



## ACADEMIC BOARD

Minutes of the four hundred and ninety-fifth meeting of the Academic Board held in the Library Seminar Room 1.34, Level 1, Library, La Trobe University, Melbourne Campus on Wednesday 10 May 2017 at 9.30am.

**Present:** Professor Christine Bigby (Chair), Professor Paula Baron (Deputy Chair), Ms Nishtha Aggarwal, Professor Kamran Ahmed, Dr Ishaq Bhatti, Dr Irene Blackberry, Dr Narelle Brack, Professor Phil Broadbridge, Dr Edgar Burns, Dr Jacob Chandler, Professor Michael Clarke, Professor John Dewar (Vice-Chancellor), Professor Leigh Drake, Professor Grant Drummond, Dr Jason Dutton, Dr Warwick Frost, Dr Daniel Grant, Dr Emma Henderson, Dr Darren Henry, Mr Simon Huggard (*vice* Ms Jennifer Peasley), Professor Catherine Itsiopoulos, Professor Stephen Kent, Dr Prem Kurup, Professor Betty Leask, Ms Virginia Mansel Lees, Professor Sue Martin, Dr Sheila McCormack, Professor Anthony McGrew, Professor Lisa McKenna, Dr Carol McKinstry, Dr Robyn Murphy, Mr Susan Nalder, Dr Deborah Neal, Professor Mary Anne Noone, Professor Keith Nugent, Dr Jodi Oakman, Mr Matthew Oates, Dr Greg Powell, Dr Luke Prendergast, Dr Miranda Rose, Professor Brian Smith, Mr Kelly Smith, Professor Richard Speed, Dr Evelien Spelten (*via videoconference*), Mr Robert Stephenson, Professor Gillian Sullivan Mort, Dr Gwenda Tavan, Dr Colleen Thomas, Dr Guinever Threlkeld, Mr Tony Truong, Dr Terrie Waddell, Professor Eleanor Wertheim, Dr Mary Whiteside and Mr Avrom Wolf.

**Secretariat:** Angela Cowburn, Senior Executive Officer, Governance and Policy Services.

**In Attendance:** Dr MaryAnne Aitken, Professor Nick Bisley, Mr Matt Brett, Mr Alistair Duncan, Dr Richard Frampton, Professor Andy Hill, Professor Katie Holmes, Professor Nicki Lee, Professor Chris Mackie, Professor Susan Paxton, Professor Mark Rose and Professor Magnus Tideman.

### PART A – PROCEDURAL MATTERS

	<b>ACTION</b>
<p>(i) <b>Apologies &amp; Membership</b></p> <p>Apologies were received from Dr Josie Barbaro, Dr Joanna Barbousas, Professor Lynn Bosetti, Professor Tanya Fitzgerald, Dr Anthony Gendall, Dr Deborah Gleeson, Dr Peter Green, Professor Chris Pakes, Ms Jennifer Peasley, Professor Robert Pike, Professor Wenny Rahayu, Professor Pamela Snow, Dr Keir Strickland and Dr Suzanne Young.</p>	
<p>(ii) <b>Approval of Agenda</b></p> <p>The Board <b>resolved</b> to <b>approve</b> the Agenda, as circulated.</p>	
<p>(iii) <b>Outstanding Matters</b></p> <p>The Board received and noted report AB17/40.</p>	

**(iv) Matters Approved on Behalf of Academic Board**

The Board received, noted and ratified report AB17/41, a summary of matters which had been approved by the Chair or Deputy Chair on behalf of the Board since the last meeting:

- (a) Award of degrees and diplomas; conferring of awards in absentia; and award of higher degrees, as detailed in Attachment A to AB17/41.
- (b) Award of DM Myers University Medals 2015 & 2016, as detailed in Attachment B to AB17/41.

(c) Education Committee

The proposed Equivalence of Professional Experience with Qualification Levels for Academic Staff Policy, as referred and endorsed by the Education Committee, as detailed in Attachment C to AB17/41.

(d) Coursework Committee

- (i) A course revision proposal from the College of Science, Health and Engineering, endorsed and referred by the Coursework Committee, for a mid-year offering of a suite of the following Allied Health courses by La Trobe Melbourne, as detailed in Attachment D to AB17/41:

- Bachelor of Applied Science and Master of Clinical Audiology HZHCCA
- Bachelor of Applied Science and Master of Clinical Prosthetics and Orthotics HZPOTC
- Bachelor of Applied Science and Master of Orthoptics HZVSO
- Bachelor of Applied Science and Master of Physiotherapy Practice HZHPP
- Bachelor of Applied Science and Master of Speech Pathology HZHCSP
- Bachelor of Health Sciences HBHS
- Bachelor of Health Sciences (Medical Classification)/Bachelor of Health Information Management HZMCHM
- Bachelor of Human Nutrition HBHN
- Bachelor of Applied Science and Master of Dietetics HZNDP
- Bachelor of Exercise Science HBES

- (ii) Course proposals referred from the 23 March meeting of the Coursework Committee, as detailed in Attachment E to AB17/41:

