS provides opportunities for the wider community to be involved in improving the marine environment of local, national, and international communities through the following programs:

- *Schools Programs:* assist schools and communities to strengthen a love of learning by connecting activities, resources, people, and ideas. Programs include STEM[10] Professionals in Schools, National Science Week, Bookend Trust Antarctic Experience, Tasmanian Youth Science Forum, and Working on Water Program.

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[10] Science, Technology, Engineering and Math (STEM)

- *Citizen Science:* is a program whereby individuals in the community assist scientists in investigating important research questions. These partnerships strengthen research capacity and contribute to solving real world problems. Current projects include the Reef Life Survey which tracks the health of vital reef ecosystems across the globe, and Redmap where community members are invited to spot, log and map marine species that are uncommon in Australia or along the coastline.

- *Curious Climate:* a collaboration between the University (through the Centre for Marine Socioecology, IMAS and TIA), ABC Radio and CSIRO[11], this project aimed to develop public powered scientific engagement and bridge the gap between experts and audiences with credible, relevant information about climate change. A subsequent schools initiative, run by University researchers and supported by the Tasmanian Government, saw one thousand school students work with their classes to send in 273 questions about climate change. The researchers then convened 57 experts to answer the questions. A web presence means an enduring resource has now been created.

Industry 4.0 Testlab

The Industry 4.0[12] Integrity of Food Testlab focuses on helping small-to-medium enterprises associated with the food and beverage sector become confident using connected technology to solve problems and develop new opportunities. Testlab is one of six University-hosted Testlabs, part of a government-backed strategic initiative to support Australian industry.

The University of Tasmania Testlab provides an opportunity to test-drive Industry 4.0 technology, and to co-design solutions and opportunities for sectors or businesses. The Testlab's capabilities apply across the entire value chain - from production to processing, transport, preparation, and consumption.

Testlab helps industry stakeholders to engage with examples of Industry 4.0 technologies in action, through demonstrations, field days, workshops, and short courses. Deepening understanding of the how these emerging technologies can work to increase enterprise productivity, efficiency and sustainability is a key factor to ensuring our agriculture and food sectors continue to thrive.

Connections and Engagement with Schools and Teachers

The University of Tasmania recognises its role in helping schools, careers' advisors, and communities strengthen a love of learning by connecting people and organisations with activities, resources, people, and ideas. Programs include:

- Economics Challenge
- Subs in Schools
- Young Tassie Scientists
- Futures in Engineering
- Science and Engineering Investigation Awards
- Marine Biology Maria Island Experience
- Feed your Mind, Feed the World Agricultural Experience
- Science and Engineering Challenge

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[11] The Commonwealth Scientific and Industrial Research Organisation (CSIRO) is an Australian Government agency responsible for scientific research. CSIRO works with leading organisations around the world.
[12] Refers to the rapid change to technology, industries and societal patterns and processes enabled by autonomous robots, simulation technology, the Internet of Things IoT), cybersecurity, cloud computing, augmented reality and more.

- Library and Cultural Collections Services for Schools

Workshops, class visits, on campus experiences across a range of disciplines including Humanities and the Social Sciences, Science, Technologies, Engineering and Mathematics, and The Arts are regularly offered.

The Hedberg

The Hedberg is a University-wide incubator for multi-disciplinary creative practice, research, partnerships, and engagement. Interdisciplinary research and teaching at the Hedberg facilitates local and global exchanges. The University invites Tasmania's cultural and creative professionals into this space where they can work with leading researchers and practitioners to research new solutions and innovations or to co-design cutting edge practice-based performance pieces and contribute to the development of the creative sector and the next generation of creative talent. Creative Arts and Media at the Hedberg is part of our thriving community with a shared vision of promoting the creative arts sector in Tasmania.

Summary

The University of Tasmania Act (1992), clause 6(g)[13] sets out a function that requires the University to deliver a positive impact socially, economically, and culturally for Tasmania and Tasmanians. In doing so, this sets a framework for the University to embrace what it means to be a civic university in the 21st century. Mission-driven community and public engagement and partnering across regions has provided the University with opportunities to transform the health and wellbeing of Tasmanians, offer ways in which business can connect and grow, raise awareness, and grow educational aspiration and literacies, and invest into local economies.

Sustainability

At the core of the University's Strategic Plan is a commitment to focusing on sustainable outcomes for the University, surrounding communities, and the world. This ethos is embedded in the University's operating model, teaching, learning and research activities, and through engagement with community, partners, and stakeholders and has significant social, cultural, and economic impacts. This approach leverages trends across the globe where universities are partnering with communities, business, and governments to progress shared agendas in the context of climate change (Civic University Network[14]).

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[13] *to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.*

[14] The Civic University Network is led by Sheffield Hallam University and supports universities across the UK to develop and embed civic aspirations at an institutional level, particularly through developing and publishing Civic University Agreements.

The University of Tasmania is ranked #1 in the world for climate action (Times Higher Education (THE) Impact Rankings). The University of Tasmania has been certified carbon neutral since 2016, is moving away from carbon-intensive investments as part of its divestment strategy, is dramatically reducing embodied carbon in new buildings, and has committed to de-carbonising its operations as part of the Race to Zero[15]. The University has also committed to reducing gross carbon emissions by a minimum of 50% by 2030. The rankings measure universities around the world against the United Nations' Sustainable Development Goals. For the climate action goal, the rankings consider a university's research on climate change, use of energy, environmental education measures and commitment to carbon neutrality. Across all Goals, the University of Tasmania is ranked at 25 in the world. The #1 global ranking for climate action follows the University being named the Sustainability Institution of the Year at the 2021 Green Gown Awards Australasia.

Bachelor of Natural Environment and Wilderness Studies student, Ellen-Rose Sorensen, created a podcast series (Sustainability@UTAS) through a SIPS Fellowship.

Each episode of the series brings together students and staff to explore sustainability highlights and strategic initiatives at the University of Tasmania.

The University's commitment to sustainability offers a range of opportunities for students through the Sustainability Integration Programs for Students (SIPS). This is an award-winning initiative that offers students meaningful opportunities to work on real-world sustainability challenges and help the University operate more sustainably. Available to undergraduate, postgraduate or research students, this program offers internships, fellowships, professional placements, research projects and student-directed course assignments. SIPS has involved more than 2,000 students and 100 staff in real-world challenges since 2010. It has improved the sustainability of all campuses and created opportunities for student leadership.

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[15] Race To Zero is a global campaign to rally leadership and support from businesses, cities, regions, investors for a healthy, resilient, zero carbon recovery that prevents future threats, creates decent jobs, and unlocks inclusive, sustainable growth.

Education for Sustainability (EfS) Tasmania (http://efs.tas.edu.au/) became a United Nations recognised Regional Centre of Expertise (RCE) on Education for Sustainable Development in 2015 (https://www.rcenetwork.org/portal/). EfS Tasmania is a network of leaders in sustainability research, training and education, working towards social, cultural, economic and environmental sustainability, using education as a central tool. Partner organisations are the University of Tasmania, TasTAFE, Sustainable Living Tasmania, Department of Education (Tasmania), and Northern Tasmanian Early Years Group

Education for Sustainability Tasmania:
- Builds the capacity of organisations to improve delivery of sustainability education initiatives.
- Facilitates collaboration and bring people together to work on sustainability education initiatives.
- Promotes and endorses sustainability education for projects delivered by members, as well as recognising the significant contribution Tasmania is making to the global learning space for sustainability education.
- Advocates for education as a tool to help more people develop the skills and capacity needed to protect the planet and ensure social and cultural prosperity for all.

The University of Tasmania's sustained, whole-of-institution commitment saw the University become the first Australasian university to achieve a Sustainability Tracking, Assessment and Rating System (STARS) rating measured across four key areas including learning, teaching and research; facilities and operations; partnerships and engagement; and community leadership and impact. The University has taken tangible, quantifiable actions with examples including 63 tonnes of waste diverted from landfill since 2016, and a projected increase to 370 tonnes of waste diverted from landfill per annum from 2025.

The University is committed to Environmentally Sustainable Design (ESD) principles in the development of the University's built environment to ensure that development is both environmentally and economically sustainable. In the past few years several major building projects have received 5 Green Star certification or above, e.g., Medical Sciences Precinct 2, IMAS Salamanca, National Rental Affordability Scheme (NRAS) Inveresk Apartments. The Hedberg and West Park Campus 2 are currently registered for Green Star certification. The University's commitment to a sustainable built environment through the Campus Transformation Project[16] is contributing to sustainability in the construction industry across the state.

The University has directly contributed to discussions and state government decision making around a number of sustainability areas. Recognising the ongoing need to coordinate submissions to national, state, and local government consultations, the University Tasmanian Policy Exchange (TPE) (see papers listed below) was established in late 2019 to contribute to public debate to develop practical evidence-based solutions to the numerous economic, social and environmental challenges facing society. The TPE has led efforts to connect and collate responses from a host of research and professional staff for a number of submissions to the State Government with regard to sustainability. The 2020 submission to the proposed Tasmanian Renewable Energy Action Plan called for Tasmania to increase the state's renewable energy output by 200%. Submissions from TPE in 2021 included:

- The University's Discussion Paper: Towards a Climate-Positive Tasmania.

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[16] For further information on the Campus Transformation Project see University of Tasmania Submission 13 titled *Campus Transformation* and Submission 15 titled *State-wide Engagement*.

- The University of Tasmania's April 2021 submission to the Review of the Tasmanian Climate Change Act.
- Submission to the draft Climate Change (State Action) Amendment Bill 2021.

The University also houses the Institute for Social Change (as discussed previously) that focuses on providing expert advice with respect to socio-cultural aspects of sustainability.

Summary

Sustainability issues locally, nationally, and globally have important social, economic, and cultural impacts and require a joint and sustained commitment across all sectors of society. The University of Tasmania has, through its mission and strategies to deliver on that mission, and its function outlined in Clause 6(g)[17] of the Act, committed significant resources and expertise to this cause, leading by example, committing to creating educational networks, contributing to policy development, and leading the world in this endeavour.

<u>Conclusion</u>

The University of Tasmania is a public institution with a societal mandate and this function is clearly set out in the University of Tasmania Act (1992) Clause 6(g):

> *"to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University."*

Aligned with its function, the University's strategic direction is focused on delivery for Tasmania and Tasmanians through six impact areas: educational attainment, health, the economy, social inclusion, cultural activities, and environmental sustainability. This focus situates the University of Tasmania within the leading global civic universities that strive to have a positive impact on and in their place.

The University of Tasmania's commitment to a mission **<u>for</u>** and **<u>from</u>** Tasmania and to the world and strategies to deliver on that mission focus on lifting educational attainment; revitalising regions; facing head-on the health and social challenges of the state; and building and supporting innovation and employment across sectors and industries. This focus has resulted in a range of successes including: world-leading research that is contributing to better health and social outcomes; environmental and food sustainability; distinctive and flexible educational offerings that leverage Tasmanian's unique island status and are built for the changing workforce demands of the 21st century; building regional partnerships and connections with communities through the Campus Transformation Project; and through the University's commitment to sustainability, being ranked #1 in the world for climate action (Time Higher Education Impact Rankings). All of this is a testament to the University of Tasmania's strategically driven, globally connected, regionally focussed work and the benefits that are afforded through this work to Tasmania and Tasmanians and provides a body of evidence that demonstrates that the University is meeting its function as set out in Clause 6(g) of the Act.

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[17] *to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.*

Please do not hesitate to contact me if you require further information or if I can be of assistance in any way.

Kind regards,

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The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

Submission 10 - Managing the University's long-term financial sustainability

This paper is submitted in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the University of Tasmania Act 1992, with particular reference to:

(1) The constitution, functions and powers of the University;
(2) The constitution, role, powers and obligations of the Council and Academic Senate;
(3) The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making;
(4) The appropriateness of the Act to protect and promote academic freedom, independence and autonomy; and
(5) Any other matters incidental.

This submission addresses Term of Reference 3: *The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making.*

This submission explains the complex fiscal challenges that the Council must manage and how the [University of Tasmania Act 1992](Act) (Act) enables the University through the University Council and its committees to have those skills and to utilise the assets of the University to meet those challenges.

1. Introduction

The University of Tasmania is committed to creating access to and providing quality higher education to Tasmanians now and into the future.

Funding of higher education is complex and constantly evolving, with Australian universities across the sector currently facing real funding challenges. Government and student fees are not keeping pace with the increasing cost of delivery; quality research continues to require cross-subsidisation; and maintenance and investment in infrastructure is a constant requirement.

Overlay these funding challenges with Tasmania's context, and we find ourselves with a significant fiscal responsibility to ensure our operations are sustainable into the future. We are committed to supporting a regional model across our island to overcome the access and equity barriers for Tasmanians, and we are acutely aware of the social and economic disadvantage that requires a nuanced style of support, as opposed to a 'one-size-fits-all' approach.

Given this context, finding a path towards our longer-term financial sustainability is paramount. Universities across the country have been repositioning themselves over the past decades; diversifying their income sources to support their core activities and ensure long-term financial sustainability, while ensuring they do not compromise on their mission. The

University of Tasmania has similarly been doing so which, importantly, is enabled by the Act through governance, realisation of value and discretionary management of assets.

2. Historical policy landscape for higher education funding

Increasing educational attainment to improve economic and societal outcomes is important public policy. Higher education expansion since the early 1900's has been encouraged by the belief that higher education promotes economic growth and equal opportunities.[1] This fundamental belief has underpinned continued policy changes over this time that aim to expand higher education participation, while still operating within tight Commonwealth budget demands.

Changes in government policy have led to university funding being a very complex and continually evolving landscape in Australia. In 1939, 0.2% of the population was enrolled at university. Today, it stands at 4.3% with over 1.5 million students studying across Australia, and over 30% of our population with a Bachelor degree or higher.[2]

Initially, funding for universities was provided by the states. A change in income tax collection in 1942 led to Commonwealth Government interest in higher education policy initiatives of the 1950s and 1960s, before they took over funding from the states in the early 1970s. Investment in higher education and enrolments increased strongly during the late 1960s and early 1970s,[3] culminating with the Whitlam Labor Government of 1972-75 abolishing student fees in 1974. Expansion of higher education through this initiative resulted in dramatic growth in enrolments, leading to increasing demand on the Commonwealth budget, and by 1979 government spending on higher education had almost tripled in real terms compared with ten years earlier.

In the mid-1980s the Hawke Labor Government introduced the Higher Education Contribution Scheme (HECS), whereby students became liable for a contribution that was intended to be one fifth of the average tuition fee. Further change followed in the late 1980s, when the Dawkins university reforms drove aspects of equity, quality, diversity and access through a "unified system of higher education" – a one-size-fits-all model.

For lengthy periods, Australian higher education demand often exceeded supply, with quotas limiting how many students universities could take. But from the 1980s, uncapped international and domestic postgraduate student markets were created, and between 2012 and 2017 domestic undergraduate funding transitioned to a demand-driven system.[4]

Over the last decade, the Liberal government has aggressively pursued deregulation, resulting in a decoupling of teaching and research funding and a reduction in Commonwealth Grant

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[1] Chapman, Bruce J. & Pope, David. & Australian National University. Centre for Economic Policy Research. 1992, Government, human capital formation and higher education / Bruce J. Chapman and David Pope Australian National University, Centre for Economic Policy Research Canberra
[2] https://www.abs.gov.au/statistics/people/education/education-and-work-australia/may-2020
[3] Abbott, M and Doucouliagos, C; 1993 The changing structure of higher education in Australia, 1949-2003
[4] Excluding Medicine, of which quotas are still in place today limiting the intake of students

Scheme (CGS)[5] student revenue, further limiting the ability for universities to cross-subsidise their activities and manage their cost base. This period also saw the demolition of the Education Investment Fund (EIF), which provided $4.2 billion for infrastructure projects through competitive funding rounds held between 2008 and 2011.[6] Capped funding has since returned, indexation on revenue was frozen in 2017, while costs have continued to rise in real time with strong domestic growth.

The latest reform in 2020, known as the Jobs Ready Graduate (JRG) package, introduced simplification of funding clusters, and a change in HECS and CGS funding amounts. Whilst it saw the restoration of indexation, it also came with a 15% reduction in government funding to the sector.[7] This package coincided with the introduction of performance-based funding, which links a component of funding to outcomes to ensure universities remain focused on the quality of their teaching and student support.

3. Evolution of research funding

At the same time, research funding provided by the Commonwealth government and other sources has evolved significantly to become more competitive. In recent years, partnerships have become integral to successful bids and demonstrable research impact is increasingly demanded. However, research funding granted to universities does not meet all university research funding commitments and predecessor arrangements have never done so. The reality of the way research is funded in Australia requires universities to cross subsidise the activity from other revenue sources.

These circumstances persist because universities are required by the Higher Education Standards Framework[8] to maintain benchmark research quality standards - either world or national standards - in at least three broad Fields of Education,[9] independent of their success at winning competitive external funding. This requires ongoing investment beyond what is generally funded for research activities. On average, across the sector, less than 50% of expenditure on research is directly funded by Commonwealth funding schemes or other external sources, which includes research which serves the public good. In 2018 for example, the sector spent $12.1b on research, with $6.8b coming from internal university sources, known as 'general university funding'. In Tasmania, $86m of our $201m spending on research came from general university funds.[10]

This subsidy is a long-standing reality of Australia's research funding system and is no different for the University of Tasmania. The reality of the way research is funded in Australia requires universities to cross subsidise the activity from other revenue sources.