**a. Course Revisions:**

College of Science, Health and Engineering

- Bachelor of Agriculture and Technology SBATE

College of Arts, Social Sciences and Commerce

- Bachelor of Business/Bachelor of Arts – new double degree
- Master of Management (Project Management) LMPMSY – major revision
- Bachelor of Early Learning – major revision
- Bachelor of Business (Tourism and Hospitality) LBBTH
- Bachelor of Business (Event Management) LBBEM

**b. Course Closures:**

College of Science, Health and Engineering

- Postgraduate Diploma of Computer Science (Complementary) SPCSX
- Bachelor of Nursing (Post Registration) Hong Kong HBNC17
- Master of Nursing (Research Methods) HMNRM, HMNRD

- Master of Nursing Science HMNSC, HMSCD
  - Master of Applied Science Preliminary RPAS
  - Master of Podiatric Practice (Honours) HMHPD
  - Bachelor of Science/Bachelor of Accounting S2SC
- (e) Honorary Degree: Professor Zhang Zhengzhong (DPH), as detailed in Attachment F to AB17/41.
- (f) Honorary Degree: Professor Muhammad Yunus (DLitt), as detailed in Attachment G to AB17/41.

**(v) Report of the Chair**

The Chair provided a brief verbal update on the following items:

- (a) An update report on the University's alignment with the TEQSA Standards will be provided to the May meeting of the Academic Quality Committee and will then be provided to the June meeting of the Board.
- (b) QILT data – detailed analysis is being prepared by PIPU which will be provided to the Board via the Education Committee.
- (c) The Course Management Reform Project is making good progress and a fuller report will be provided to the June Academic Board meeting.
- (d) Concerns have been raised regarding the quality assurance process, including School Reviews and Course Reviews, which are critical to the Board's quality assurance processes, many of which have been delayed or deferred.
- (e) The proposal to change the Academic Board membership was approved by Council at their April meeting. Work is currently being done to revise the Regulations, aiming for an implementation date of 1 January 2018, with elections planned to be held in October 2017.

**(vi) Report of the Vice-Chancellor**

The Board received and noted circulated paper AB17/42, the Report of the Vice-Chancellor, which can be located at the following link:

<https://unite.latrobe.edu.au/sites/sc/sgc/abc/abmeeting2017/Paper/3/42-VCsReport-May2017.pdf>.

The Vice-Chancellor also provided a brief verbal update on the following issues:

- (a) The Federal Budget outcomes and likely impacts on higher education. Detailed analysis will be circulated to staff in the near future.
- (b) The Vice-Chancellor apologised to Dr Clare Wright, who had not been acknowledged for her contributions and introduction at the Ideas and Society Program lecture which hosted The Hon Paul Keating.

**PART B – MATTERS FOR APPROVAL**

**495.1 Confirmation of Minutes**

The minutes of the meeting held on 8 March 2017 [AB17/38(M)] were confirmed.

**495.2 Items for Approval not requiring discussion**

**495.2.1 Award of Degrees and Diplomas**

The Board received circulated report AB17/43 and **resolved** to **approve** the award of degrees and diplomas, conferring of awards *in absentia*, the rescission and conferral of award and award of higher degrees, as detailed therein.

AEGTO  
GRS

**495.3 Standing Committees of Academic Board**

**495.3.1 Report of Academic Quality Committee: 15 March 2017**

The Board received report AB17/44 and noted that the Academic Quality Committee had considered the following items at a meeting held on 15 March 2017:

- (a) Report of the chair.
- (b) TEQSA Standards.
- (c) Matters referred from Academic Board – Course Review Procedure.
- (d) Compliance Monitoring with the Academic Progress Review Procedure.
- (e) Annual Review Reports from the Academic Board Policy Committees:
  - o Education Committee
  - o Coursework Committee.
  - o Research and Graduate Studies Committee.
- (f) Policy Coversheet and AQC Compliance Report Template.
- (g) Third Party Teaching Arrangements.

EO(AQC)

**495.3.2 Report of Admissions Committee: 30 March 2017**

The Board received report AB17/45 and noted that the Admissions Committee had considered the following items at a meeting held on 30 March 2017:

- (a) Articulation Tables
- (b) Measurement of Outcomes of Admitted Students.
- (c) Second Year Credit.
- (d) Admissions Committee 2016 Annual Review of Progress against the Terms of Reference.