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[5] https://www.dese.gov.au/higher-education-funding/commonwealth-grant-scheme-cgs
[6] https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2018/November/Education_Investment_Fund
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[8] https://www.legislation.gov.au/Details/F2022C00105
[9] https://www.teqsa.gov.au/latest-news/publications/guidance-note-research-requirements-australian-universities
[10] Higher education expenditure on R&D (HERD) by university, 1994-2018

4. Challenges for universities in this national context

From this national context, two key challenges emerge: finding funding for capital and infrastructure to enable high quality research, teaching and learning and overcoming the structural negative margin funding paradigm of Australian universities.

Capital and infrastructure funding
Previous funding arrangements have included higher education capital funding programs; however, the Education Investment Fund was the last of these initiatives, and finally ceased in 2019. As funding has become more targeted towards the student and we have seen the de-coupling of teaching and research, there has been less and less funding available for capital projects. With reducing capacity through CGS funding and no dedicated capital funding for renewal, Universities have been looking for solutions to support replacing aging buildings across the country.

This is recognised by the Government, with regional universities such as the University of Tasmania receiving specific in-part Government funding through supplementary programs such as the City Deal.[11] However, these are always one-off funding opportunities and ongoing sustainability remains a challenge.

Structural negative margin pressure

While domestic fee revenue increases on a two-year lagged Consumer Price Index (CPI) measure as set by the Commonwealth, the reality of university expenses is that they escalate in real time, above CPI. This means that universities face inevitable pressure to overcome a structural negative operating margin.

Over the last 10-15 years, significant growth through international markets insulated universities from this reality and other domestic funding challenges, such as the cross-subsidisation of research. However, the context has now shifted and requires decisive action, with dramatically slowed international market growth as a result of the pandemic. This pressure has been and continues to be intensified by declining per student domestic funding, within an environment of increasing inflation.

Declining per student funding

- The government CGS component declined 6.1 per cent in real terms, from $11,930 per student in 1989 to $11,210 per student in 2018. Over this same period, the student contribution amount has made up somewhat for this decline, with students paying more and more for their fees. Importantly however, the CGS component has been declining in real terms, and affordability is now a growing concern amongst students considering higher education.

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[11] Launceston city deal | Department of Infrastructure, Transport, Regional Development, Communications and the Arts https://www.infrastructure.gov.au/territories-regions-cities/cities/city-deals/launceston-city-deal

Figure 1: Total funding per Commonwealth supported place, in 2018 dollars
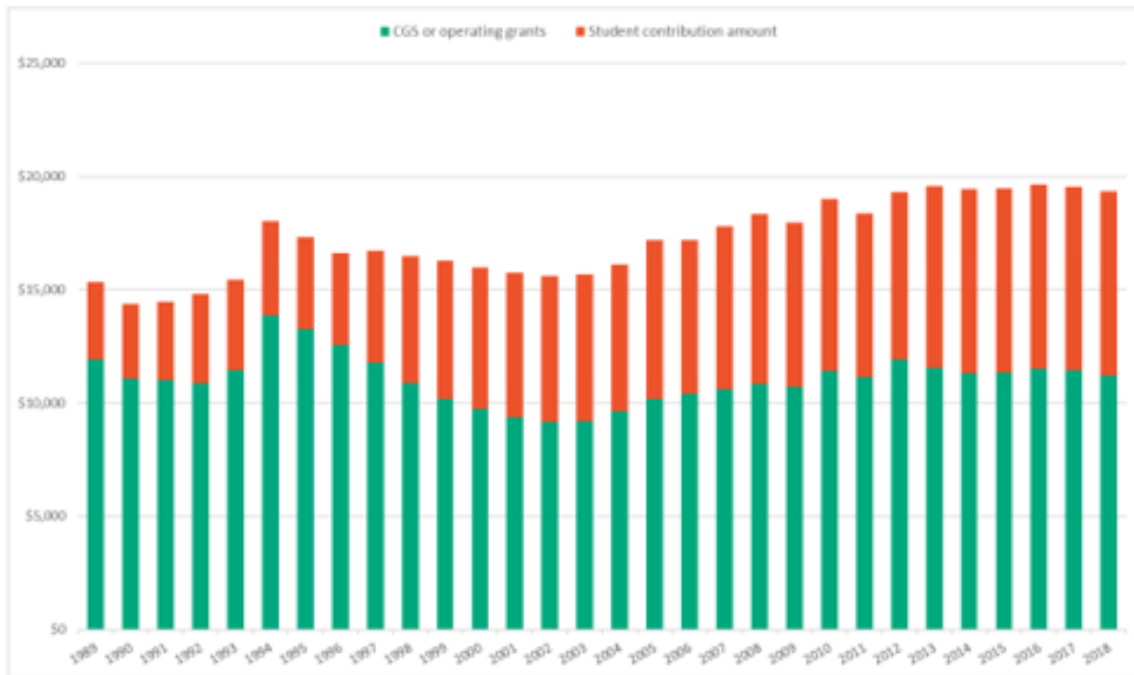
Source: Data from 1989 to 2015 are from UA communications with Department of Education, Skills and Employment (DESE) following the May 2016 Budget. Data for 2016 to 2018 are from *Higher Education Support Act* (HESA) determinations.

- Since the mid-2010s, per student government funding has been decreasing in real terms, but the burden on the student has increased materially. In Tasmania, this creates access challenges for lower socio-economic communities across the State where the financial burden is real.

Expenses running above inflation

- During periods of rising inflation, a lag in CPI measure creates significant cost pressures. In 2022, domestic rates per student rose by 0.9% based on 2020 inflation, whereas 2022 inflation on our cost base is expected to be above 6%.

- The largest expense for a university is staff salaries, which accounts for ~60% of our cost base (and 70% of our operating cash outflow) and we face near certain above CPI inflation annually. On non-salary expenses, we also face above CPI inflation, because of the particular collection of expenses we incur. Of note are the increases in: insurance costs, which will likely remain above CPI in the long-term because of climate driven impacts on property; and technology costs, including costs associated with staying at the cutting each of research (computing, microscopes, specialist equipment, etc) and cyber security. There are no major categories of expense which are projected below CPI inflation changes.

5. Challenges for sustainable university funding in Tasmania

The public policy challenge is that funding for the nuanced needs of regional universities, like ours, are often lost in a unified, national university funding model. We feel this pressure acutely

in Tasmania, due to our social and economic challenges in relation to education, our regional delivery model, our necessary breadth of curriculum as the only university in the State, and our strong research agenda.

Our deep focus on increasing access is reflective of our response to Tasmania's regional spread, our low educational attainment rates, complex social and economic situation, and intergenerational disadvantage. Whilst we have experienced a similar level of growth through interstate and international markets, our Tasmanian students have been declining since 2017, and we are seeing increasing numbers of students opt for part-time study – in fact, part-time students now represent over half of our cohort.

Tasmania still lags well behind the national average of young people between 17-24 years engaged in full time study (20% compared to 33% nationally).[12] Non-completion rates for regional and remote students across the country are disproportionately high.[13] Currently, 39% of Australians who live in a major city have completed a Bachelor degree or above. This decreases significantly as we move further away from city centres – with only 22% of those in inner regional areas, 19% in outer regional areas and only 17% in remote or very remote areas.[14]

To fulfil our mission in this environment, we strive to support access through the delivery of education, services, community engagement and research in multiple locations across the State. With a low population base, expensive infrastructure requirements such as laboratories, and a dedicated presence across three campuses in the North-West, North and South of the State, we have a significant financial commitment compared to others in the sector. The baseline funding model for the CGS scheme is insufficient to support the true cost of delivery for universities such as ours. Of the 43 Australian universities, those with single locations and/or those in city-based high population locations achieve higher student enrolments and a much lower cost per student than those in regional locations.

Another important part of our mission is providing a broad curriculum for our entire state, to support diversity of people, industries, sectors, and their communities. Federal funding has naturally evolved to reflect a cost model that many other universities can achieve – one with scale through mass delivery, with well-prepared, proximal students. However in the Tasmanian context we know we have to engage, prepare and teach a less traditional and remote cohort. From what we know about our students, these types of cohorts require extra support to build capability and improve retention. National research highlights that part time and mature-age students have some of the lowest completion rates – and we have relatively high cohorts of both.[15] Supporting this breadth is central to our mission and is costly to pursue.

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[12] https://www.abs.gov.au/statistics/people/education/education-and-work-australia/latest-release
[13] Pollard, L. 2018 Remote student university success: an analysis of policy and practice National Centre for Student Equity in Higher Education, Curtin University
[14] https://www.abs.gov.au/statistics/people/education/education-and-work-australia/may-2020 For more information regarding remoteness structures
https://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/1270.0.55.005Main%20Features15July%202016?opendocument&tabname=Summary&prodno=1270.0.55.005&issue=July%202016&num=&view=
[15] Cherastidtham, I., Norton, A., and Mackey, W. (2018). University attrition: what helps and what hinders university completion?. Grattan Institute

We have a relatively research-intensive portfolio, to support our whole island of Tasmania, so we can play a critical role in helping to solve some of Tasmania's important challenges. Like other universities, we need to cross subsidise our important research activities with other sources of revenue, but with a regional model the ability for us to do this is further constrained. It is imperative for us to manage and overcome these challenges, so we can fulfill our mission to serve Tasmania.

6. Enablement by the Act

The University of Tasmania, like other universities in the sector, has been considering how to ensure the long-term financial sustainability of our University, such that it continues to fulfil its mission to serve all Tasmanians in this funding environment.

The only way for the University to do this is to have sources of revenue that grow above CPI and with sufficient returns to offset the structural deficit, while protecting against economic shocks and government policy changes. Fortunately, the University is enabled by the Act to proactively manage these challenges with two emerging opportunities – leveraging and optimising our existing physical assets and creating new streams of revenue such as through commercialisation.

The provisions under the Act enable the University to seek long-term financial sustainability in three main ways:

Governance
The Act allows for a skills-based Council with specialist expertise, and governance arrangements that evolve to align with what the University needs. The Act is detailed in its prescription of Council's responsibilities, principally to act in all matters concerning the University in the way it considers will best advance the interests of the University. Council also has the power to appoint persons to positions of responsibility within the University, and to delegate its powers (and/or reserve them for itself). This includes Council's ability to allocate funds and otherwise determine the best use of the resources for the University.

The work of the Council is supported by five committees comprising a mix of Council and external members. These committees provide advice and make recommendations to Council on important areas of focus. This includes monitoring the activities and performance of the internal and external audit functions and the strategic and coordinated deployment of physical and financial resources.

Council committees are Chaired by Council members and are required to report to Council following every meeting, and to refer specific items to Council which require approval, noting or that are for further discussion by Council. The Council and its committees regularly review their charters, functions, delegations and structure to ensure they are best placed to carry out their delegated responsibility. The evolution of our Finance, and Built Environment and Infrastructure committees into the Strategic Resources Committee in December 2020 is an example of how our governance arrangements can evolve to what is required.

Realisation of value

Universities have historically had large property footprints, and increasingly are generators of intellectual property. The way that universities can leverage these assets is an important part of shaping their long-term sustainability, a challenge that was evident even when the Act was first created. The Act enables the University to realise value from real property and intellectual property, and grants the ability to establish subsidiaries and vehicles to achieve this.

While commercialisation income can be challenging to develop, it provides an additional enabler, in the long-run, to create a sustained, above CPI, source of income from our core academic operations, as well as achieve greater impact from Tasmania to the world, through the translation of research outcomes. To support this, the University has formed a small specialist team and established UTAS Holdings Pty Ltd, a wholly owned subsidiary.

Over time, these returns can help supplement CPI and economic growth. This is critical for the University's ability to sustain an operating model that delivers real wages growth and stable staffing levels, while managing continued, above inflation, expense pressures and infrastructure requirements into the future.

Discretion and autonomy to manage assets

Another critical opportunity to overcome structural margin pressure is utilising our existing physical assets to support our access and research agenda, that we know the federal funding model cannot fully support.

The Act enables the University to manage investments and associated income in a way that supports core university activities. Like many other universities, we have an investment portfolio that provides a source of income generation to sustain financial viability, and a funding source for generating new infrastructure that ongoing funding does not provide.

Optimising our existing and soon-to-be surplus assets represents one of the most effective ways that we can achieve financial stability in the longer term. If we can do this innovatively and at the right scale, we can insulate the University against these very present and longstanding challenges, to benefit current and future generations of Tasmanians. To achieve this, the University has formed a small specialist team and established UTAS Properties Pty Ltd, a separate wholly owned subsidiary to manage these efforts.

By optimising and effectively managing our property assets, we can complete our Campus Transformation in the North and the South, providing Tasmanians with contemporary best-practice facilities and, importantly, preserving the ability for the University to maintain, adapt and replace this infrastructure into the future, enabling us to focus on our mission of being a university for and from Tasmania.

7. Concluding comments

Where there was once a single university in each state, there are now 43 universities around the country. However, the University of Tasmania remains the only single state university

dedicated to serving Tasmania's population. The Tasmanian context means that a one-size-fits-all model does not always work, as we aim to be physically accessible, while offering breadth and increased support to our students.

The University of Tasmania Act 1992 empowers and supports University Council to make decisions that it considers will best advance the interests of the University, enabling it to fulfil its commitment to be a university for and from Tasmania and critically, into the future.

Please do not hesitate to contact me if you require further information or I can be of assistance in any way.

Kind regards,

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The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 11 – Contemporary Student Learning

Contemporary, high-quality and accessible learning and teaching is central to the mission of the University of Tasmania. This is well described in the functions of the University as outlined in Section 6 of the *University of Tasmania Act 1992 (Act):*

   (a) advancing, transmitting and preserving knowledge and learning;
   (c) promoting and sustaining teaching and research to international standards of excellence;
   (d) encouraging and providing opportunities for students and staff to develop and apply their knowledge and skills;
   (e) providing educational and research facilities appropriate to its other functions;
   (f) promoting access to higher education having regard to principles of merit and equity.

The enunciation of these functions provides the University with a sound basis to adapt its approaches to learning and teaching in line with changing student cohorts, study preferences, employer expectations, emerging learning technologies and contemporary research into pedagogy; this is otherwise known as the scholarship of learning and teaching.

This submission details the way in which the University fulfils its obligations under the Act though an evidence-based, continually evolving approach to student learning, in line with contemporary research into pedagogy (i.e. the scholarship of learning and teaching), emerging and established educational technologies, and changing student preferences and cohorts.

Evolving Approaches to Learning and Teaching

Declining Importance of Passive Content Delivery

When the *Act* was first legislated the standard teaching approach in higher education was high volume lectures, supplemented by shorter and smaller group tutorials or laboratory sessions. At the time, less than 2% of Australia's population had regular access to the internet. Distance education, where it existed, was supported by photocopied learning materials and cassette tapes, delivered by post. Standard classroom technology did not extend far beyond overhead projectors or videocassette recorders, and assessments were produced using early word processing software or still submitted handwritten.

While the common, fictionalised representation of universities largely remains as students in cavernous auditoriums quietly receiving content from a lecturer, this approach is outmoded, and importantly, does not reflect the teaching practices we know best support student engagement and retention.

The technological revolution of the past 30 years has fundamentally altered approaches to learning and teaching. These changes are supported by comprehensive contemporary

scholarship, and further reflect the expectations of students and their future employers that graduates will be appropriately skilled in the technologies needed to succeed in their professional lives. Indeed, in order to meet its obligations under the Act, the University must judiciously leverage proven learning technologies and interventions to achieve international standards of teaching excellence and ensure equitable access to higher education for all Tasmanians.

Embedding Online Learning Resources

The University of Tasmania, like all Australian universities, has been moving over many years to test, implement and embed online resources and activities to complement face-to-face delivery. Today, there is a minimum, sector-wide expectation that, with very few exceptions,[1] all units will provide comprehensive learning, assessment and support resources online via a learning management system that is accessible 24/7. These resources include recorded versions of any face-to-face lecture content, as well as interactive discussion fora, quizzes and other self-directed formative assessment items.

Recorded face-to-face lecture content has been particularly important, as it provides students an opportunity to revisit the content in preparation for their assessments, or catch-up on lectures they may have missed due to competing work or family commitments. As students have come to expect recorded online lecture content, we have observed a long-term decline in face-to-face attendance. Published data from leading Australian universities shows attendance often fails to reach 60% even at the start of semester and falls below 30% as the semester progresses.

Most recently, teaching practices were dramatically impacted by the COVID-19 pandemic, which required rapid, University-wide adjustment to teaching practice to ensure students could continue in their courses as the pandemic progressed. This included the online delivery of coursework in areas that are more traditionally delivered face-to-face, for example, placement preparation in health sciences and initial teacher education; workshop-based activities in creative arts and music, and mooting[2] sessions in law.

This rapid, necessarily reactive transition to online delivery provided our academic community with a much deeper understanding of what things work well in an online environment and how these could be continued as we moved back to face-to-face delivery over late 2021 and 2022. This lived experience, along with the scholarship of learning and teaching, has deeply informed our integrated teaching approaches.

Prioritising Active, Small Group Learning

The contemporary scholarship of learning and teaching strongly prioritises active learning approaches over the traditional, didactic large group lecture format. Active learning involves more time spent in small group sessions such practicals, simulations, laboratories and tutorials. In these sessions students are supported to apply their unit content to real world problems and participate in discussions with their teachers and peers. Small group sessions can also include

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[1] Exceptions are usually for units used only as shells to accommodate independent project or thesis work, non-compulsory work integrated learning or student exchange.