EO(AC)

The Board **noted** that the following Articulation Tables were approved by the Admissions Committee:

College of Science, Health and Engineering

*La Trobe Melbourne*

- Diploma of Biosciences/Bachelor of Agricultural Sciences

*Chisholm Institute of TAFE*

- Certificate IV in Information Technology/Diploma of Software
- Development/Bachelor of Information Technology (Dandenong)

College of Arts, Social Sciences and Commerce

*Ngee Ann Polytechnic*

- Diploma in Tourism and Resort Management

*Nanyang Polytechnic*

- Diploma of Hospitality and Tourism Management

*Republic Polytechnic*

- Diploma in Hotel and Hospitality Management/Diploma in Integrated Events

Management

*Singapore Polytechnic*

- Diploma in Tourism and Resort Management/Diploma in Integrated Events and Project Management

*Temasek Polytechnic*

- Diploma in Hospitality and Tourism Management/Diploma in Leisure and Events Management

The Board also noted that minor revisions to the following Articulation Tables were noted by the Admissions Committee:

College of Science, Health and Engineering

*Box Hill Institute of TAFE*

- Diploma of Information Technology/Bachelor of Information Technology

*La Trobe Melbourne*

- Diploma of Information Technology/Bachelor of Information Technology/Bachelor of Information Systems

*Sunraysia Institute of TAFE*

- Certificate IV in Disability/Bachelor of Health Sciences
- Certificate IV in Allied Health Assistance/Bachelor of Health Sciences
- Certificate IV in Health Administration/Bachelor of Public Health Promotion
- Certificate of Child, Youth and Family Intervention/Bachelor of Health Sciences
- Certificate IV in Mental Health/Bachelor of Health Sciences
- Certificate IV in Health Administration/Bachelor of Health Sciences
- Diploma of Child, Youth and Family Intervention/Bachelor of Human Services and Master of Social Work
- Diploma in Information Technology Networking/Bachelor of Information Technology/Bachelor of Information Technology

*Wodonga Institute of TAFE*

- Diploma of Community Services/Bachelor of Human Service and Master of Social Work

*TMC Academy*

- Higher Diploma in Information Technology (Games Development)/Bachelor of Information Technology/Bachelor of Computer Sciences
- Higher Diploma in Information Technology (Networking Specialisation)/Bachelor of Information Technology/Bachelor of Computer Sciences
- Higher Diploma in Information Technology (Web Development Specialisation)/Bachelor of Information Technology/Bachelor of Information Systems
- Higher Diploma in Information Technology/Bachelor of Information Technology/Bachelor of Computer Sciences

College of Science, Health and Engineering

*Bendigo Kangan Institute*

- Diploma of Hospitality/Bachelor of Business

*Box Hill Institute*

- Diploma of Sports Development/Bachelor of Business

*Sunraysia Institute of TAFE*

- Certificate IV in Agribusiness/Bachelor of Business
- Certificate IV in Accounting/Bachelor of Business/Bachelor of Business (Accounting)
- Diploma of Accounting/Bachelor of Business/Bachelor of Business (Accounting)
- Advanced Diploma of Accounting/Bachelor of Business/Bachelor of Business (Accounting)
- Advanced Diploma of Hospitality/Bachelor of Business
- Advanced Diploma of Leadership and Management/Bachelor of Business
- Diploma of Leadership and Management/Bachelor of Business
- Diploma of Financial Planning/Bachelor of Business
- Diploma of Hospitality/Bachelor of Business
- Certificate IV in Business/Bachelor of Business
- Certificate IV in Commercial Cookery/Bachelor of Business
- Certificate IV in Leadership and Management/Bachelor of Business
- Certificate IV in Health Administration/Bachelor of Business
- Diploma of Event Management/Bachelor of Business

**495.3.3 Report of Coursework Committee: 23 March & 20 April 2017**

The Board received report AB17/46 and noted that the Coursework Committee had considered the following items at meetings held on 23 March & 20 April 2017:

- Chair's Report.
- Matters Arising from the Minutes.
- Membership Report.
- Course Submissions from the College of ASSC and SHE.
- Request to defer the Bachelor of Biological Sciences (SBBIS) Academic Course Review.
- Request to defer the Engineering Academic Course Reviews.
- Threshold Standards and Course Approvals.

The Board **resolved to approve:**

- the following course proposals, as detailed in Attachment One to AB17/46:

*(a) New Courses*

College of Science, Health and Engineering

- Bachelor of Sports and Exercise Science/Bachelor of Sports and Exercise Science (Honours)
- Bachelor of Biomedicine SMBD/Bachelor of Biomedicine (Honours) SHMD
- Bachelor of Biomedical Science SBMB

College of Arts, Social Sciences and Commerce

- Master of Laws LLMB, LLMR

*(b) Course Revisions*

College of Science, Health and Engineering

- Bachelor of Agricultural Sciences SBAS, SBAGW
- Bachelor of Health Sciences (Medical Classification)/Bachelor of Health Information Management HZMCHM, HZMCSY
- Master of Ergonomics, Safety and Health HMERGD

EO(CC)  
GenMgrs  
DD SAdm  
APVC(CW)

- Graduate Certificate in Occupational Health, Safety and Ergonomics HCOSED
- Graduate Diploma in Occupational Health, Safety and Ergonomics (exit point only) HGESH
- Bachelor of Health Sciences HBHS, HBHSB

College of Arts, Social Sciences and Commerce

- Bachelor of Business (Sport Management) LBBSW
- Master of Laws LML, Master of Global Laws LMGBL
- Bachelor of Creative Arts ABCA
- Bachelor of Creative Arts ABCAB
- Bachelor of Creative Arts ABCAM

*(c) Course Closures*

College of Science, Health and Engineering

- Master of Education (Deaf Studies)

- (ii) the recommendation from the School of Life Sciences in the College of Science, Health and Engineering to defer the Academic Course Review for the Bachelor of Biological Sciences (SBBIS) scheduled for this year, until 2018 when the internal review of the course is completed, as detailed in Attachment Two to AB17/46.
- (iii) the recommendation from the School of Engineering and Mathematical Sciences in the College of Science, Health and Engineering to defer the Academic Course Review for the Master of Engineering (Civil), Master of Engineering (Electronics) and Master of Engineering (Manufacturing) until 2018 when the internal review of the course is completed, as detailed in Attachment Three to AB17/46.