[2] Mooting sessions simulate a court hearing in which students analyse a problem, research the relevant law, prepare written submissions, and present oral argument.

the opportunity for teachers to spend time talking and explaining ideas and concepts to students before moving into more interactive discussion and learning.

While a traditional, didactic face-to-face lecture format is the lowest cost method of content delivery, the relative effectiveness of collaborative learning, compared with non-collaborative classroom learning, on student engagement, learning outcomes, as well as student self-esteem and attitude toward learning, has been clearly established in meta-analyses by Johnson, Johnson and Smith (2006) and Springer, Stanne and Donovan (1999). Large classes are often not conducive to fielding numerous student questions, conducting discussions or other forms of student-student or student-teacher interaction that might enhance interest and critical thinking (Bligh, 2000; Buckley et al., 2004). That traditional lectures are not the most effective environments for teaching skills or undertaking activities that practice higher order thinking (Saiyad, et al., 2018) such as undertaking analysis, evaluation, or synthesis.

Active learning approaches are necessarily supported by comprehensive online resources. Prioritising smaller group activities for face-to-face delivery means that larger group, non-interactive didactic lecture style delivery will be provided online. This allows students to work through content at their own pace, from their preferred location and at a time which suits them, and post any questions they have to the lecturer to online discussion boards. This is particularly important for the University of Tasmania and its regionally dispersed, mature-aged cohort with many studying by distance. A high-quality online learning experience, complementing on-campus experiences for those who want them, supports access for all and a high degree of student choice.

Expanding Access to Work-Integrated Learning

Since 1992, the number of professional qualifications, meaning those accredited by an external agency to lead directly to a specific professional outcome, have increased in both availability and popularity. A common feature of these courses, including most of those delivered in health and medical sciences, as well initial teacher education, social work and engineering, are compulsory placements where students demonstrate their knowledge, and practical skills in a supervised work environment. Placements involve the direct assessment of professional competencies and work to ensure that graduates can capably and safely work in their chosen profession.

Outside of professional qualifications, there is increasing demand from students to integrate work-based learning into their courses. Internships and other work experiences provide students with valuable opportunities to build connections with industry and demonstrate their employability to prospective employers.

While work-integrated learning may for some represent a departure from the traditional concept of universities and seem distinct and separate from industry, evidence demonstrates that work-integrated learning placement and many non-placement experiences can positively impact work-readiness and employability skills (Smith et al., 2014). Implementation of work integrated learning can differ with focus on discipline, organisation, and employer needs in different contexts indicating a range of effective models for work-integrated learning that can enhance employment (Palmer et al., 2018). Creating these opportunities further speaks directly to the University's legislated mission to provide opportunities for students to develop and apply their knowledge and skills.

UNIVERSITY *of* **TASMANIA**

Contemporary Teaching Spaces and Facilities

To achieve the best possible outcomes from small-group, active learning approaches, it is vital that the face-to-face teaching spaces and facilities available to teaching staff are intentionally designed to support student learning and engagement. Small-group, active learning requires a very different space to the large, tiered lecture hall.

Facilitating group work and discussion requires modular, moveable furnishings and ample white-board space. Engaging students in multiple locations, including those who choose to join online, demands multiple screens, cameras and microphones within each space. All of the audio-visual (AV) equipment must be integrated with conferencing technology and be simple to use to ensure valuable teaching time is not lost to system or access issues.

Indeed, the overarching principles for the University's approach to teaching spaces is simplicity of use and consistency. It is important that students and academic staff can confidently use teaching spaces to the best effect. This means that all spaces, regardless of size, follow the same design principles and use the same software. It also requires ongoing consultation with the staff and students who are the primary users of each space, ongoing monitoring of attendance rates, and analysis of trends in student success and satisfaction.

An example of this contemporary teaching space can be found in the Podium Building[3] in Hobart City. These spaces are predominantly used by the University College in delivering pathway and other sub-bachelor courses to students enrolled all over Tasmania, attending on-campus and online. The classrooms include 45 seats with movable tables, a carpeted flat floor and full height glass windows around three sides, providing ample natural light, with whiteboards on the fourth side. LCD screens are used instead of projectors to allow the natural light to flood through the room, creating a bright pleasant, and inviting learning space. This also removes any requirements for complicated AV room control of items such as lights and blinds.

The teaching spaces leverage a 'Zoom Room'[4] system, with a tracking camera to follow the teacher, room microphones for audience participation, a digital whiteboard and whiteboard capture camera for multi-way collaboration and wireless sharing, and control. Dual screens are prominent at the front and rear of the room, making the presenter's content, and remote student's video feeds, visible in the room to both the students and the presenter. By increasing the teacher's awareness of their remote students, they have the opportunity to interact with them and include them more.

Wireless features and flexible furniture, including a portable teacher's podium allows the teacher to present from wherever they want to in the room or to move around their class as needed. The versatility lent to the space through its flexible furniture allows the space to adapt to many different learning scenarios.

Significant and ongoing investment is required for the University to develop learning spaces of this kind and maintenance costs are far higher than for traditional teaching spaces with more limited AV equipment.

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[3] Located in Melville Street, Hobart.
[4] Zoom is a secure, reliable video platform that powers communication needs such as meetings, chat, phone, webinars and online events.

A major impediment to developing contemporary learning spaces is the inability to adequately retrofit existing classrooms to meet modern learning needs. Many of the University's existing facilities were built between the 1950s and 1970s. They feature, for example, ceilings too low to accommodate screens of a suitable size, poor acoustics which compromise the learning experience for students joining from other locations, and vertical load-bearing columns which undermine the utility of flexible furniture. Narrow hallways and staircases also create accessibility issues, and there are very few ad hoc study spaces such as foyers or student lounges in older buildings in Sandy Bay and Newnham.

Contemporary Learning Interventions

With a diversifying cohort, it is necessary for the University to deploy learning approaches and interventions that best support students from a range of educational backgrounds to do well in higher education courses.

Non-traditional students include all those that come to higher education through pathways other than leaving secondary school with an Australian Tertiary Admission Rank (ATAR). In many cases they have not had the academic skills development or practice to allow them to succeed as we would expect most traditional school-leavers to do. As such, it is important to offer pathways for students that build academic skills including literacy, numeracy, communication, technology use and that these skills are integrated into the discipline knowledge of each course.

Challenges to widening participation involve providing support for students with English as a second language, full-time employment, full-time family care, being first in family to enter higher education, not meeting normal university entry requirements and other relevant factors (Bowl, 2001). As technological complexity has grown, technological literacy has emerged as a significant barrier for many people seeking higher education (Afzal, 2020).

Pathway programs are critical to ensuring higher education is widely accessible to all Tasmanians, no matter their previous educational background. At the University of Tasmania, pathways include the University Preparation Program, for adult learners with limited prior educational attainment; the Murina Program, targeting Aboriginal and Torres Strait Islander students, and the Diploma of University Studies, which for each specialisation, includes units which provide skills and knowledge related to students' intended degrees.

Once students are enrolled in a University course, multiple strategies and support services are deployed, including:

- Early, low-stakes assessment which allows early identification of support needs and helps to build students' confidence.
- Academic and learning skills development integrated into the curriculum of foundation and first year units.
- Study support, from dedicated learning advisors and the 24/7 Studiosity[5] service.
- Riawunna, a culturally safe space for Aboriginal and Torres Strait Islander students to study, access academic and cultural support and be part of a dynamic community.
- The Student Advice and Mentorship program (SAM), which focuses on students who are at significant risk of attrition. Students receive proactive, phone-based support at five key points through their transition to University.

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[5] Studiosity connects students to Subject Specialists in real-time who provide feedback on their writing.

- UniStart, an academic orientation program open to all commencing students that teaches students basic academic skills to prepare them for success in their University studies.
- Peer Assisted Study Sessions (PASS), which are unit specific group study sessions, designed and led by students who have previously and successfully studied that unit.

Quality Assurance and Continuous Improvement

The Academic Senate provides oversight of the University's approaches to learning and teaching, including the approval and review of courses, the setting of admission requirements and the development of policies and/or procedures underpinning the educational experience. The Academic Senate, along with the University Council, is further responsible for monitoring the ongoing quality assurance of learning and teaching, particularly as related to student retention, success, satisfaction, and graduate outcomes.

The functions of the Academic Senate[6] and University Council[7] in this regard are executed in line with external regulatory requirements, particularly the *Higher Education Standards Framework (Threshold Standards) 2021* and the *Australian Qualifications Framework*. All Australian higher education providers must adhere to these regulations, which serve to standardise and ensure a minimum quality standard for all higher education qualifications.

As we implement new models of learning and teaching that prioritise small-group, active learning environments, we will continue to monitor both student attendance of face-to-face learning activities and the way in which students use online learning resources to continue to refine our teaching model. Indeed, ongoing review and quality assurance is an essential part of best practice teaching. At the University of Tasmania, this activity includes:

- Regular course reviews, overseen by the Academic Senate;
- Course Advisory Committees for all courses, which provide advice on course content and delivery, with membership from the student and staff body and industry;
- Student feedback on teaching, delivered via the end of semester eVALUate survey and the national Student Experience Survey. We are also piloting an early feedback model which is delivered in Week 5 of the semester that seeks to understand student engagement with their course;
- Reviews of all units that fail to meet performance thresholds for student feedback and pass rates; and
- The roll-out of peer review of teaching, where academics support their colleagues to critically reflect on their teaching practice and adopt new or refined approaches.

Concluding Remarks

Learning and teaching in higher education settings has changed significantly in the 30 years since the legislation of the *University of Tasmania Act 1992*, moulded by emerging learning technologies, changing student needs and discipline requirements and active research into teaching approaches, spaces and interventions.

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[6] For further information refer to University of Tasmania Submission 5 titled *Academic Senate*.
[7] For further information refer to University of Tasmania Submission 4 titled *University Council*.

The Act was purposely crafted to allow for the considerable dynamism in the Australian higher education sector and, as a result, provides a clear mission to the University for excellence in learning and teaching while providing the University's schools and disciplines with the flexibility to adapt their approaches in line with these changes, particularly so in delivering our commitment to being a University where all Tasmanians, no matter their background, can access and succeed in higher learning.

Please contact me if you require any further information.

Kind regards,

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The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 12 – Research and Research Training

1. Introduction

The University of Tasmania is proud of our excellence and impact in research and research training. Undertaking internationally recognised, contemporary research, and training students to undertake this research are core functions of the University of Tasmania. This research and research training contributes to fulfilling the following functions of the university, as outlined in the *University of Tasmania Act 1992*:

- o *(b) to encourage and undertake research;*
- o *(c) to promote and sustain teaching and research to international standards of excellence;*
- o *(d) to encourage and provide opportunities for students and staff to develop and apply their knowledge and skills;*

This submission explains how the University of Tasmania undertakes world class research and provides our Higher Degree by Research (HDR) students with an international standard, contemporary research training experience. The submission will outline the University of Tasmania's research strategy to ensure we undertake excellent research and research that has tangible and impactful outcomes. The research projects that our HDR students undertake are aligned with this strategy, to ensure that they are embedded in a world class research culture. This includes linkages with external partner organisations, both in Tasmania and farther afield, to build and support research with real world outcomes and applications. We also focus on all aspects of our HDR students research journey, including financial, cultural, social, and resourcing, to ensure a quality overall research training experience.

2. Main Contents

2.1. Research Strategy

As the only university on the island of lutruwita/Tasmania, we are deeply entwined with the Tasmanian people, culture, and land. We share the unique advantages and challenges of our island. It is our mission to help lutruwita/Tasmania understand its history, identity, environment, and future. Our research mission is to meet the needs of lutruwita/Tasmania and contribute globally in areas of distinctive advantage. This means making a positive contribution to educational attainment, health, cultural participation, social inclusion, economic performance and environmental sustainability.

Research is any intellectual inquiry that leads to new knowledge and the University highly values fundamental and applied research. The University of Tasmania has a mandate to pursue discovery-driven, fundamental research that has intrinsic value and contributes to the global bank of knowledge. Applying that research knowledge to solve practical problems is where the University works most closely with our external partners, and can provide immense benefit to Tasmania, and from Tasmania to the world.

![University of Tasmania logo]

Research at the University of Tasmania brings together the brightest minds to address the issues of today and tomorrow. Over 96% of our research rates at or above world standard, and we are ranked in the top 300 universities in the world (Academic Ranking of World Universities, 2022). We are recognised leaders in industry-driven collaborative research, with over 400 partners across a range of industries. To make lutruwita/Tasmania more prosperous, equitable and sustainable, we pursue meaningful partnerships with people and organisations who have a shared purpose.

A key part of the research undertaken at the University of Tasmania is via research training, which occurs through our Higher Degrees by Research (HDR), specifically Doctor of Philosophy (PhD) degrees and Masters (Research) degrees. The ~240 HDR students who graduate each year work with our world class researchers to make key contributions to all aspects of the University's research effort, and all generate new knowledge in their field of study, and many contribute to translating this fundamental knowledge to outcomes that benefit Tasmania, Tasmanians, and the world. In 2021, the University of Tasmania implemented a new way of working to ensure close alignment of HDR projects with our areas of research focus and strength. This provides the best environment for success and support for HDR students enabling them to work closely with our world class researchers and to make positive contributions to society, the economy, and the environment.

Research at the University is strategically focussed on undertaking: 1) research that is for Tasmania; and 2) research from Tasmania to the world, in areas of distinctive, competitive Tasmanian advantage that is hard to replicate and provides a global contribution.

Research For Tasmania

As the only university in lutruwita/Tasmania, we have a strong connection with the people and needs of Tasmania. Our research aims to benefit the health, education, culture, society, economy, and environment of Tasmania and Tasmanians. We do this by using knowledge to aid individuals, society, and the professions in solving problems. Fundamental knowledge that is generated is interpreted across connecting research areas so that it is useful beyond discipline boundaries.

The University of Tasmania undertakes world class research in **health and medicine**, with a particular focus on translating fundamental knowledge into improved health outcomes for Tasmanians.

Example: Helping preterm babies breathe
The close location of the University of Tasmania's Medical Science Precinct with the Royal Hobart Hospital (RHH) facilitates collaboration between clinicians and researchers which means research outcomes can make a real difference where they are needed. For example, a neonatologist from RHH undertakes clinical research through a position at the University of Tasmania's Menzies Institute for Medical Research and has worked with researchers at the University to drive significant positive impact in improving the outcome of babies who are born too early. Often these babies need oxygen and have difficulty breathing because their lungs are deficient in a lining substance called surfactant. In 2009, the team developed a new method called the "Hobart Method," which uses a specialised, thin catheter to administer surfactant to the lungs in a safer and less invasive manner than traditional methods and is now used in many hospitals internationally. The team also worked with University of Tasmania biomedical engineers to develop OxyGenie™, a software tool that controls the oxygen saturation in a ventilator. This technology has been incorporated into a

UK designed neonatal ventilator used in the neonatal units of over 40 countries. Together these techniques have the capacity to reduce the incidence of neonatal chronic lung disease and save the lives of the most vulnerable babies around the world.

Example: The ISLAND Sleep Study

A PhD student at the University of Tasmania is commencing the first study of its kind to identify how many Tasmanian adults aged over 50 years have a type of sleep disorder called rapid eye movement (REM) sleep behaviour disorder. REM sleep behaviour disorder often goes undiagnosed and occurs while someone is dreaming, where they become physical such as kicking or punching during their sleep and may be an early indicator of risk for development of dementia in many people. The aim of the ISLAND Sleep Study is to find out how many people in Tasmania aged over 50 have REM sleep behaviour disorder and whether there are certain characteristics that influence why some people with the disorder develop other brain diseases, such as dementia, later in life. This may enable early interventions to prevent or slow the onset of dementia or to allow people to take part in clinical trials. The study is made possible by close links between the University of Tasmania, the Royal Hobart Hospital, and the Tasmania community (through the Wicking Centre's ISLAND project). The HDR student involved is a Tasmanian clinician, who can directly apply the research results to impact on the sleep of the Tasmanian community.

The University of Tasmania undertakes world class research across the disciplines of **Human Society**. This research has direct impacts for Tasmania.

Example: The Good Life and other related Initiatives

University of Tasmania researchers from a range of disciplines have joined together to form "The Good Life Initiative", which will develop methods for measuring, monitoring, and reporting on the wellbeing of Tasmanians. The data-collection infrastructure developed by the Institute for Social Change through the Tasmania Project will be leveraged. Soon to start, the Behavioural Lab will allow consideration of choices/decisions and policies that affect Tasmanian households, businesses, and others. The "Good Organisation" will collect information about the 'wellbeing' of Tasmanian Organisations (including the business and not-for-profit sectors). The intention is for all of these to collect data at regular intervals for the long term. The Good Life initiative will facilitate direct links to a range of different partners to help improve our understanding of what constitutes the good life in Tasmania. A similar model of engagement is planned for the Behavioural Lab and Good Organisation. Some HDR projects have already started, and others are planned, for students working on topics relevant to these initiatives.

The University of Tasmania undertakes world class research across a wide range of disciplines that impact on our **environment and productivity**. Many of these disciplines undertake research that is well above world standard, including agricultural, biological, environmental, earth, and chemical sciences. This work encompasses fundamental research breakthroughs with value globally, and application to Tasmanian contexts to the benefit of our environment and productivity.

Example: Saving the Tasmanian Devil

PhD students at the University of Tasmania are involved in world class research with a specific local focus. In 2020, our wild immunology research team developed fluorescent protein technology (Deoxyribonucleic Acid (DNA) vectors) to advance understanding of the Tasmanian Devil immune system. The exciting results of this work were published in

the highly regarded journal Science Advances. The DNA vectors were made available through an international repository. Since 2020, the DNA vectors have been requested by 23 research labs from eight different countries. This DNA technology has also been used by six PhD students to support their Tasmanian Devil immunology research. The PhD students also developed skills in conference organization and had opportunities for networking and engagement through their role in aiding the hosting of the international Wild and Comparative Immunology workshop in Hobart, with students playing key roles in the organisation and discussions at the workshop. The outcome of this workshop was publication in the prestigious journal Science co-authored by four former University of Tasmania PhD students. This has helped make the University of Tasmania a central node in an international effort to better understand the immune systems of wildlife.

Example: Tasmanian Agriculture

The Tasmanian Institute of Agriculture (TIA) at the University of Tasmania, a joint venture with the Tasmanian State Government, is known for research excellence and impact, with University of Tasmania agricultural science ranked 51-75 in the world (Academic Ranking of World Universities, 2022). TIA's vision is profitable and sustainable agriculture and a healthy bioeconomy for society through research innovations in agriculture and food. TIA's research has created an expansive array of methods, technologies, and practitioner guidance that played a significant role in the marked growth in agricultural productivity in Tasmania recorded by the Tasmanian State Government. Specific examples of areas of research focus include the Tasmanian Drought Resilience Adoption and Innovation Hub, a partnership between many key stakeholders in Tasmania. The Hub will build the capabilities of farmers and rural communities to better prepare for drought. It will do this by bringing together researchers, farmers, industry, natural resource managers and traditional owners to co-design relevant and innovative solutions. Another example is a five-year research agreement with Dairy Australia to focus on forage platform research to help dairy farmers in Tasmania to maintain efficient, profitable, and sustainable pasture based dairy systems into the future.

Research from Tasmania to the world

Being located in lutruwita/Tasmania and immersed in Tasmanian society, culture and environment provides a distinctive environment for intellectual enquiry. This distinctive environment with its opportunities, advantages, and challenges informs the areas of research focus at the University of Tasmania. Learning more about our distinctive natural world, history, society, and economy is intrinsically impactful and the excellent research we undertake in these areas provides new knowledge to the world.

Example: Antarctica and the Southern Ocean

Antarctica and the Southern Ocean are key areas of strategic natural advantage for the University of Tasmania where we, in collaboration with our external partners locally and globally, make world-class contributions to new knowledge and solutions to global challenges. Tasmania is recognised as one of only five gateways to Antarctica and is a globally recognised home of international Antarctic diplomacy, education, research, and logistics. Hobart is home to the world's highest concentration of Antarctic and Southern Ocean research scientists. The University of Tasmania has an institution-wide focus on the Antarctic and Southern Ocean through a Mission Integration Initiative to coordinate, deliver, and embed Antarctic and Southern Ocean research and learning and teaching across the University while continuing to deepen our collaborations with external end users.

The importance of Antarctica and the Southern Ocean has become increasingly recognised globally in the context of ongoing and accelerating climate change. The University is absolutely world leading in the disciplines core to understanding the physical state of Antarctica and Southern Ocean with our research in Oceanography ranked 1st in Australia and 13th in the World (Academic Ranking of World Universities, 2022).

This excellence is captured in examples such as the Australian Research Council funded, Australian Centre for Excellence in Antarctic Science (ACEAS). Led by the University of Tasmania, ACEAS is a collaboration between Australian universities, government agencies and international research institutions. ACEAS is committed to training PhD students in their specialist area of research across Antarctic science more broadly as well as Antarctic policy, governance, and law. The University of Tasmania is ranked 5th in Australia for political sciences (Academic Ranking of World Universities, 2022), and our politics and governance researchers are internationally recognised as leading in the fields of public policy and oceans governance. For example, work examining governance models for addressing microplastics in marine environments and ocean climate issues is used by public sector officers and marine resource managers.

World class research into the Antarctic and Southern Ocean extends past the physical science across the entire breadth of the University. A series of large, partnered grants are enabling research in humanities, creative arts, social sciences, and economics to understand the ways in which humans engage with Antarctica. For example, the University of Tasmania partnering with Intrepid travel, Hurtigruten Expeditions, the Australian and Dutch research councils, the International Association of Antarctica Tour Operators, and the Antarctic and Southern Ocean Coalition to develop a suite of projects investigating Antarctic tourism. Another example is using economic analysis, non-market valuation methods and sustainability accounting to generate information that supports those who manage resources in the Southern Ocean and Antarctica.

Example: From the Edges of the Universe to the Earth via satellites
The University of Tasmania is the only university in the world which operates a continental-scale array of radio telescopes, with antennas located in Tasmania, South Australia, Western Australia and the Northern Territory. The antennas can be linked together to create an instrument with incredible precision, which is used to both study the distant Universe and make real-time measurements of the geological processes through which the Earth is changing. The University of Tasmania array is being used to address fundamental science questions, probing the most extreme states of matter that exist in neutron stars and black holes, and to make the most accurate map to date of our Galaxy the Milky Way. This same array also plays an important role in the life of everyday Tasmanians. In partnership with Geoscience Australia, the University of Tasmania array is a critical component in Australia's position, navigation and timing infrastructure, which is needed to keep the data from global navigation satellite system (i.e. Global Positioning System (GPS)) accurate. Without the measurements made by the University of Tasmania, as part of an international array of telescopes, the accuracy of GPS and similar systems would degrade within a matter of weeks to months to the point where economically important activities such as precision agriculture would be significantly impacted. The University is also looking to expand its role in supporting Australia's emerging space industry, through utilising its antennas to support spacecraft tracking and space domain awareness (the growing problem of keeping satellites safe from space debris).

2.2. Collaboration with External Partners

Collaboration with external partners, organisations, industry, and government is a key plank in our research strategy. Partnerships with end-users of research is fundamental to co-design research to deliver research outcomes with practical, real-world applications. Working with government and informing government policies is vital to ensure our research aligns with the needs of Tasmania, our nation and the world. Engagement with external communicators to broadly share and interpret critical research knowledge is key to amplifying the impact of our research. Furthermore, ownership of research outcomes by partners is crucial, as our partners are closest to the delivery of impact on Tasmanian society, culture, economy, and environment as well as on a global stage.

One critical way in which we work with our external partners is through the co-design of projects and co-supervision of HDR students. Having an external influence in the projects means our HDR students are doing world class research that has increased application to real world problems. The close links with industry/government/non-for-profit organisations aid the translation of newly generated research knowledge to practical outcomes. Our approach is to use knowledge to aid individuals, society, and the professions in solving problems and connecting scholarship with practice.

Example: Implementing clinical Pathways for Acute Care in Tasmania (IMPACT)
Emergency medicine equips physicians with the knowledge and skills required to care for patients with urgent healthcare needs or needs unmet by the health system. In 2021, Tasmanian Emergency Departments cared for over 178,000 emergency medicine presentations involving over 1000 medical, nursing, and allied health staff. Worldwide, only 2.8% of emergency medicine clinical practice is supported by high-quality evidence. In 2019, the Tasmanian Emergency Medicine Research (TASER) Group was formed, led by the University of Tasmania, to bring together over 50 clinicians, researchers, and students across the state and the four public Emergency Departments to enhance patient care by building and practicing within a learning health system. TASER now has three PhD students undertaking projects in health service areas. These projects address local problems with internationally excellent research, foster a research culture, provide opportunities for clinical researchers, and enhance the translational aspects of evidence-based care in Tasmania.

Example: Possability
The University of Tasmania has partnered with Possability – a disability services provider – to establish the Applied Research Centre for Disability and Wellbeing (ARCDW). ARCDW's mission is to create "*new knowledge that supports people with developmental, intellectual or cognitive disability to live engaged, connected and valued lives*". Individuals with intellectual and cognitive disability are the most disadvantaged in our society, and face difficulties with participation across all aspects of adult life, experiencing poorer health outcomes, limited employment opportunities, over-representation in the justice system, and social exclusion. In addition to the dedicated support from Possability, University of Tasmania researchers from diverse disciplines will further the aims of ARCDW through a variety of projects including: determining research priorities of leaders in the disability service sector; establishing areas of omission in health checks for adults with intellectual disability; and investigation of loneliness and social connections of those with intellectual disability. PhD projects related to the care sector that are offered or underway focus on loneliness, social connection, and interactions with the justice system. For example, a co-funded HDR project with BaptCare will inform integrated family support programs for the benefit of at-risk families and children.

2.3. HDR quality experience framework

Research training degrees are typically 2-4 years in duration, where the HDR student undertakes a body of novel research with support from their supervisors and often other collaborators both within and external to the University. To ensure HDR student satisfaction, and timely progression and completion, the University focusses on a range of measures to support positive outcomes and experiences.

Research support

To ensure success of HDR students in their research, alignment of HDR research projects with University, college and discipline research strategy is key to enable research training of HDR students in a positive, supportive, and research excellence environment. Close alignment of HDR student projects with the University's research strategy contributes to the development of innovative solutions, and/or new knowledge discovery. It also enables supervision by academic supervisors with national and international expertise and reputations, and appropriate additional research, integrity, and ethics support. Embedding the training of HDR students in broader University research ensures the provision of excellent supervision, project resourcing, and is informed by purpose for the benefit of society.

Skills training and development

A key indicator of research training success is employability post-graduation. As well as discipline specific skills, employers highly value transferrable skills in HDR graduates. The University of Tasmania support the development of these skills through formal learning as part of the Graduate Certificate in Research. The Graduate Certificate in Research is designed to provide HDR students with a range of training activities and career development opportunities that assist in developing high-level research, communication, and management skills. The skills obtained give HDR students an edge with future employment opportunities. More informal learning occurs through a suite of training and professional development opportunities, such as three-minute thesis workshops run by University and external experts.

Support and wellbeing

To support our HDR students, the University of Tasmania is committed to including the voice of HDR students at all levels of decision making at the University, to shape the direction of the University. Representatives are included in discussions from discipline team meetings through to the University's Academic Senate and the University Research Committee. In addition, HDR students are supported by the Safe and Fair Community Unit (SaFCU), and the Tasmanian University Student Association (TUSA).

The last few years, through the COVID-19 pandemic, have been difficult for everyone and have raised numerous unexpected challenges. To support our HDR students we have implemented a hardship scheme where HDR students who have experienced difficulties can apply for additional months of living stipend. In August 2022, we provided all HDR students receiving a living stipend, a one-off $1,000 payment to assist with the rapid rise in living costs.

3. Conclusion

The research frameworks, strategies, and examples outlined in this submission demonstrate how the University of Tasmania fulfills functions (b), (c), and (d) of the *University of Tasmania Act (1992)* in the context of research and the research training of our HDR students. We demonstrably undertake world class research in areas to provide knowledge and benefit for

Tasmania, and from Tasmania to the world. We are deeply committed to our HDR students and have concrete strategies to embed our HDR students in this world-class research environment. We provide both formal and informal research and transferrable skills training opportunities to our HDR students. Our academic researchers and HDR students work closely with our external partners to apply newly generated research knowledge to practical, real-world problems.

Please let me know if you have any queries or require additional information. We thank you for the opportunity to provide this submission.

Yours sincerely

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The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 13 – Campus Transformation

Introduction

This paper is submitted in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the University of Tasmania Act 1992 (Act), with particular reference to:

> *(1) The constitution, functions and powers of the University;*
> *(2) The constitution, role, powers and obligations of the Council and Academic Senate;*
> *(3) The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making;*
> *(4) The appropriateness of the Act to protect and promote academic freedom, independence and autonomy; and*
> *(5) Any other matters incidental.*

This submission addresses Term of Reference 1: The constitution, functions and powers of the University and Term of Reference 3: *The appropriateness of the Act to ensure accountable executive, fiscal and academic decision making;*

This submission explains how the University's Campus Transformation program supports the University to fulfill these functions.

1. *Summary of Submission*

We are a university that was founded to serve an entire state and its people, and we remain the only university specifically for this mission in Australia.

Our campuses and built infrastructure across the state are the foundation from which we can deliver on our mission and the functions defined under the Act, and importantly to do so for the people of the entire state of Tasmania.

Longstanding funding challenges and the location of some of our infrastructure is prohibitive to the University meeting all functions under the Act and responding to our mission for and from Tasmania.

Over the past decade the University has embarked on a long-term transformation program, to renew our facilities across the state to support excellence in teaching and research, in locations that also support enhanced access and community engagement.

2. Requirements under the act

The Act outlines, in Clause 6, the following functions of the University, including the University's obligations in relation to educational and research facilities :

    a.   to advance, transmit and preserve knowledge and learning;
    b.   to encourage and undertake research;
    c.   to promote and sustain teaching and research to international standards of excellence;
    d.   to encourage and provide opportunities for students and staff to develop and apply their knowledge and skills;
    e.   to provide educational and research facilities appropriate to other functions;
    f.   to promote access to higher education having regard to principles of merit and equity;
    fa. to foster or promote the commercialisation of any intellectual property;
    g.   to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

For the University to fulfil its functions under the Act, our educational and research facilities must support high quality contemporary learning and teaching, equitable access to higher education and promote collaboration and engagement with our communities and partners.

3. How infrastructure supports the University functions

The University educates a significant proportion of the Tasmanian workforce and increasingly supports continuing professional development through re-skilling and up-skilling. Infrastructure such as buildings and teaching spaces that are accessible, support a diverse suite of courses and disciplines fundamental to delivering high quality education and research for Tasmania's economic, social and cultural future.

Contemporary learning and teaching strongly prioritises active learning approaches over the traditional, didactic large group lecture format. Active learning involves more time spent in small group sessions such as practicals, simulations, laboratories and tutorials. In these sessions students are supported to apply their unit content to real world problems and participate in discussions with their teachers and peers. Small group sessions can also include the opportunity for teachers to spend time talking and explaining ideas and concepts to students before moving into more interactive discussion and learning.

To achieve this our learning spaces need to be intentionally designed to support student learning and engagement, including those learning remotely. Small-group, active learning requires a very different space to the large, tiered lecture hall.

> *An example of this contemporary teaching space can be found in the Podium Building[1] in Hobart City. These spaces are predominantly used by the University College in delivering pathway and other sub-bachelor courses to students enrolled all over Tasmania, attending on-campus and online. The classrooms include 45 seats with movable tables, a carpeted flat floor and full height glass windows around three sides, providing ample natural light, with whiteboards on the fourth side. LCD screens are used instead of projectors to allow the natural light to flood through the room, creating a bright pleasant, and inviting learning space, this also removes any requirements for complicated audio visual (AV) room control of items such as lights and blinds.*
>
> *The teaching spaces leverage a 'Zoom Room'[2] system, with a tracking camera to follow the teacher, room microphones for audience participation, a digital whiteboard and whiteboard capture camera for multi-way collaboration and wireless sharing, and control. Dual screens are prominent at the front and rear of the room, making the presenter's content, and remote student's video feeds, visible in the room to both the students and the presenter. By increasing the teacher's awareness of their remote students, they have the capability to interact and include them.*

Increasingly our research is undertaken by multi-disciplinary teams and researchers from multiple organisations. This requires buildings and spaces that facilitate teams of varying sizes to be co-located and spaces that easily adapt to support new technology. Co-location is important as we create the knowledge that will keep enterprises competitive across the state and create new jobs and industries for Tasmania's future.

In many areas, we are undertaking internationally significant work and amongst the best in the world, with many world-class facilities that support and enable close collaboration between disciplines and with partners.

> *An example of this is the Institute for Marine and Antarctic Science (IMAS) building in Salamanca. Located beside the Commonwealth Scientific and Industrial Research Organisation (CSIRO) building, it supports not only University staff and students, but also houses joint research projects and teams from CSIRO and the Australian Antarctic Division. Built in 2014, the building supports world leading research with exemplar facilities. In an iconic location, it also supports community engagement in education and research by holding exhibits that showcase the work of researchers.*

To deliver excellence in our teaching and research for Tasmania, our facilities across the state need to enable flexibility located in areas that support access and community participation for a broad range of students.

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[1] Located in Melville Street, Hobart.
[2] Zoom is a secure, reliable video platform that powers communication needs such as meetings, chat, phone, webinars and online events.

4. *The need to address aging infrastructure*

Many of the University's existing facilities were built between the 1950s and 1970s and have been continually refurbished. Adaptation of older buildings has presented significant financial challenges for the University particularly as government funding has evolved. Australian Government total higher education spending as a percentage of Gross Domestic Product (GDP) has declined from 0.88% in 1989 to 0.49% in 2019-20. Over the same period, the number of domestic bachelors degree students in Australia went from just under 300,000 in 1989, to over one million in 2019. This means that government funding for higher education has continually declined on a per student basis. Not only has per student funding declined, but Commonwealth funding is not well designed to enable a medium sized university like ours to deliver a broad mission for the entire state. Funding is based on national average costs of delivery, but the average university in Australia is not a regional university like ours. Larger metropolitan universities have advantages of scale, and most do not support a network of regional campuses. This funding challenge has made it difficult for universities to dedicate large proportions of the annual budget to refurbish or replace the buildings and facilities to ensure they meet current needs.