EO(CC)  
GenMgr

EO(CC)  
Gen Mgr

**495.3.4 Report of Education Committee: 15 March 2017**

The Board received report AB17/47 and noted that the Education Committee had considered the following items at a meeting held on 15 March 2017:

- Chair's Report.
- Report on Academic Course Review of the Occupational Courses from the Coursework Committee.
- Update on Action Plan for Bachelor of Science and Bachelor of Biological Science Policy Compliance.
- Academic Calendar 2020.
- Resolution Register – March.
- Membership Report.
- New procedures – Assurance of Results and Assurance of Learning.
- Report and presentation on Open Access e-textbooks – Outcomes of Digital Learning Strategy Grant.
- Third Party Commercial Learning Resources.

The Board **resolved to approve** the 2020 Academic Year Calendar, as detailed in Attachment One to AB17/47.

EO(EC)  
ED(SS&A)

**495.3.5 Report of Research and Graduate Studies Committee: 7 April 2017**

The Board received report AB17/48 and noted that the Research and Graduate Studies Committee had considered the following items at a meeting held on 7 April 2017:

- Research Performance Report.
- ERA and Engagement and Impact Assessment (EIA)

EO(RGSC)

- (c) IP Policies and Issues
- (d) Ethics and Integrity Unit Review
- (e) Research Code of Conduct
- (f) Research Centres
- (g) Candidature and Progress Policy and Procedure
- (h) Graduate Research Scholarships Policy and Procedure
- (i) Sub-Committee Reports
  - (i) University Human Ethics Committee: 5 December 2016 & 2016 Annual Report.
  - (ii) Animal Ethics Committee: 8 December 2016; 16 February 2017 & 2016 Annual Report.
  - (iii) La Trobe Institutional Biosafety Committee: 12 September & 23 November 2016 & 2016 Annual Report.

#### 495.4 Other Matters

##### 495.4.1 Revised Single Subject Studies Policy

The Board **resolved to approve** the revised Single Subject Studies Policy, endorsed and referred by the Education Committee, as detailed in AB17/49.

Policy Adv  
EO(EC)

##### 495.4.2 Honorary Degree Nomination

The Board **resolved to approve** the award of an honorary degree (LLD – Doctor of Laws) to The Hon Howard Nathan QC, as referred by the Vice-Chancellor and detailed in AB17/50.

OVC  
AAO  
MgrUE

#### PART C – MATTERS FOR INFORMATION

#### 495.5 Matters for Information

##### 495.5.1 Report of the Academic Promotions Committee: March 2017

The Board received the Report of the Academic Promotions Committee: March 2017 and noted that the persons named therein had been promoted, as detailed in report AB17/51.

EO(APC)

#### PART D – DISCUSSION

#### 495.6 Future Ready 4.0: La Trobe University's next Strategic Plan – a strategy to reshape our University in a period of ceaseless change

The Chair introduced the six panel members: Dr Irene Blackberry, Dr Jason Dutton, Dr Carol McKinstry, Professor Katie Holmes, Dr Jacob Chandler, and Professor Nick Bisley; and the Vice-Chancellor provided a brief introduction and overview of the Discussion Paper which can be accessed, and feedback provided, at the following link: <http://www.latrobe.edu.au/la-trobe-university-strategy-discussion>.



A summary based on the transcript of the discussion is attached as an addendum.

The meeting closed at 11.00am.

**495.7 Next Meeting**

9.30am  
Wednesday 14 June 2017  
Library Seminar Room 1.34  
Level 1  
Library  
Melbourne Campus

Chair: \_\_\_\_\_

Date: \_\_\_\_\_

**Summary of Academic Board Panel Discussion on *Future Ready 4.0: La Trobe University's next Strategic Plan*. 10 May 2017**

**Prepared by Professor Christine Bigby, Chair Academic Board**

**Chair**

I raise points that arose in the preparatory discussions with panel members and from my own perspective. There are no specific goals, indicators or strategies in this document, these will be important to be included in the final strategy document as the measure of a successful plan often lies in the detail of its implementation.

One of the difficulties in commenting on the proposed new directions was assumed knowledge about the last strategic plan, and a lack of data on the performance of the University overall and against Future Ready targets. The final iteration should include more data for those who are unfamiliar with performance over the last 5 years. This is related to a bigger issue about access for all staff to data about both research and teaching quality at a university, college, school and discipline level. At present, some people in the university are very information rich, but many are information poor. It is often difficult to know where to find data when you need it. Maybe there could be a repository of current data that can be available to staff when they need it to tackle issues like why is our teaching quality poor? Is it poorer in this discipline than that one? Or on one campus rather than another?

The regional pillar of one university with many campuses is an important direction but we need to pay some attention to the operating model for the regions. Some of the data suggests it is more expensive to deliver courses to regional students (approx. 5% more if you believe Deloitte's figures).

[Clarification from Richard Speed - the Deloitte report is measuring the cost of teaching in the university - overall average cost of teaching per student. The independent variable used is proportion of regional students, not number of campuses or regional campuses. Effectively Deloitte assert that the average cost of teaching any student at a university goes up with the proportion of regional students, and to a lesser extent, proportion of international students. So, costs are higher when there is a greater diversity of students.]

In some cases, courses taught are unique and location specific but my concern is that there is a strong and cost effective operating model when similar courses and subjects are taught at multiple campuses. There are a range of different operating models at present, in some cases different schools teach identical subjects and courses and in other cases all the subjects are based in one school. This means that in some cases disciplines and courses are split between different schools. This is particularly the case for Allied Health and Nursing, where the same subject from the same discipline in the same course is delivered by staff from two different schools. Whereas in other places across the university, it is the responsibility of one school to deliver a course in multiple places. If the University is to be cost effective and deliver high quality teaching and student experience the operating model is something we should revisit and rethink from a blank sheet.

I am concerned that Brilliant Basics are not front and centre of the plan. The University is making significant headway on reforming systems and continuing focus is required on the major reforms underway. There is an indirect effect of poor systems in terms of diverting staff attention from things like accountability, teaching and

research. For example, the career success system – staff got so angry with the difficulties of the process that they tended to forget its purpose.

Micro-credentialing is a strong direction in the document but this is not well defined. I am not sure there is clarity about this concept –we need to be clear on its meaning but also about the quality of micro-credentials, how will this be ensured and what governance and quality assurance structures will be necessary? If LaTrobe University is going to badge micro-credentials, then it is important to make sure that this either fits within our existing quality and governance systems or new ones are created.

I am concerned about the failure to acknowledge the diversity of research in the university. At the moment, the document doesn't reflect a cross-section of the research and the breadth of industry engagement that is happening. Rather the document reflects mainly the science disciplines and commercial industry partnerships. It tends to be silent on the social impact of research and our strengths in the non-government community sectors such as disability services, aged care, human services, community health and our partnerships with the health sector. In my own field, as an example, the Living with Disability Research Centre brought in last year \$2.1 million dollars in research funding through competitive grants and industry partnerships. This is replicated by other research centres in the university, such as ARCHS that get very little recognition in the document. I think a better representation of the diversity of research and industry partnerships is important for staff morale.

We spent a lot of time last year talking about staff morale and culture in an effort to increase engagement. There is very little sense in the document of the progress that has occurred on this front and whether the culture work had an impact. There is a lot of focus rightly on student experience but I think there needs to be a similar focus on staff experience so that continuing strategies are in place to ensure the University attracts, recruits and retain best quality staff, both for research and for teaching.

**Irene Blackberry – Director John Richards Research Initiative Albury/Wodonga**

First, I want to talk about the University 4.0 or the ecological university. I think it's a brilliant concept in terms of the dynamic, ceaseless changing environment that we are facing now. However, although the importance for strong connections to communities and addressing the needs of the world are flagged at the beginning of the document, they are not picked up through the rest of the document. There is also little said about the impact of changing demographics. The ageing population is a huge issue globally. There is nothing in the document to say that we, as a university, are the leader in this field in the world or that we are going to tackle this in an ecological or sustainable way. That is what is missing for me, the world is not just about technology or digital inventions. The world is about us as humans and the environment that we are living in. For example, climate change is affecting us all but there is no discussion about that here.

Second, we need to see changes of the environment as an opportunity. I know one in four people are over the age of 65. And the countries with the biggest aging populations are actually located close to us in Asia. There's a grey tsunami. So, as a university, this is our big opportunity as an education provider, as a research entity, to offer our expertise and experience as part of global citizens. Technology is important but I think we need to see technology within a holistic way to interact with population and environment.

The third thing I want to raise is about an identity. What is our identity as a university? How do people see us internally and externally? We do talk a lot about this, multi-campus, having one university, and I think we do need to think about this

more strategically. There is a lot of discussion in the document about setting up Bundoora as part of digital smart cities or smart universities. That is fine and suits the location. But what about the regional campuses? Each of these individual campuses should have its own identity. We should not be doing too many things all the same, there needs to be a clear vision, thinking, in a strategic way, in the future, how we can maximise the strengths and uniqueness from each of these regional campuses will bring to La Trobe University as a whole. The Albury-Wodonga campus can be recognised for its excellence in eco-sustainability living drawing upon the strengths of the MDFRC on water and environmental research and also the John Richards Initiative's strengths in rural ageing research and communities.