As part of the government's response to the 2008 global financial crisis and to help support the expansion of student places under the demand driven system, there was a large injection of capital funding for teaching-related purposes and funding for structural adjustment from around 2008 to 2012. There are currently no new capital grant programs for teaching-related purposes.

5. *A transformative program of new facilities commencing in 2010*

During the funding window described above, the University was fortunate to receive state and federal government funding to support a number of new buildings for several of our education and research activities in Hobart. These have enabled the University to deliver contemporary spaces for excellence in our academic activities, that facilitate broad engagement with the community and collaboration with partners.

It has been nearly a decade since both Medical Sciences Precinct buildings were completed (2010 and 2013) supporting greater interaction between the University and the hospital including clinical research and professional experience for our students in medicine, nursing, and paramedicine. The proximity of researchers, educators and practitioners has also seen Tasmania become a world leading centre for research into dementia (through the Wicking Centre) and in Menzies for population health studies.

The Institute of Marine Antarctic Studies (IMAS) building in Salamanca delivered in 2014, relocated the Institute from Sandy Bay to the Hobart waterfront, facilitating the close collaboration between the University and two government agencies, as well as enabling world leading research to be undertaken with the new support facilities.

The latest educational building to open in Hobart was the Hedberg, a collaboration between the State Government, the Theatre Royal and the University, and additionally supported with further funding from philanthropic sources and the Federal Government. As the home of the Centre for Performing Arts, the Hedberg contains teaching infrastructure and performance spaces that are unmatched within the Southern Hemisphere. The Hedberg is one of Tasmania's most ambitious cultural and arts infrastructure projects, a home for collaboration and performance with the creative sector and the Tasmanian community.

During the period 2014-2016, the University considered the facilities on the Newnham and Mooreville Road sites, the level of maintenance and renewal that was required and how best to support the functions of the University and best serve the people in the Northern regions of Tasmania. The result is a cornerstone project of the Launceston City Deal, the Northern Transformation Project, a $300 million partnership between federal, state and local government and the University, that will see new state of the art city campuses realised in Burnie (West Park) and Launceston at Inveresk, a consolidation with the University's schools of Architecture and Design, and Creative Arts and Media which moved to Inveresk in the early 2000s.

Relocating the two campuses from the suburbs of their respective cities to the city centres is an important aspect to revolutionise access to higher education for regional people and subsequent educational attainment in Tasmania. The University of Tasmania submission titled *State-wide Engagement* describes the rationale and process of the redevelopment of the West Park and Inveresk campuses, including the importance of regional access to higher education and how this project addresses the functions under the Act, delivering excellence in teaching and research, in accessible locations that is facilitating deep community engagement and use of space.

In 2019, as we looked to the future of our remaining facilities in Sandy Bay, the University needed to make a choice between our current distributed Hobart campus and consolidating in the city.

The attached document *Securing the Future of Higher Education for Tasmanians* describes the challenge faced with the existing Sandy Bay campus, the options, and decision-making process that led to the decision in April 2019 that the core operations would consolidate into new facilities in the Hobart Central Business District.

6. *The provisions under the act enable the University to fulfil its required functions*

The Act is detailed in its prescription of Council's responsibilities, principally to act in all matters concerning the University in the way it considers will best advance the interests of the University. Council is also able to allocate funds and otherwise determine the best use of the resources for the University.

In doing so, accountable executive, fiscal and academic decision making is enabled to ensure that the University has the means to provide educational and research facilities appropriate to its defined obligations under the Act.

7. Concluding comments

The University of Tasmania Act 1992 empowers and supports University Council to make decisions that will enable the University of Tasmania to deliver on the mission of the University for the state of Tasmania. In relation to this submission, it enables responsible and future focussed decision making with respect to built infrastructure to fulfil the commitment to be a University for and from Tasmania.

Please contact me if you require any further information.

Kind regards,

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University of Tasmania
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Attachments:
Attachment 1 - Securing the Future of Higher Education for Tasmanians.

Securing the Future of Higher Education for Tasmanians

UNIVERSITY *of* TASMANIA

How moving into the City will secure the future of Higher Education for Tasmanians

There's been a lot of discussion about the University's decision to consolidate its campus in the centre of Hobart. To help make that discussion as informed as possible, we thought it would be helpful to provide an overview of:

- The context for the choice between a distributed Hobart campus and consolidating in the City
- How and why we decided to consolidate in the City in 2019
- The evidence that supported that decision and how that evidence has changed and evolved
- The consultation we have undertaken to ensure the University's move is a good thing for both Hobart's CBD and Sandy Bay

The context for the choice between a distributed Hobart campus and consolidating in the City

In 2019, as we looked to the future, the University needed to make a choice between our current distributed Hobart campus and consolidating in the City.

We knew our facilities didn't meet contemporary standards around student experience, accessibility and sustainability. Our people were fragmented between Sandy Bay and the City. And we knew we needed a lot more than just renovations to bring our facilities up to standard.

At the core of this decision was this: we needed to secure the future of higher education for Tasmanians in a world of constrained funding. We needed to think innovatively about how we'll work in the future, how to give our students a better experience, and how we could do this affordably.

We're committed to serving Tasmania by providing the teaching and research it needs

As the only provider of higher education in the state, we have some important responsibilities. It's vital that we deliver:

- Access to higher education in all our regions, through physical campuses in Hobart, Launceston and Burnie
- A full range of courses that both provide broad learning opportunities and equip people for entry into professional careers
- Courses at all levels, from Certificates and Diplomas, through to Bachelors, Masters and PhDs
- Courses that meet the needs of a very diverse student population
- Research capability that meets the needs of the state, to better understand our own history and environment and directly support sectors like agriculture and coastal ecosystem management, and nurture Tasmania's globally important research work
- Knowledge that supports the next generation of innovation on the Island and the development of new enterprises in Tasmania

Achieving all these things is vital for Tasmania, but it's also expensive.

We've had to prioritise delivering our teaching and research goals at the expense of renewing our infrastructure

Australian Government total higher education spending as a percentage of GDP has declined from 0.88% in 1989 to 0.49% in 2019-20. Over the same period, domestic bachelor degree students in Australia went from just under 300,000 in 1989, to over one million in 2019. This means that government funding for higher education has continually declined on a per student basis.

Not only has per student funding declined, but Commonwealth funding is not well designed to enable a medium sized university like ours to deliver such a broad mission. Funding is based on national average costs of delivery, but the average university in Australia is not regional. They are large metropolitan universities which have advantages of scale, do not have to offer courses with small numbers of students and most do not need to support a network of regional campuses.

Faced with this funding challenge, the University of Tasmania prioritised the delivery of teaching and research, leaving very little for the renewal of infrastructure. In any one year, that trade-off made good sense. Over time, it becomes a difficult problem to solve. The result is that now we have a campus that is in one of the worst conditions of all Australian and New Zealand Universities.

Despite attempts over the years to refurbish or refit these buildings to support contemporary teaching practices, in 2019 our utilisation of teaching spaces was at 14%, against national benchmarks of 56%, demonstrating just how poorly they serve us.

More broadly, our spaces don't meet modern standards of accessibility and sustainability. At least two-thirds of our buildings would need completely rebuilding to meet standards required for ramps, appropriate gradients, width of doorways and internal corridors. And our older buildings are using twice the energy and water of our newer buildings built in the last decade, let alone against current and emerging standards.

The deterioration of our facilities has had an impact on student experience, with only 56% of Sandy Bay students satisfied with the study spaces in 2018, well below the Australian average of 80%.

Renewing our infrastructure was a challenge for campuses in the North as well as the South. Fortunately, in Launceston and Burnie, unique circumstances enabled us to attract very significant Commonwealth, State and local Council contributions to enable our facilities to be renewed. These campuses have a focus on increasing access to higher education, through moving to central locations and setting benchmarks in sustainable building design. The Burnie project and the first of the Launceston buildings are already complete, with the rest to follow over the next two years.

How and why we decided to consolidate in the City in 2019

In Hobart, we had to choose between a campus that continued to be distributed between Sandy Bay and the City, or a consolidated City Campus. We couldn't move what was in the City back to Sandy Bay, as shifting them back would be to the detriment of our close work with our partners, and to the experience of our students. Plus, we would never recover the money from the Medical Science, IMAS or Hedberg buildings to enable them to be rebuilt in Sandy Bay.

We began our decision- making process with extensive and far-reaching consultation. We established an Exhibition Room at the Sandy Bay campus, where we explained our situation and the benefits and drawbacks of the two models. We had over 1,000 visits to the room, established online forums for engagement, ran focus groups and 400 feedback surveys were completed by staff and students.

The staff, students and members of the community we consulted provided a rich set of perspectives, and these have guided our work to this day. Their feedback highlighted qualities that people valued about campuses. What stood out were the importance of having a campus heart, a coherent University community and green spaces.

Some felt that a City campus could bring the whole university together. and that a city location could increase vitality at the heart of the campus, which they thought had waned considerably at Sandy Bay over the years. While students debated the relative merits of the different locations, there was a strong attraction to being part of a vibrant city area because of the other amenities and jobs to which it gave them easy access.

Others couldn't see how the buildings in the City would cohere as a campus, questioned how you would have a campus heart, or whether it would have a 'university feel'. They were also concerned about the loss of a connection to green spaces.

There were also practical issues that people provided important perspectives on. People familiar with city campuses in other states were often positive about being able to have new science facilities clustered together and adjacent to the ones we already have in the City. Others were worried about whether the City was the right location for some specialist facilities and questioned whether it would provide space for future growth. Across the board, people were keen to make sure we kept our sporting facilities.

Understandably, parking and transport were important topics. Many Sandy Bay staff said a positive of the campus was the ability to park easily so they could manage their other commitments. They doubted people would change their transport habits if consolidation into the CBD occurred. City staff who make much more use of public and active transport saw things differently.

While opinions varied about the options, there was little disagreement about the serious attention the buildings and future infrastructure needed.

University Council determined that, on balance, the best decision was to consolidate into the city

Decisions of this level of complexity will always be 'on-balance' decisions. The process recognised the decision involved a range of distinct qualitative and quantitative criteria. University Council weighed the criteria and evidence to determine that consolidating in the City was the best way to advance the University's mission, strategy and to meet its obligations to deliver high quality higher education and research for as many Tasmanians as possible.

The evidence that supported that decision and how that evidence has changed and evolved

It's worth pausing for a moment to reflect on how our students engage with our campuses and who they are, because they're quite different – in important ways – from the students of 30 or 40 years ago, when the Sandy Bay campus was in its heyday.

This evolution has been shaped by the changing nature of students themselves and the pressures they face. The average age of our commencing students in 2021 was 32, and school-leavers were only 18% of our commencing cohort. Ten years ago, school leavers presented 32% of that cohort.

Today's campus is characterised by the fact that students come primarily to study, and spend only small additional amounts of time on campus. Two-thirds of our face-to-face students aren't spending time on campus outside lectures or independent study, and 80% of students aren't participating in sports, clubs or societies. The average amounts of time on campus are relatively low: our face-to-face students are spending under 12 hours on average per week on campus in direct study, and just under 3.5 hours on average for other activities.

Many of our students are already working, have busy lives, or need to work to support their studies. Students feel the financial cost of attending university. We know that 54% of our commencing students support themselves with paid work, and many balance work experience opportunities and extracurricular activities so that they can compete for opportunities by the time they graduate. Over the last decade in Australia, students who are in full-time work have gone from 32% to 42%, and part time work has been consistent at around 32%.

As a result of balancing these factors, more students are studying part-time. 38% of our students now study part time and over half of these students do so to balance work commitments.

Students also interact with the University in fundamentally different ways due to the internet. It has untethered students from needing to be in particular places, changed the way they organise themselves socially and how they consume entertainment. That has all made them less dependent on campuses, and changed how they use them.

Along with technology, social habits have changed. There has been a marked reduction in the consumption of alcohol among young people and the reduction in its centrality in a wide range of student social lives. That again changes how campus are used.

None of these changes means campuses aren't important. In fact, quite the reverse. They are important more than ever, because in-person social time has an even greater premium. But campuses that will attract and retain students need to respond the very different student of today.

It's this student we need to keep in mind when considering our campus choices.

Access for students through location

Of all new full-time jobs in Australia in the last 20 years, 47% required a degree. We're facing a future where tertiary education will be in demand for more jobs than ever before. But here in Tasmania, we have the highest proportion of adults in Australia without any further qualifications beyond Year 10. We're committed to making sure Tasmanians have enhanced access to higher education. There are four components to access that are impacted by our campus location – distance, affordability, balancing study and other commitments and psychological barriers.

In terms of **distance and physical access**, bringing our campus back together in the city will make it easier for students to access learning opportunities close to better public transport connections. As the physical distance between a student's home or work and university increases, the likelihood of enrolling decreases. This is further exacerbated by the time, cost of, and means of travel to the campus, and multiple transport connections through Hobart CBD to get to Sandy Bay can double

the time it takes to get to campus. From a number of suburbs including Moonah, Geilston Bay, Lenah Valley, Rosny Park and Acton Park, moving to the city will reduce travel time by half for staff and students. We also see material improvements in many more suburbs, with those in Rokeby, Old Beach, Howrah, Dodges Ferry, Sorell and Bridgewater having their travel time reduce by a third on average and up to 40%.

There are over 7 times as many jobs in the city than there are in Sandy Bay (including around 5 times as many part-time jobs.) Being closer to the city offers students proximity to working opportunities and transport connections to better manage their time around study.

Our Sandy Bay site is ill-equipped to cope with the levels of ramps and pathways required by modern standards for accessibility. The distance between Sandy Bay Road bus stop and Morris Miller Library is 700m uphill, and from there access across to science facilities above Churchill Avenue is very difficult – and that's not mention the many other buildings. A central, less dispersed, city campus gives us an opportunity to provide a much easier footprint to navigate, with most facilities being within a 10-minute walk of our campus heart, allowing people to come together more effectively. Designing new buildings from the ground up also ensures that we can incorporate the best accessibility design principles.

Balancing study and other commitments is an important part of why distance and time matters and is a major challenge for today's students. 76% of our commencing Tasmanian students told us Hobart work/life/study balance was one of their main concerns about starting university. Part-time students are now 38% of our student cohort, and over half of these choose to do so to balance existing work commitments.

Understandably, that challenge of balancing commitments tends to increase significantly among older students. The University's students are substantially older than the national average as we meet the challenge to provide greater access to education for all Tasmanians, including those who weren't able to access it when they left school.

Affordability of higher education is a key concern for students, nationwide. Today's students face barriers to study including time, cost and other life commitments, and many students now need to work to support their time at university: Here at The University of Tasmania, over half of school leavers with an offer who decided not to enrol with us cited worries about cost. Of those who did enrol, 55% of part-time students chose to study part-time rather than full-time because of cost Of our own commencing students, 54% are supporting themselves with paid work.

In terms of **psychological access**, research suggests that young people and families from disadvantaged backgrounds regard higher education as remote and alien from their own experience. Therefore, an important part of creating access is to locate higher education in a place that is experienced by people of all backgrounds is designed to be a place that is inviting to all. While Sandy Bay has many attractive qualities, it is also a very affluent suburb whose location does not help tackle the perception of higher education as remote from people from disadvantaged backgrounds.

A campus experience that sets itself apart

By virtue of our location in Hobart and in Tasmania, we already have a compelling differentiated setting. We want to make sure our campus further strengthens this ability compared to mainland Universities. This helps us retain Tasmanian students and attract mainland students. We know that this can be effective from our experience of the way the Bachelor of Marine and Antarctic Studies delivered at IMAS in Salamanca has led the way in attracting interstate students.

With this input in mind, we assessed whether Sandy Bay or the City presented a more compelling opportunity for a differentiated campus experience by evaluating four key criteria in 2019:

1. The opportunity to **house facilities** in historic University buildings. Making the Domain a key part of the University experience presents a compelling case here, as our original home
2. A **unique experience of the natural environment**. Clearly, Sandy Bay offered a significant advantage especially in those buildings above Churchill Avenue
3. **Part of a distinctive urban setting**. Distinctiveness in this case is guided by what students value. However, it's clear that a high proportion of today's students value ready-access to the facilities and lifestyle offered by central city areas. An interesting example of this is that our student accommodation in the city is much more popular than our accommodation above Churchill Avenue, with nearly 70% of students opting for city accommodation as their first preference, despite only a third of students studying in the city.

4. **Integration with professional and clinical settings**. This was an important rationale for the move of previous parts of the University from the Medical School to the Art School. There remain a range of areas, from Pharmacy and Business, to Social Work and Law, where the City offers significantly better options. Today, work integrated learning is a vital part of University study for many disciplines and is highly valued by students. In the College of Health and Medicine alone, we offer approximately 10,000 placements totalling over 800,000 hours per year, through relationships with 1,200 industry and community partners.

Following a rapid online shift throughout the pandemic, we want to attract people back to campus, as we believe face-to-face interactions are a critical part of a university experience.

A united University community

Supporting a differentiated campus experience is the ability of students to mix and engage with the full breadth of other students in a true campus heart. Today, a third of students study in the City and rarely visit the Sandy Bay campus,. With our students balancing work and life commitments, they have even less time available to spend on campus outside of class. It is therefore even more important to make it easy for our students to connect with each other. Bringing almost all southern students into close proximity – as is intended in the City campus – creates the opportunity to develop a vibrant campus heart for today's students. This sort of critical mass of students is needed to support contemporary versions of the experiences students once engaged in, in places like the Refectory (the "Ref").