**Dr Jason Dutton – Dept. of Chemistry**

I came here in 2011 from Canada and I have to say, for me it's been really great here over the five or six years.

In terms of internal funding, which is likely to support getting external funding, access for research students, equipment and access to that equipment that borders on the ludicrous, some of the best in Australia in my area of chemistry, and opportunities for career advancement, LIMS is a really, really great place to do chemistry. But as some of my encounters with other Universities, the peak body for chemistry and experiences of hiring post docs, has shown that is not well-known at all outside of Victoria. In my area, outside of Victoria, our reputation in Australia, ranges from non-existent, they don't know we are here, to poor. So, I can say that my research environment scores on my ARC grants are invariably ranked in the bottom half of the quartile, by the professors out there who don't know how well we are doing. This has implications when the same people who are forming teams for Centre of Excellence bids, etc., they just don't know that we are actually doing quite well here. It might just be chemistry, I can only speak to my very local environment, but having talked to parents in the childcare centre and other areas, I think it's more systemic than that.

And an example I'll use in support of my thesis, currently on the ARC College of Experts, out of 176 members there's one with a La Trobe affiliation and none from the science side of the university, which I think doesn't speak well to our national reputation.

So, what I would like to see in the final strategic plan are concrete strategies to improve our national reputation. Not just in terms of league table rankings but in terms of actual, more tangible improvements for reputation that can only have good flow-on effects in the teaching and research.

**Dr Carol McKinstry – Occupational Therapy, LaTrobe Rural Health School**

I like the approach in the discussion paper and felt that we certainly need to aim high. If you don't dream it, you don't achieve it. And I think also being forward looking, agile and flexible to address both the challenges at the moment but also the future challenges. I am picking up on the one university, many campuses. I'm based at Bendigo, at the La Trobe Rural Health School, and I am proud of the Rural Health School because I think it is really kicking goals, and probably people don't realise it's actually the largest rural health school in Australia in terms of the number of students we have and the courses we offer. I really like the term one university and many campuses. I started working at Bundoora in 2005 and then moved full-time to Bendigo in 2009. When I was making the move, my head of school at the time was really concerned that I was going to a backwater. And actually, I had to tell her that I was getting more research opportunities there than I has at Bundoora. I think one university, many campuses actually helps dispel this notion of the Melbourne campus

being the mothership and the regional campuses just being satellite outposts. Because I think there is a lot of potential in the regions.

One of the things I was a little bit concerned about, was the notion of increasing course offerings in the region. And I don't think we necessarily need to duplicate what is developed in other campuses and I think quality is better than quantity. There's nothing worse than having to withdraw courses from a regional campus. That really comes under the spotlight. So, what we do, we need to do well and sometimes less is best.

The other thing that came out about regional campuses, is to pilot or to test innovations in teaching. I have seen this first-hand and I think it is a real possibility but I have to say probably in the last year or two, this has been really hamstrung by some of the systems that we have introduced. Just to share a little anecdote, I was booking a room the other day and the number of students I only needed it for two hours. And I was told, no, no, you have to have it for three hours because that's what it says in the CIMS system. The upshot of that is I couldn't get the room I wanted because it wasn't available for three hours but it was available for two hours. So, we need to have really agile and flexible systems if we're going to be innovative in our teaching.

We've talked a bit about future growth. I was at a careers night last night at a local secondary school and I think the potential is there for increased numbers, even of Year 12, school-leavers and mature-aged students to come into our courses but aspiration is a major issue. And I don't think it's necessarily the university's responsibility to lift the aspiration of regional students' families and communities, but that is a big factor.

It was also really good to see that we're moving into the space of postgrad coursework because that's where we have been seeing increased demand, not just in the Melbourne campus, but also the Bendigo campus, particularly in health sciences. We are recruiting students from other universities who want to come and study, particularly in Allied Health, which is testimony to our quality of our courses.

The pillar of outstanding student experience. First, one of the things that we have spent a little bit of time discussing is that we don't really know what has caused the decline. I think that's probably the first thing to work out. Academics love data and at the moment I think there is a bit of a divide. Academics aren't getting necessarily the data they need on things like student retention and even things like employability. For the university review of my course last, the market research on what students want from a university was really enlightening. Employability was the number one thing and that certainly came through last night at the careers event as well. I think getting more data to academics will actually empower them. Academics would have more skin in the game in terms of ownership of courses, looking at student retention and all those things that are going to be paramount for us into the future.

The other flipside of that is one of the things I have seen is a bit of a divide between academics and professional staff. In the past, we worked really well as a team and at the moment it feels like academics are just "you teach and you do your research" and there is not enough engagement for looking at things like course provision and how do you get your course to industry and prospective students and the like. So, I suppose teamwork will be the other thing I would like to see feature in the strategic plan.

### **Professor Katie Holmes – Director of the Centre for the Inland**

There are just a few things I wanted to raise. One is the title. Future Ready 4.0. There might be a preference within this university for this but I think outside the university it means nothing and so I would strongly encourage a change of title. Even something like La Trobe 2023 would be better.

The other major issue I want to respond to is around research. Chris has already raised some of these issues. Underpinning the whole document is this sense of the university, and indeed our world, in a state of transformational change. But there's not any sense within the document itself that that change can also be at the heart of research.

One of the key things at this university and indeed the silent disciplines (humanities and the social sciences) if I could call them that in the document, is how to offer communities an understanding of transformation change and how to cope with it. I would make a plea to recognise the potential of the humanities and social sciences disciplines in that context.

I think we therefore need to think about the kind of research that is being envisaged in the document and what it means when we talk about co-location and co-creation with industry. What are the industries that are being imagined here? What does the connection with community look like? What does that mean?

I also want to talk about the regions and the capacity that we have for research within the regions. And often, again, I think this is perceived within a science model. Whereas I would argue that the regional and rural areas are themselves, of course, undergoing major transformational change and that we have a great deal to offer the regional campuses in terms of the power of humanities and social sciences to help forge links with industry partnerships and engagements there.

One of the challenges is that we don't have a critical mass of researchers working in those fields in the campuses at Mildura or Wodonga and Shepparton in particular. We have got more at Bendigo but I think that's a problem for us because there is loads of potential in our campuses for humanities and social science research and for forging relationships with community partnerships and industries, but we haven't got the critical mass of the staff.

And in terms of the transformational power, humanities and the creative industries, I just want to make a couple of observations. One of the most transformational things that has happened, for example, in Tasmania, is MONA. Another in New Zealand is the film industry which has absolutely radically changed the GDP of that country. Bendigo, I think has been put on the map because of the gallery and because of the Writers Festival. These are humanities created industries, areas that have completely transformed these communities. And that is an area we really need to seriously engage with.

My final point is just around the operational excellence. I don't want to go on about the systems because I know that there is a lot of work being done in there, but I do want to make a plea, that when we are looking at our systems, that the critical question we ask of each of them is how does this system enable good teaching or good research? And if we can't give an answer to that question, then do we need the system or how can it be changed so it does enable good teaching or good research?

### **Dr Jake Chandler –Philosophy**

Internationalisation is one area of potential development that I was puzzled to find underemphasised in the document and an area in which we could do a lot better and

where an increase of performance could give quite a substantial dividend. Scanning through the document we find that pretty much all references to internationalisation focus on the issue of increasing overseas student numbers which is an incredibly important goal. Certainly, financially but also international students contribute to making this an interesting place to work, and in terms of studying. But there is obviously a lot more to being an international university than just having some international students.

A few things that are missing in the document. You find very brief reference to institutional, international research partnerships in the research sections - very, very briefly mentioned. You find no reference to faculty diversity and no reference, that I could find at least, to international collaboration that is not mediated by an institutional agreement.

Figures from the research office confirm my assumptions here to a certain extent, although not entirely. I got some figures on how we performed with respect to both faculty diversity and proportion of published papers with at least one author from another country. Both of which are indicators that are factored into the Times Higher Ed ranking and the QS ranking and also some other ones as well. I will talk about why it's important to do well on these indicators and about how well we are performing for those of you who don't already know.

Why is it important to perform well with respect to staff diversity and international collaboration? This is factored into the University rankings and we care about rankings so we should care about that. But one of the reasons why they do feature in the rankings is that they are independently good. To take internationalisation of faculty, when you bring in staff from other countries you get an input of new knowledge, perhaps about best practices in other universities. To the extent that the job market is poor and many international universities outperform us, from recruiting internationally we are likely to get staff from other places and they bring in institutional knowledge, fresh pairs of eyes, I think that's important. But they also bring their network with them. They come here and we build a connection to these places they were previously connected to.

With respect to research collaborations, teaching collaboration, I think the benefits are obvious. You get an increase in international prestige, you enable better performance in various areas from sharing resources, skills and so on. It may also be the case that they improve your local chances of securing grants. I know that when I was awarded my Future Fellowship what featured prominently in the review comments was my incredible international network. And I'm not well-known for networking and certainly not in Europe but locally I'm doing pretty well. And also, the involvement of another institution, in my projects was positive.

So how did we do? Data on the proportion of international staff which is probably not the best indicator as it is based on nationality or first language at home. We have 42%, and of academic staff who are international staff. With 40% in the SHE? college and 46% in ASSC. This places us just below the Australian average, so we're not doing too badly, but we are 18<sup>th</sup> out of 35 universities on that indicator. So, it's not that amazing. We are behind the Group of Eight but we are also quite far behind RMIT, which weighs in at 55%.

What was shocking, and a cause for concern was the figure regarding international collaboration. There are two databases that measure proportion of papers co-authored with overseas researchers. It is bad on both counts. The average proportion of LaTrobe jointly authors papers between 2011 and 2016 in the Web of Science was

36% but the Australian average was 50% and similarly in Scopus 37% against an average of 49%. And our performance here places us second from the bottom behind Central Queensland University which I had never heard of before.