What is true of students is also true of our staff, with a third of them also in the City. We have heard that our city-based staff and students often feel isolated except within their individual schools and feel a general lack of support services. The social fabric generated when people can easily meet and coincide in common spaces would be greatly enhanced if all staff were in much closer proximity to each other, and facilities like the Staff Club were equally accessible to all staff.

Compared to the current distance of 3.5km between the Sandy Bay campus and current city facilities, a city move would reduce the distance between facilities for our students to travel. We will have a central campus heart, within 10 minute walk for over 90% of southern students. This will particularly ease the requirement for students studying across both sites, for whom it takes approximately half an hour by our own current bus service to get between the two locations. Being closer together will make it easier for our people to work in a multidisciplinary way, and for students to study multiple disciplines.

Ease of collaboration and access to shared resources

A well-connected university matters not just for the experience of community it creates, but also to support collaboration. Collaboration is vital to contemporary research and, in a growing range of areas, to being competitive in grant funding schemes. It is critical in tackling many of the challenging issues we face.

Physical proximity is important to collaboration. A study of the relationship between distance and collaboration at Massachusetts Institute of Technology found that academics located in the same workspace were three times more likely to collaborate than those who were 400m apart. The frequency of collaboration dropped by half again among researchers whose offices were 800m apart.

The fact that we are currently distributed between the city and Sandy Bay means that we are losing out on opportunities for better proximity and better collaboration between all of our disciplines. And this is not just for staff – in moving to the city, our engineering students can be closer to medical sciences, in an era where medicine and technology are fusing. Our music students will be able to undertake arts or business electives and our medical students will have access to broader university amenities and spaces that they currently cannot engage with.

There are also a wide range of important student support services, from counselling, learning access, and career services, that are better provided from a single central location, where a critical mass and breadth of staff can serve student needs.

Connection with the broader community

Collaboration within the University is important but, to fully serve Tasmania, collaboration and connection with the community is also vital. Currently, our Sandy Bay campus is not particularly accessible or inviting to our broader community. Moving to the city provides an opportunity to increase our visibility to the people of Hobart, and to be a welcoming place for all Tasmanians. Our city presence has already fostered some greater connections to our wider community, including:

- Our Hedberg Centre for Performing Arts is connected to the Theatre Royal and has been designed as a collaborative incubator space for place-based creatives – through performance, recording and rehearsing, research and events, and partnerships and engagement. A new unit delivered in collaboration with NIDA is just one example of greater student learning opportunities through being connected physically with industry and having world-class facilities to offer
- Our IMAS building is not just a space for students – we host industry forums, open exhibitions, public art installations and school visits that invite community discussion and participation on key topics around marine science, such as salmon farming and climate change

Central to increasing our connection to the community will be a modern, city-centric library that is accessible to everyone – a welcoming place where our community can come together and gather for events and workshops, and where we can showcase our collections to the people of Hobart. We can make some of the incredible research work we do visible to the public, inspiring next generations of students. We can undertake exciting and important initiatives, such as a new allied health multidisciplinary clinic to help our students learn in real environments and our city's health precinct thrive.

For industry and community engagement, having the full range of university disciplines at the hub of the city where government, business and community organisations are concentrated breaks down the barriers to collaboration. Again, as we know with staff collaboration, physical proximity matters. It is not that collaboration doesn't happen if you are more distant, but given its importance, there is good reason to prioritise making it easier.

Sustainability of transport options

Transport and traffic are a big part of everyone's day. While the University might seem to loom large when it comes to morning traffic, our staff and students constitute only 4% of the traffic that passes through Macquarie Street per day, or 2% of the traffic over the Tasman Bridge.

It might seem counterintuitive, but we discovered the move to the City would reduce the University's total traffic volume and improve flows in the City.

With 663 staff FTE now based in the city, and 3,777 students undertaking their primary course at city-based locations in 2021, we know a lot about the difference in their transport behaviour compared with the Sandy Bay staff and students. Because of better public transport and active transport networks like bike paths, university staff and students located in the city are driving less compared with those based at Sandy Bay – 22% less students, and 28% less staff.

In the first few weeks of Semester in 2022, we have, on average, 1,970 people travelling to the Sandy Bay campus per day. In line with the assumptions from our Travel Behaviour Survey in 2021, this amounts to approximately 1,176 cars. If we extrapolate the behaviour of current city staff and students for a city-centric model, in a city-centric model we could expect only 722 of these cars to drive into the city each day. This is a net reduction of around 475 cars on our roads every day.

This has been a consistent picture for some time. Back in 2018, GHD Pty Ltd and RED Sustainability Consultants completed a Preliminary Traffic Impact Assessment for Central Hobart which modelled our move, our travel behaviour, and potential scenarios. It found in all scenarios, a likely reduction in trips made by car to a University in the city.

What they also found was that a move to the City would improve traffic flow. This is largely because staff and students who live across greater Hobart engage in significant cross-town travel to get to Sandy Bay. The modelling revealed that, for Sandy Bay itself, the improvement in traffic would be considerable, with a reduction of 10 cars per minute during peak hour.

We are committed to making further positive contributions to ease traffic congestion into the future and help our people get to and from work and study. We will be analysing and adjusting our class timetabling around peak times, investing in safe pedestrian and cycleways across the city, and working closely with our partners around public transport to support more sustainable and available options. We have an opportunity to be the critical mass that is needed as the catalyst for improving Hobart's public transport infrastructure, which will be a benefit for all people of Hobart, not just the university.

Financial sustainability

Our 2019 business case explored the financial implications of the two options and found that it would be $120 million more costly to redevelop the Sandy Bay site than to consolidate and build a new campus in a smaller city footprint.

Since then, a great deal of further work has occurred, so we know a lot more about the relative net costs of the two options. The relative cost of buildings in the two locations has not fundamentally changed. What has changed is the income that would be generated from the sale of our city properties compared to the long-term redevelopment of Sandy Bay:

- If we were to sell the City properties that we are yet to develop and continue a distributed campus model (i.e. retain the existing Medical Science Precinct, the Hedberg, student accommodation and Hunter St) at a 40% premium to the price we purchased them for, we would receive approximately $100m;
- In the alternative case, by consolidating into the city, Deloitte Access Economics have estimated that, across the life of the Sandy Bay development we would stand to gain approximately $770 million.

The financial implications of these two options for our sustainability is now even more stark:

- The distributed campus option would require the University to find $450m from operations to upgrade our campus in a constrained Commonwealth funding environment, which is an unprecedented level of expenditure for the University that has typically been able to allocate a maximum of $10-15m annually for building infrastructure spending;
- The consolidated city campus option would cover the cost of the redevelopment and provide the University with $200m more over time. This will provide an ongoing income stream to support the delivery of education and research in Tasmania, enhance access through scholarships and, in some measure, address declining Commonwealth funding.

The consultation we've undertaken to ensure this move enhances both the City and Sandy Bay

Once the Council made its decision in 2019, we set out to work closely with stakeholders from across the City to make sure the campus would not just be *in* the City but very much *for* and *of* the City.

In November 2019, we held an Appreciative Inquiry Summit, inviting over 400 stakeholders from across Greater Hobart. They came from state government, local government, local businesses, local community organisations across education, transport, health and community services, as well as some of our staff and students who wanted to contribute.

The process started with people identifying what they value about Hobart and what they would like to see any University move enhance. The qualities people identified were:

- A sustainable campus characterised by bringing nature and green spaces into the city
- A campus that is welcoming to all and that builds community
- A campus that enables us to work better together with our many partners
- Reimagined traffic and transport options
- A campus which preserves the Domain as a special space
- Architecture that enhances the city

There was then careful deliberation about how this could occur. What emerged were a series of values, principles and aspirations for a city campus that would make Hobart a better place to be. Those values, principles and aspirations have continued to guide our designs and processes.

From here, we kicked off a master planning exercise and we spent 2020 and 2021 consulting with stakeholders to refine this vision and develop a series of Urban Design Principles that would guide all our work and an initial masterplan.

We held a series of forums through our Community and Expert Reference groups, enabled online feedback through our website, and had a month-long staffed exhibition space in Melville St and the Sandy Bay campus where we shared our plans and invited feedback from the community. We shared findings and tested feedback around initial plans with key stakeholders along the way – including city neighbours, elected members from state, federal and local government, and industry partners around traffic, transport and local business.

This process helped to refine our overarching principles that our community had for the campus, and we went about developing supporting strategies to implement them:

1. **The Place Principle**: Enhance the distinctive natural and human qualities of nipaluna/Hobart
2. **The Sustainability Principle**: Bring nature into the city as an integral part of a sustainable campus
3. **The Accessibility Principle**: Create a highly accessible campus that enhances connections across the city and from the Southern Region
4. **The Community Principle**: Create an inviting heart to a connected series of university and city communities.

All this work and feedback culminated in the release of our Preliminary Urban Design Framework (UDF) in 2021, which details our initial masterplan for the city campus. Upon release, the UDF received 4,300 views from our internal and external community, and feedback was encouraged.

In 2021, we also undertook a four-stage engagement process around creating a community vision for the Sandy Bay campus. We heard about the things that people love about the Sandy Bay campus, and the values that need to be nurtured for its future purpose. Our engagement included 101 face-to-face and focus groups, 11 online workshops, 350+ exhibition participants, 136,000+ emails delivered to staff and students, and 21,000+ flyers through letterbox drops to residents of Sandy Bay, Mt Nelson, Dynnyrne and Tolmans Hill, and an interactive website with over 3,500+ views where visitors were encouraged to leave feedback for each stage of the process. The result of all these consultations was the development of the draft concept master plan, which was integral to our submission to Hobart City Council to remove the educational overlay over the site, which would enable a vision such as this be pursued.

We're committed to getting the best outcomes for the City, Sandy Bay and their communities

We are committed to and have faith in public processes and forums that enable systematic and public reviews of our proposals. The Planning Scheme Amendment process that governs Sandy Bay's future provides extensive opportunity for public review and input. We are very open to evolving the proposal in light of that feedback.

Any City developments, like our current proposal in relation to the Forestry Building, need to go through a Development Application process, which again provides extensive opportunity for public input and expert review to ensure that the development meets the needs of the City.

As we develop the next buildings, we will engage in the sort of extensive consultation with future users, both internal and external, and other stakeholders with an interest, as we have done with our new buildings in Burnie and Launceston.

The next of those developments will be the buildings associated with our Campus Heart. Our staff, students, city neighbours and future users from across Greater Hobart will have significant opportunities to shape the design and function of this precinct.

We look forward to working together to see the University evolve in the City in a way that enhances Hobart and its communities, while securing the future of higher education for Tasmanians.

University of Tasmania

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 14 – Access and Educational Attainment

This submission covers point (1), raised in the Terms of Reference for the Legislative Council Inquiry on Access: (1) the constitution, functions and powers of the University. Specifically, this submission will focus on the function of the University, as stipulated in section 6(f) of the *University of Tasmania Act 1992* (the **Act**) "to promote access to higher education having regard to principles of merit and equity".

We will demonstrate that promoting access to education also enables the University to perform other key functions identified in the Act, including:

> 6 (a) to advance, transmit and preserve knowledge and learning; and
> 6 (h) to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

1. Introduction

The University of Tasmania is committed to our place-based mission to be a university for and from Tasmania. Access is critical to our mission and is a pathway to meeting our broader impact agenda to improve education, social, economic and health outcomes for all Tasmanians. Our task is not an easy one. To increase levels of access, we must overcome two major challenges. The first is to eliminate the various barriers to access to higher education for those who are ready to study; the second is to address the drivers and situational context that lead to a lack of preparedness for higher education.

For those who are prepared, there are five major barriers to accessing higher education:

- The regional nature of Tasmania and the resulting regional disadvantage;
- Practical accessibility of campuses in terms of physical location and available transport options;
- Health challenges, which contribute to greater levels of disadvantage and compound both the regionality and accessibility factors;
- Affordability and the need to juggle work and study, particularly for the older student cohort that we serve;
- Digital exclusion, driven by unaffordable access to devices and the internet and the lack of skills to use it

There are also those who have lower levels of preparedness, where the above factors are compounded by other situational challenges:

- Disengagement from education as a result of disadvantage;
- A social and family setting not supportive of nor experienced in higher education

These factors combine to create a burden of inequality unique to our University that requires a creative approach. This submission will demonstrate that we perform our function to promote access to higher education, enabling our ability to achieve additional functions under the Act related to knowledge advancement, transmission and preservation; and support for and promotion of our communities welfare.

2. Tasmania's context

In order to effectively promote access to higher education, we must be aware of the context in which we are operating. The Tasmanian context, with its regionality, the placement of education facilities, health, financial and technological factors, play a complex, interrelated role in impacting Tasmanians' access to higher education.

We have a responsibility to regional and remote students, with over a third of Tasmanians living outside central population areas. This results in over 62% of our domestic students coming from regional areas, compared with the Australian university average of only 20%.[1] Regions are characterised by disadvantage, which can manifest in a variety of ways; from material (poverty, income); to relational (the social context that determines life opportunities); to locational (the social, economic or environmental benefits that the location confers). These forms of disadvantage result in challenges for students leaving regions if they have commitments to family or as carers, where they cannot afford it or where the local culture of the region makes it difficult to leave.[2] As a result regional and remote communities often can have reduced aspirations towards higher education, lower participation, and are less likely to report an intent to study.[3]

The location of our higher education institutions is also a key consideration. Suburban locations, rather than central, easy to access locations where transport options are far greater, particularly for those in regional locations, creates challenges physically accessing our campuses. In fact, 28% of school leavers with an offer deciding not to enrol, state distance contributed to their decision.

Compounding these challenges, we face unique and complex health challenges that contribute to a greater level of disadvantage in Tasmania. We have the highest rate of disability, at 26.8%, compared with 17.7% nationally[4] and we have some of the poorest health outcomes in the country. We have greater disease burden, high rates of modifiable health behaviour risk factors such as smoking and obesity, and an increasing mental health burden – with the second highest rate of adults reporting psychological distress nationally[5] and higher than average suicide rates.

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[1] Domestic students with first address regional and remote, by state and institution, 2020
https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp2122/Quick_Guides/RegionalRemoteHigherEducation
[2] Responding to Regional Disadvantage, Australian Housing and Urban Research Institute, University of New South Wales and University of Western Sydney Research Centre, December 2001
[3] RMIT 2017, Edwards & Marks 2008, James 2008
[4] Survey of Disability, Ageing and Carers 2018
[5] https://www.aihw.gov.au/reports-data/australias-health-performance/australias-health-performance-framework/national/all-australia/wellbeing/wellbeing

Financial barriers to participation in education are well proven and are amplified in this context. We hear consistently from students that affordability is a key concern to pursuing tertiary studies, with 3 in 4 commencing students citing concerns about their ability to juggle work and study. The challenge of balancing work and life commitments tends to increase significantly amongst older students. University of Tasmania students are substantially older than the national average – the average age of our students is 32, compared to the national average of 26, and as we increase access to all Tasmanians, we continue to see growth in our mature age demographic.

All Tasmanians should have an equal opportunity to interact with digital services and information in ways that are easy to use, convenient and readily available. However, this is not the experience for many in our state, with unequal access and capacity to use information and communication technologies (ICTs), limiting their ability to fully participate in society.[6] In fact, every local government area in Tasmania, excluding Hobart, scores below the national average for digital inclusion.[7]

These inequalities and other factors mean that educational disadvantage is a reality faced by many Tasmanians. Our Year 12 attainment rates of 59% are well behind the national average of 76%. For very remote students, this is even lower at 45%.[8] Compared to national indicators, we have the highest proportion of 15-74 year old's with no qualification beyond Year 11[9] and we have the second lowest portion of young people engaged in full-time study.[10] The major driver behind these figures is unchecked school disengagement. Students who suffer from lifestyle disadvantage, no place to study at home and a home environment or culture that does not support study disengage from school, and unless we encourage them back to the system, this school disengagement can have life-long and society-level implications. Statistically, the outcomes of departing education early are significant and include lower income, poorer health and even a shorter lifespan. Minimising exclusion and maximising engagement are therefore essential goals for the state as a whole.[11]

Access is not as simple as increasing enrolments in higher education in Tasmania – it demands a nuanced, place-based approach to enhancing perceptions of higher education and breaking systemic barriers in recognising merit, in order to provide greater equity in access across the State.

3. Addressing barriers to access for those prepared for higher education

The University is committed to eliminating barriers to accessing higher education and has actioned several targeted interventions to address barriers that will promote access, leading to increased Tasmanian enrolments and ultimately knowledge advancement retained in the Tasmanian community.

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[6] (Schejter et al 2015)

[7] https://www.digitalinclusionindex.org.au/dashboard/National.aspx

[8] https://www.pc.gov.au/research/ongoing/report-on-government-services/2022/child-care-education-and-training/school-education#targetgroup (Table 4A.58)

[9] Australian Bureau of Statistics, May 2021 https://www.abs.gov.au/statistics/people/education/education-and-work-australia/latest-release

[10] https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release

[11] Dr Jeff Thomas, University of Tasmania, https://www.utas.edu.au/about/news-and-stories/articles/2018/627-exclusion-is-not-the-answer

Addressing regional barriers through our campuses
We recognise distance as a physical barrier for many Tasmanians with our Campus Transformation agenda focused on addressing this through providing access to campuses across our State. Through transformation of our campuses, we aim to provide the same quality experience and access to more courses, regardless of where a student lives or comes from in Tasmania.

Our long-term commitment to Campus Transformation is becoming visible with the opening of the new West Park, Burnie campus in 2021, and staged opening of new facilities in Inveresk, Launceston from 2022-24. These facilities go beyond what is legislated for accessibility, by disrupting and innovating the way that we work, the way that we invite our community into our campus, and the way that we teach.

The new Inveresk library, which opened in early 2022, is a demonstrable example of changing the way that we invite our community into our campus. It has been designed to support the whole community and is accessible by staff, students, public, community groups and precinct partners for events, workshops and cultural talks and forums. Set over three levels, the library offers group and quiet study spaces, digital and print collections and resources, meeting spaces and classrooms. Additionally, it features artworks, cultural objects and a collection from Riawunna, a student kitchenette, parenting room and café. It aims to be a welcoming and less intimidating accessible university space, while remaining a valuable resource for the community.

Along with new facilities, we are also increasing the availability of our courses into the North and Northwest regions and increasing flexible study options to ensure we meet the needs of mature age students who are juggling work and family commitments. Disciplines such as Business, Education, Social Work, Nursing, Psychology and Science are all available to be studied on-campus at West Park with more course options expanding in 2023. In Launceston, we have recently extended our Police Studies offerings, to sustain the most highly qualified police force in the country which has been a result of successful partnership with Tas Police. A new Psychology Clinic in Launceston also will support a greater cohort of postgraduate psychology students in the North, contributing directly to skills shortages in our regional communities. For those that are constrained by commitments they have in their local community, we offer fully online and mixed modes of attendance, to encourage greater participation.

Addressing the distance challenge through more central campuses
As the physical distance between a student's home or work and a university increases, the likelihood of enrolling decreases.[12] In terms of distance and physical access, bringing our campuses together into city and urban centres will make it easier for students to access learning opportunities through better public transport connections and employment opportunities.

We are actively progressing this initiative with support through government grant funding, completing the Burnie project at West Park in 2021 and the first of the Launceston buildings at Inveresk, with the rest to follow over the next two years. Our consolidation in the South into the

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[12] Cooper, G., Baglin, J., & Strathdee, R. 2017. Access to higher education: Does distance impact students' intentions to attend university? National Centre for Student Equity in Higher Education (NCSEHE), Perth: Curtin University.

Hobart CBD is about bringing our currently dispersed campus back together given over a third of our people are already in our CBD facilities. Importantly, being closer together and more centrally located enhances physical access for students, and this in turn helps to promote greater campus experiences.

Addressing financial barriers through access scholarships and bursaries
The University has a long history of providing scholarships and access bursaries in partnership with our community to enable access to higher education. In 2021 we undertook an institutional review of scholarships and bursaries to ensure they continue to be as effective as possible. The result was a revamped scholarship provision through the new Support to Study Scholarship Program.

By focusing our efforts on the core mission of removing financial barriers to higher education we have re-designed the application process resulting in a 54% increase to scholarship and bursary applications compared with the previous year. Recognising the increased uptake of online study, we have broadened access to scholarships to include both on-campus and distance students to ensure that no matter your location, background, age or study choice, financial disadvantage doesn't determine your ability to enter higher education.

In Semester 1 this year we provided 418 of our most financially vulnerable students with $815k in financial support and a further 1,400 students with access bursaries to the value of $1.4m. This financial support is provided along with access to the Support to Succeed Program, providing these same students with access to university financial services, counsellors, and employment services throughout their study to reduce the impact of financial barriers to accessing higher education.

4. Addressing the Preparedness Challenge

Research shows that relationships and experiences during a child's formative years can strongly influence their future learning and wellbeing.[13] In recognition of this, the University established the Peter Underwood Centre in 2015 to undertake targeted research and initiatives that would contribute to positive and sustained change in educational outcomes for young Tasmanians. The Centre works in partnership with the community, government, and sector to deliver activities, evaluate outcomes and raise aspirations, enabling students to fulfil their potential irrespective of their background or starting point. Activities span a broad spectrum, from supporting children to engage better with education, through to helping older age groups find a pathway to the capability and mindset they need so that they are able to engage.

Engaging young people earlier
The Peter Underwood Centre commenced delivery of the Children's University for 7-14 year old's in Tasmania in 2017. The program engages children and young people in learning experiences across the State to inspire curiosity with an aim to increase educational achievement. By rewarding

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[13] Australian Research Alliance for Children and Youth, 2014; Chittleborough, C. R., Searle, A. K., Smithers, L. G., Brinkman, S., & Lynch, J. W. (2016). How well can poor child development be predicted from early life characteristics? A whole-of-population data linkage study. Early Childhood Research Quarterly, 35, 19-30; Phillips, D. A., & Shonkoff, J. P. (Eds.). (2000). From neurons to neighborhoods: The science of early childhood development. National Academies Press

young people for taking responsibility for their own learning, the program encourages a love of learning, increases aspirations, encourages fun, discovery and celebrates passion for learning.

Increasing higher education experiences for young Tasmanians
We recognise University can be an intimidating experience for young people, particularly if they have had no previous experience or interaction with higher education institutions. The Peter Underwood Centre has played an active role in maintaining a number of initiatives focused on reducing fears and perceived barriers to entry while increasing familiarity and comfort with higher education.

The University Connections Program (UCP) engages Year 11-12 students by extending the existing pre-tertiary Tasmanian curriculum to provide opportunities for senior secondary students to experience higher education study in several subject areas including business/finance, applied design, music, music technology, art and design, sport management, mathematics extension and cultural studies. Student and teacher evaluations show that the UCP is effective in preparing students for tertiary study, through building confidence, increasing academic skills and knowledge, building familiarity with university systems and learning and providing unit credit for UCP units completed within particular degree structures. Recent data has shown that in tracking the UCP cohort we have identified the UCP as a strong pathway to higher education. Since 2017, an average of 60% of all students have transitioned to the University of Tasmania, and likely to other universities.[14]

Another program preparing students for tertiary study is the High Achiever Program (HAP). This program is delivered in partnership with Tasmanian senior secondary schools and colleges and aims to enrich the educational opportunities for gifted or high-achieving Year 11 & 12 students by extending a selection of the University of Tasmania's first year undergraduate units and teaching to these students. Since 2016, we have been tracking this cohort of students, with approximately 70 per cent of students progressing to the University.

Lastly, we piloted Uni-Hubs in 2017 in partnership with the Tasmanian Department of Education and they have since become firmly embedded in Claremont College and Newstead College. Uni-Hub coordinators provide guidance and support for students at the two colleges to transition to University. Evolving the concept further, we were a key partner in the successful Federal Government grant that brought the first Regional Study Hub to Tasmania in 2019. Study Hub West Coast is situated in Zeehan, and auspice by West Coast Heritage Ltd. It services towns within the region, including Queenstown, Rosebery, Strahan and Tullah and is dedicated to supporting regional and remote learners at a post-secondary level delivering access to campus-like facilities, educational support, technology and, most importantly, a network of fellow students. Through the success of the Study Hub at Zeehan a Study Centre has also opened in Smithton in 2022 to service the local Circular Head Community.

Dedicated Schools Engagement
The University has a dedicated Schools Engagement team committed to developing and delivering programs that inspire students to explore their futures through the lens of higher education.

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[14] Annual Report 2020, Peter Underwood Centre

Programs and activities are delivered across the State, both on campus and in schools with a focus on the high school years. The programs deliver interactive and engaging experiences to give young people a taste of future career options and their educational pathways. Through programs such as the Young Tassie Scientists, LawFest, Economics Challenge, Subs in Schools and Science and Engineering Investigation Awards the team engages with more than 20,000 young Tasmanians each year.

Creating innovative pathways to University
The University completed a research project in 2019 to determine factors contributing to success in first year study at the University of Tasmania. The outcomes of this study were used as a basis for developing an alternative application and entry system for year 12 students that is now known as the Schools Recommendation Program (SRP).

Three years on, the SRP has transformed our admissions approach for year 12 school leavers, with over 90% of school leavers choosing to access university in Tasmania through the SRP rather than rely on their ATAR. The program acknowledges the challenges of our local context, enabling students to enter university without an ATAR and instead basing admissions on recommendations from teachers. In doing so, it:
- recognises students of all abilities, results and levels of advantage
- encourages the pursuit of higher education by recognising students' personal drive, experience and commitment in addition to academic performance

Thanks to the program, more students have a place with us than ever before. We have seen enrolments from schools across Tasmania that have never previously had enrolments such as Mountain Heights, Sheffield, Bayview and the Jordan River Learning Federation. We are seeing positive outcomes from across the State. In 2021, we experienced increased student enrolments by 34% in the North-West, 14% in the North and 25% in the South. We also had a 30% increase in students with a disclosed disability.

Increasing pathways to study for mature age students
In Tasmania we face the challenge of a historically lower education participation rate and lower year 12 completion rates compared with the national average. However, we believe that University is for everyone and in our experience there are a number of different paths to higher education. We created the University College (UC) in 2016 in recognition of the differing journeys of Tasmanians. Over this time the UC has created a range of new, innovative and flexible courses for students looking for shorter, job-focused qualifications or pathways to Bachelors programs. These include Associate Degrees and Diplomas, as well as pathway courses such as the University Preparation Program and the Diploma of University Studies designed to provide students with preparatory units to grow confidence and an alternate pathway of entry to studying at a tertiary institution.

In the years since UC's conception, the Diploma of University Studies and the University Preparation Program have taught over 2,500 Tasmanian mature age students[15] demonstrating that increasing pathways to tertiary education is resonating with our mature age Tasmanian students.

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[15] Mature Age defined as students aged 20+ years

Aboriginal and Torres Strait Islander enabling program

Riawunna's Murina Program is a pathway designed for Aboriginal and Torres Strait Islander students to develop skills and confidence to commence undergraduate studies or other vocational goals. The Program is an important enabling program providing 153 students with access over the past five years. In addition to 'in-class sessions', the Program incorporates initiatives such as guest Aboriginal speakers and community leaders, experiential learning, a compulsory field trip, in-country experiences and includes 'wrap-around' care to ensure our students are well supported as they navigate the intersection of Aboriginal and Western knowledge systems to achieve personal success and buffer against assimilation.

5. Concluding comments

We are fortunate to live and work on a remarkable distinctive island with unique natural and Indigenous heritages and with people who are incredibly committed to their communities. We meet the challenges that our island context sets through an opportunistic lens, leading to creative solutions to further enhance our institution as an education provider and community resource.

Our campus transformation has resulted in infrastructure upgrades that have changed the way we think about and utilise space as we have challenged ourselves and the sector to create a sustainable presence in our three major regions.

The imagining of the Peter Underwood Centre and University College would not have been possible without a clear civic responsibility to our unique socio-economic and regional context. Since their inception they have continued to pave a path of innovation in educational and community programs with a view to addressing access, but with a result that has led to embedded and meaningful community engagement. Their presence in our institution has infiltrated every corner and led to continuous improvement and adaptation in broader areas such as scholarships and admissions.

The Act stipulates the University's function to promote access to higher education, and the University responds to this function while meeting the challenges Tasmania's unique context offer. In doing so we not only perform our function to promote access to higher education, we achieve additional functions under the Act related to knowledge advancement, transmission and preservation; and support for and promotion of our communities welfare.

Please do not hesitate to contact me if you require additional information.

Kind regards,

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UNIVERSITY *of* TASMANIA

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 15 – State-Wide Engagement

Introduction

The University of Tasmania serves the higher education needs of the entire state through campuses in the Northwest (Burnie), North (Launceston), South (Hobart), and elsewhere in Tasmania (as well as in Sydney). While several mainland universities are closing their regional campuses, the University of Tasmania is committed to its regional campuses throughout Tasmania.

Pursuant to the *University of Tasmania Act 1992* (Act), Section 6 – Functions of the University, the University has the following functions:

- (a)   to advance, transmit and preserve knowledge and learning;
- (b)   to encourage and undertake research;
- (c)   to promote and sustain teaching and research to international standards of excellence;
- (d)   to encourage and provide opportunities for students and staff to develop and apply their knowledge and skills;
- (e)   to provide educational and research facilities appropriate to its other functions;
- (f)   to promote access to higher education having regard to principles of merit and equity;
- (fa) to foster or promote the commercialisation of any intellectual property;
- (g)   to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

This submission will focus on the state-wide engagement undertaken by the University, in fulfilment of *functions (e), (f) and (g)* of the Act. It outlines the rationale for the University's regional approach, the transformation of its regional campuses and the benefits being realised for and from Tasmania, by enhanced educational access in regions. This submission will show, in this regard, how the University is meeting its obligations under the Act.

1.   *Regional access to higher education*

Many people, particularly in regional communities, face barriers in accessing higher education. This includes people from low socioeconomic status (SES) backgrounds, those from families with little experience of higher education, those in remote locations, Aboriginal and Torres Strait Islanders and other groups. Higher education attainment in all regions of Tasmania continues to be well below the national average (16.2 % of Tasmanians, compared to 22% of Australians had a Bachelor level qualification or above in 2016 (ABS, 2016). This is even more nuanced by region, for example:

Local Government Area (LGA)	Bachelor level qualification or above (ABS, 2016)
Circular Head	6.0%
Derwent Valley	6.6%
Southern Midlands	6.7%
West Coast	7.0%
George Town	7.3%
Devonport	9.3%
Waratah/Wynyard	9.7%
Kentish	9.9%
Northern Midlands	10.1%
Latrobe	10.1%
Glenorchy	10.4%
Sorell	10.5%
Meander Valley	11.9%
King Island	11.9%
Tasman	12.2%
Huon Valley	15.7%
Launceston	16.1%
West Tamar	16.8%
Kingborough	26.4%
Hobart	39.8%

The reasons for this are many, but some major contributors in Tasmania are:

- The disruption of having to move away from regional locations to continue higher education. This is particularly important for the generally older learner cohort in regions who are less able to move to access education;
- The cost of relocation, living away from home and university Higher Education Contribution Scheme (HECS) contribution;
- Lack of perceived relevance of university studies and lack of experience and confidence with higher education;
- Historically low educational exposure, aspiration and peer examples; and
- Poor digital connectivity and digital literacy.

The consequences of these barriers to higher education are profound for individuals, their families and for communities and regions. Regional people have less ability to gain skilled employment and to gain jobs in the emerging future economy. Stable career entry employment is a key social determinant of health and wellbeing. Therefore, higher education being more available in regions is crucial to stimulate economic development and to uplift regions adjusting to new economic opportunities. Training regional people locally also means that graduates are already embedded in remote and regional locations. This not only enhances access to education, but graduates are far more likely to remain as qualified teachers, nurses, allied health practitioners and so forth in their community. Hence regional access to higher education is crucial to the provision of professional services in regions.

The University is very focused on improving educational access and attainment for people across the state and overcoming barriers to educational opportunity. It is progressing this by:

- Establishing new campuses in Burnie, Launceston and Hobart that provide excellent learning and research spaces and that enable new courses to be offered from start to finish in Tasmania;
- Progressing a blended mode of learning that combines high quality on-line learning with programmed face to face interaction on-campus for increased flexibility;
- Providing flexible learning pathways that suit people with little or no background of higher education to build confidence and capacity in our students;
- Supporting community-based models of learning access in remote areas including the Study Hub West Coast (Zeehan) and the Circular Head Study Centre (Smithton); and
- Implementing the Schools Recommendation Program (Schools Recommendation Program | University of Tasmania (utas.edu.au)) in 2020 which is providing a clear pathway to study at the University, particularly for regional students.

These efforts are aimed at revolutionising access to higher education for regional learners and subsequent educational attainment in Tasmania.

2. State-wide Engagement in the Execution of the University's Functions

The University of Tasmania is committed to providing in-person learning and ensuring our students and staff have excellent contemporary facilities that enable them to do their best work. This includes access to researchers and research infrastructure that enables our courses to be continually informed by research. It is important to us that our facilities make education as accessible as possible for all Tasmanians and reverse the historically low higher education attainment in Tasmania. To meet those objectives, the University has embarked on a transformation process which will see the majority of its teaching, research and community engagement functions in all three regions relocated from aging suburban campuses to contemporary buildings and spaces in the city. This will not only increase accessibility but also make the work of the University more visible to Tasmanians.

The University is undertaking this transformation because studies from around the world have shown that city universities dramatically increase visibility, improve accessibility, and increase attainment. Carl and Menter (2021) reported that simply being a 'University city' in Germany was associated with much higher regional educational attainment. Additionally, Parker, Jerrim, Anders and Astell-Burt (2015) found a significant association between living close to a university and aspiration and enrolment at Australian universities. The findings from overseas are no different. For example, in the late 1970s, Dublin in the Republic of Ireland, had only two Universities, both on the south side of the city. Higher educational attainment in the (poorer) northern suburbs (e.g., Dublin 9) was less than 10 percent. By 2002, the admission rate of year 12 equivalent school leavers was 55 percent (O'Connell, Clancy and McCoy, 2006). Whilst a number of factors, including (relatively) free education, are known to have contributed, it was the establishment of Dublin City University in 1980 in the heart of the Dublin 9 area that is seen as a major impetus for this massive increase. A relatively recent report (Pigott, 2019) shows that the vast majority of enrolments at this University are from the Dublin 9 and nearby area codes.

2.1 Northern Transformation

The main Launceston campus located in the Northern suburb of Newnham is the former College of Advanced Education built by the State Government in the 1970s. Whilst the

Newnham campus is quite large, it is no longer fit for purpose, with aging infrastructure. The lack of fit for purpose space results in a very poor teaching space utilisation rate of 8-10 percent. Additionally, the campus is not 'visible' to the broader community. Indeed, it is often said light-heartedly that there are only four reasons why someone might be on the Newnham campus – staff, student, contractor or lost. Whilst much newer than Newnham, the Mooreville Road campus in Burnie suffers from a similar lack of visibility.

In order to address these issues, the University of Tasmania embarked on the Northern Transformation Project (NTP). The NTP is a $300 million partnership between federal, state and local government and the University that has seen a new state-of-the-art city campus built in Burnie (Westpark) and will see one in Launceston (Inveresk consolidation – the University's schools of Architecture and Design, and Creative Arts and Media moved to Inveresk in the early 2000s).

The new and refurbished buildings have to date resulted from over 500 hours (~6000 person hours) of co-design through:

- *Technical Working Groups* – comprising architects, academic and professional staff and students
- *Community Reference Groups* – NTP team members plus a cross-section of the broader community, including those located with the University at Westpark and Inveresk
- *Aboriginal Reference Groups* – NTP team members plus Tasmanian Aboriginal community members (including several elders), staff and students
- *Disability Reference Groups* – NTP team members plus those with the lived experience of disability and members of disability support organisations
- *LGBTQI+ Reference Groups* – NTP team members plus members of LGBTQI+ community

Hence, these buildings are built on the metaphorical foundations of equity, diversity and inclusion. Being located at key focal points in each city, these buildings are visible, porous and inviting to all. Moreover, the designs mean that the broader community can also see, literally, into the buildings, see students learning and undertaking research in real time.

The proximity of the new campuses to the Central Business Districts (CBDs) has facilitated ongoing regular engagement with local councils (particularly City of Launceston and City of Burnie, but also councils in the broader catchments), small to medium sized industries (e.g., Definium), industry bodies (Launceston Chamber of Commerce, Burnie Chamber of Commerce), economic and regional development organisations (Northern Tasmanian Development Corporation, Regional Development Australia – Tasmania, Cradle Coast Authority, Tasmanian Farmers and Graziers Association), and not-for-profits groups (e.g., NRM North, Tamar NRM). All these groups are fully supportive of the University's vision for the North and of the city relocations.

Cradle Coast Campus
The University at the Cradle Coast is embedded in its region with eight sites of presence. This includes the Cradle Coast Campus at Burnie, the Rural Clinical School, the Tasmanian Institute of Agriculture (TIA) and its two research farms at Elliot and at Forthside, the Original Equipment Manufacturing Facility (OEM), and support for the Study Hub West Coast and the Circular Head Study Centre (both operated by West Coast Heritage).

The first Northern campus transformation project to be completed was the $56 million Field Building, which opened in September 2021 at West Park in Burnie ([Cradle Coast campuses | University of Tasmania (utas.edu.au)](#)). This resulted from a combined investment by the Commonwealth and Tasmanian governments, Burnie City Council and the University of Tasmania. In the same precinct, the Makers' Workshop is currently being refurbished as a technology and innovation hub for the region. When completed this will include TIA, the OEM Facility, a regional business incubator operated by the Cradle Coast Authority, and a Science, Technology, Engineering and Mathematics (STEM) demonstration space that will be open to schools and the public on a programmed basis.

The new Cradle Coast campus has enabled a wide range of benefits, including:

- New regionally distinctive courses responding to the needs of the community. Several new start to finish courses are now available in Burnie including the Bachelor of Nursing, the accelerated Bachelor of Business, the Bachelor of Psychological Science, the Diploma of Paralegal Studies and the Master of Business Administration.
- More students attending university closer to home.
- Opportunities to study in world-class facilities that support interactive learning.
- The activation of a vibrant, shared precinct within proximity of Burnie's CBD.
- Events and experiences bringing together students, staff, and the community.
- Indoor and outdoor gathering spaces for everyone to enjoy.
- Strengthened collaboration and partnerships with community and industry.
- Students undertaking placements in communities across the region.

Additionally, the University partners with a wide range of stakeholders and contributes to the social, cultural and economic welfare of the community. Some key examples include:

- The University has hosted a series of public events such as CafeLabs (that expose community members to academic work on topical issues), a health seminar series, an educational seminar series, local Island of Ideas events, and a national research conference.
- The region has a particular emphasis on Aboriginal engagement and has hosted several on-country experiences for students and staff, Aboriginal community events and an Aboriginal seminar series.
- The University participates directly in several community education and economic development groups and committees.
- Various schools in the University are conducting engagement visits with regional stakeholders. So far stakeholder engagement processes have been conducted by the schools of Law, Psychological Science, Education and by the College of Business and Economics.
- The University has a Regional Partnerships Program supporting people's access to higher learning. A staff team conducts a range of projects such as the West Coast Education Project, the Community Learning Pathways project and [DreamBig](#).
- The University has a Schools Engagement program and supports a [Childrens' University](#) program that involves young people and families in aspiring to higher education. Both are active and expanding in the region.

As a separate jointly funded initiative with industry, the TIA research farm at Elliott has been redeveloped as a leading research facility conducting holistic farm systems research together

with a new automated dairy. The Forthside research farm will also have a new learning facility where both University students and horticultural producers can learn the latest practices and approaches in excellent learning spaces on-farm.

Inveresk Campus
The consolidation of the Inveresk campus remains on track ([Transforming our Inveresk campus | University of Tasmania (utas.edu.au)](#)) to be fully completed by 2025. This involves:

- The new $23 million Library opened to students and the community in February 2022.
- A pedestrian and cycle bridge that is now connecting the campus precinct to the city (opened August 2021).
- New courses that have become available in allied health (physiotherapy and speech pathology), timber design, psychology, and agricultural science.
- Two new major academic buildings - River's Edge (predominantly College of Arts, Law and Education, and Riawunna) and the Shed (Sciences and Health Sciences) - that will open in 2023 and 2024 respectively.
- Refurbishment of the University of Tasmania heritage-listed Architecture and Design building (Creative Arts and Media and Architecture and Design) and EG Stone building (Business and Economics, Information and Communication Technology).

The extensive Urban Realm at Inveresk, with its Community Garden and Esk Activity, is not only greening Inveresk and supporting community gardening learning programs but inviting community on to the precinct and into the University.

The University of Tasmania in Launceston in this regard also provides valuable services to the surrounding communities, particularly disadvantaged ones, both on campus and out in the community through:

- A strong and enduring partnership with the Northern Suburbs Community Centre (NSCC), focussing on their community garden and nutrition.
- A Tax Clinic *in situ* at NSCC that provides free assistance for those with low levels of literacy to lodge tax returns.
- An Exercise Physiology Clinic which provides free (Medicare) exercise programs to the community (currently at Newnham and decommissioned due to COVID but will reopen at Inveresk).
- A Psychology Clinic which recently opened and will provide much needed mental health care to the community (at Newnham where it will remain and ultimately provide a range of other allied health services).
- Mission Health, a partnership with the City Mission whereby nursing staff and students provide free primary care to the disadvantaged and homeless of Launceston (a total of 426 presentations were reported including 174 individuals experiencing homelessness over 26 months).

Work is also underway on the future of our Newnham campus, where the University will also be creating an industry-focused research precinct, anchored by the Australian Maritime College (AMC) and headquarters for the Tasmanian Institute of Agriculture (TIA).

Is our engagement working?

The consolidation of the campus at Inveresk is still in the early stages, but all indicators suggest that the broader engagement of the University with the Northern and wider community is working:

- The library utilisation is increasing week on week ('people counter' triggered >6000 times in June) with increased utilisation of the library by the broader community.
- Much greater numbers of people on the Inveresk campus (the local private café on site is regularly booked out).
- The highest intake of students from the Big Picture School.
- Receiving applications from schools that we have not received applications from previously.
- A number of productive partnerships with industry in the form of memorandums of understanding (MOUs) have been signed (e.g., FermenTas, Definium, TasTAFE) and others are ready to go (e.g., QVMAG) which will provide for industry-led research and industry-based learning opportunities.

2.2 Southern Transformation

A campus experience that sets itself apart

By virtue of our location in Tasmania, we already have a compelling differentiated setting. We want to make sure all of our campuses strengthen this ability compared to mainland Universities. This helps us retain Tasmanian students and attract mainland students. We know that this can be effective from our experience of the way the Bachelor of Marine and Antarctic Studies delivered at IMAS in Salamanca has led the way in attracting interstate students. We have also successfully integrated our teaching programs with professional and clinical settings in other disciplines at the University, including our Medical School and Art School.

A united University community

Supporting a differentiated campus experience is the ability of students to mix and engage with the full breadth of other students in a true campus heart. Today, four in ten of our students study in the City and rarely visit the Sandy Bay campus,. With our students balancing work and life commitments, they have even less time available to spend on campus outside of class. It is therefore even more important to make it easy for our students to connect with each other. Bringing almost all southern students into close proximity – as is intended in the City campus – creates the opportunity to develop a vibrant campus heart for today's students. This sort of critical mass of students is needed to support contemporary versions of the experiences students once engaged in, in places like the Refectory (the "Ref").

What is true of students is also true of our staff, with 40% of them also in the City. We have heard that our city-based staff and students can feel isolated within their individual schools and would value additional support services. The social fabric generated when people can easily meet and coincide in common spaces would be greatly enhanced if all staff were in much closer proximity to each other, and facilities like the Staff Club were equally accessible to all staff.

Compared to the current distance of 3.5km between the Sandy Bay campus and current city facilities, a city move would reduce the distance between facilities for our students to travel. We will have a central campus heart, within 10 minute walk for over 90% of southern students. This will particularly ease the requirement for students studying across both sites, for whom it takes approximately half an hour by our own current bus service to get between the two

locations. Being closer together will make it easier for our people to work in a multidisciplinary way, and for students to study multiple disciplines.

Ease of collaboration and access to shared resources
A well-connected university matters not just for the experience of community it creates, but also to support collaboration in our work. Collaboration is vital to contemporary research and, in a growing range of areas, to being competitive in grant funding schemes. It is critical in tackling many of the challenging issues we face.

Physical proximity is important to collaboration. A study of the relationship between distance and collaboration at Massachusetts Institute of Technology found that academics located in the same workspace were three times more likely to collaborate than those who were 400m apart. The frequency of collaboration dropped by half again among researchers whose offices were 800m apart.

The fact that we are currently distributed between the city and Sandy Bay means that we are losing out on opportunities for better proximity and better collaboration between all of our disciplines. And this is not just for staff – in moving to the city, our engineering students can be closer to medical sciences, in an era where medicine and technology are fusing. Our music students will be able to undertake arts or business electives and our medical students will have access to broader university amenities and spaces that are currently difficult to access.

There are also a wide range of important student support services, from counselling, learning access, and career services, that are better provided from a single central location, where a critical mass and breadth of staff can serve student needs.

Connection with the broader community
Collaboration within the University is important but, to fully serve Tasmania, collaboration and connection with the community is also vital. Currently, our Sandy Bay campus is not particularly accessible or inviting to our broader community. Moving to the city provides an opportunity to increase our visibility to the people of Hobart, and to be a welcoming place for all Tasmanians. Our city presence has already fostered some greater connections to our wider community, including:

- Our Hedberg Centre for Performing Arts is connected to the Theatre Royal and has been designed as a collaborative incubator space for place-based creatives – through performance, recording and rehearsing, research and events, and partnerships and engagement. A new unit delivered in collaboration with the National Institute of Dramatic Art (NIDA) is just one example of greater student learning opportunities through being connected physically with industry and having world-class facilities to offer.
- Our IMAS building is not just a space for students – we host industry forums, open exhibitions, public art installations and school visits that invite community discussion and participation on key topics around marine science, such as salmon farming and climate change.

Central to increasing our connection to the community will be a modern, city-centric library that is accessible to everyone – a welcoming place where our community can come together and gather for events and workshops, and where we can showcase our collections to the people of Hobart. We can make some of the incredible research work we do visible to the public,

inspiring next generations of students. We can undertake exciting and important initiatives, such as a new allied health multidisciplinary clinic to help our students learn in real environments and our city's health precinct thrive.

For industry and community engagement, having the full range of university disciplines at the hub of the city where government, business and community organisations are concentrated breaks down the barriers to collaboration. Again, as we know with staff collaboration, physical proximity matters. It is not that collaboration doesn't happen if you are more distant, but given its importance, there is good reason to prioritise making it easier.

The future workforce
It has been recognised for more than a decade that the needs of the national and Tasmanian economies require that a far greater proportion of working aged people will need to have tertiary qualifications. In the 2008 Bradley Review, it was reported that these additional people would need to come from non-traditional backgrounds – lower socio-economic cohorts, indigenous Australians, those with disabilities and people from families without a history or tradition of higher education. Whilst this situation is the case right across Australia, it is particularly relevant here in Tasmania where the above-mentioned cohorts represent such a high proportion of our community and where our current university education levels are the lowest in the country.

Consequently, for the past decade or more, the University has had a sharp focus on improving access and equity. A key part of this has been addressing the physical and social barriers to enrolment and attendance. In southern Tasmania this meant a focus on recruitment outside of our traditional inner-city catchments and much greater emphasis on reaching potential students to the east and north of the CBD.

Educational attainment within the inner suburbs of Hobart is comparable to other major urban centres in Australia. But once outside the Hobart CBD and inner-city suburbs, higher education attainment approaches the low levels of the North and Northwest of the state, and for the same reasons. Hobart's northern suburbs, the Derwent Valley, the Tasman Peninsula, the Huon Valley, and the rapidly expanding Sorell region all exhibit the same educational issues that we see in the North and Northwest of the state. Some areas, such as Bridgewater, exhibit rates of university education attainment as low as 3%. Regional educational disadvantage is as much a southern Tasmanian phenomenon as it is a northern one and the population of Tasmania's south is no less deserving of a university that addresses this disadvantage than those in the North.

Meeting community needs
To meet the community needs outlined above, the University has progressively been moving its southern infrastructure into the Hobart CBD for nearly fifteen years, and as far back as 1984, the University has had a presence in the city while still operating mainly from its Sandy Bay campus. Our Creative Arts program has been located in Hunter Street in the City since 1984 and the Conservatorium of Music has been in the City since 1997.

Additionally, it has been over a decade since the first of the two Medical Sciences Precinct buildings was completed (2010) and coming up to a decade for the second (2013). The location of these buildings in the city centre has been supporting greater interaction between the University and the hospital as well as between the training and practising aspects of the medical, nursing and paramedicine professions. The proximity of researchers, educators and

practitioners has also seen Tasmania become a world leading centre for research into dementia (through the Wicking Centre) and in Menzies for population health studies.

More recently, the University has consolidated its commitment to Hobart's creative precinct through the construction of the Hedberg which opened in 2019. With philanthropic support, the Hedberg is one of Tasmania's most ambitious cultural and arts infrastructure projects.

We're committed to getting the best outcomes for the City, Sandy Bay and their communities
We are committed to and have faith in public processes and forums that are currently underway that enable systematic and public reviews of our proposals. The Planning Scheme Amendment process that governs the future of the Sandy Bay campus provides extensive opportunity for public review and input. We are very open to evolving the proposal in light of that feedback.

Any City developments, like the Forestry Building proposal which recently had its Development Application approved by the Hobart City Council, will provide extensive opportunity for public input and expert review to ensure that the development meets the needs of the City.

As we develop the next buildings, we will engage in this sort of extensive consultation with future users, both internal and external, and other stakeholders with an interest, as we have done with our new buildings in Burnie and Launceston.

The next of those developments will be the buildings associated with our Campus Heart. Our staff, students, city neighbours and future users from across Greater Hobart will have significant opportunities to shape the design and function of this precinct. We look forward to working together to see the University evolve in the City in a way that enhances Hobart and its communities, while securing the future of higher education for Tasmanians.

3   Conclusion

Our campuses and built infrastructure across the state are the foundation from which we can deliver on our mission and the functions defined under the Act, and importantly to do so for the people of the entire state of Tasmania.
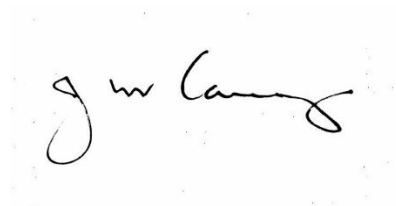
This submission has provided a body of evidence that demonstrates how the University is fulfilling the following functions of the Act:

- (e)   to provide educational and research facilities appropriate to its other functions;
- (f)   to promote access to higher education having regard to principles of merit and equity;
- (g)   to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

For the University to fulfil these functions under the Act, our educational and research facilities must support high quality contemporary learning and teaching, equitable access to higher education and promote collaboration and engagement with our communities and partners.

The completed and ongoing initiatives of the Northern Transformation Program are fulfilling these functions under the Act for the North and Northwest. What has been delivered in these locations provides clear evidence that our approach is valid and gives us confidence that similar paradigm shifts will be achieved in the South as we apply our state-wide strategy.
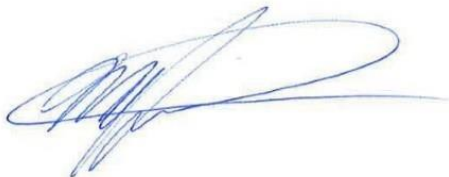
Please do not hesitate to contact us if you require further information or if we can be of assistance in any way.

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