Things are improving, our annual compounded growth is 5% a year, which is good, but probably not sufficient. And so, I was wondering whether perhaps this could be addressed a bit more explicitly in the document. So, I appreciate that with respect to Future Ready, there were supplementary documents, like an Internationalisation plan and Research plan in which some of these things were addressed. And I suppose it will happen with this strategy as well but I think omitting this from the central document does create a misleading impression that we are perhaps future ready but not aspiring to be outward looking.

### **Professor Nick Bisley – Director LaTrobe Asia**

I am going to talk about three 'I's, things that are either missing or I think need more work in the development of the strategic plan. I number one is the international, I number two is instrumentalism and I number three is intellect.

Of the international, Jake has made a compelling case and I don't need to reiterate it. We are world class in Bundoora, Shepparton, Mildura and Wodonga, Albury-Wodonga, and seemingly, as least from a research point of view, nowhere else. We need to focus on international as part of what we do from a research and teaching point of view. We need to build international KPIs into things like recruitment and publication targets and have hard targets around joint publications and money we get from abroad. There is a world of funding out there, quite literally, and we tend not to look at it.

I want to talk a little bit more though about the international as part of what we do as a university. There is a section about student mobility in the plan and yet it only talks about recruiting students. Student mobility is about a two-way exchange of students. We are talking about one way recruitment, in a slightly crude manner. We need to think about mobility, both in terms of a sense that our students increasingly expect to be able to study abroad and we should actively encourage them to study abroad as part of their degrees. But also, to make them understand, as I think they do intuitively, that they are increasingly part of the global labour market. Whatever sphere of work they are operating in when they leave our campuses, they are going to be influenced profoundly by forces operating at a really significant remove from themselves and we need to build that into our curriculum, we need to build that into how our students think about what they're doing and we need to build it into how we think about what we do as a teaching entity.

And related to that, something we need to work really hard on and I would like to see though through more the strategic plan, are joint degree programs. And that's not just the kind of fairly transactional ones that we have at the moment, where students do two years in China or two years in India and then finish off here, basically as a way of reducing the cost of doing an onshore degree here. But thinking about ways in which we genuinely teach collaboratively with institutions abroad to enrich the experience of both our students and the students from other institutions. And having this go across the whole spectrum in our teaching from our undergrad programs to our postgrad master's up to our PhD programs.

The second way in which I think international needs to shape what we do, is it should become a, if not the, key point of reference for our ambitions. We tend to think parochially about what we should be doing. Third in Victoria, maybe 10<sup>th</sup> in



Australia if we think about it. Top 300, 400 or whatever it is, internationally. But the point I think that the chemist sitting next to me made, is that we tend to not think about what we do proudly in an international context of being excellent. Because that is what we should strive for. It's not being top three in Victoria, but being world class in what we do and take international benchmarks as our point of reference. And not just those league tables, which are big, aggregate things that are hard to make sense of, but within our disciplines, whether they're chemistry, philosophy, physics, IT, whatever, that we are out on a global stage telling the story about what we do but also holding ourselves up to those standards and striving to be the very best in those fields. So, that's the first I.

The second I, is instrumentalism. I think unfortunately, and I can understand the reason why, there is a sense in the document that is infused with a kind of narrow purpose of this about institution, which is we need success. We need to have here because of load. If we don't have it, we'll collapse. We need research outputs for the ranking benefits that they achieve and we need ranking because they will bring students. But there is the sort of narrow sense that we have to do this for transactional reasons and there is not a sense of the broader social purpose that universities exist to achieve.

And, yes, we need to have load to exist but we don't just need to have load to exist, we need to have load to achieve the social ambitions that this university has. We hope that might make a difference but you speak to a particular group, we exist to serve a student cohort and a community that has traditionally been excluded from higher education. And that is about social transformation and not just about revenue. And I think that needs to be baked into what we do.

Finally, intellect. I'm with Katie, and people know this. I think the title is terrible. I understand where it has come from but I think suffusing the document is too much management consultant gobbledegook, not enough clear thinking and not enough cleverness. We're about to embrace about our new marketing plan— all kinds of clever - and you can think of all kinds of different ways to mess with that, but if we are going to be all kinds of clever, it has got to start with our strategic plan. Clever in our thinking, sharp in our thinking, clear in our thinking and precise about what we want to be and where we want to go.

### **Comments from the Floor**

**Dr Ishaq Bhatti, Business School.** I read this document and I feel that nothing is there for staff motivation and staff incentives. Staff morale is down, it should be addressed.

**Dr Warwick Frost, Business School.** I wanted to talk about staff as well. And what I saw as missing is this idea that we have staff who are engaging with students, with industry, with international networks and we have got to engage with them as well. It seems to me that we don't know which of our staff are journal editors or book series editors or even, last year I went on the TEQSA Panel of Experts. How many people do we have on the TEQSA Panel of Experts? And surely those people have knowledge that we need to tap into.

**Professor Teresa Iacono, Rural Health School.** I agree that academics don't have access to the data that we need in order to be able to understand. We are not getting the SFSs, (Student Feedback on Subjects) etcetera. But I think we need more than what is in these data. For example, we need to understand how things like a poor room can be impacting on our SFS scores

The other concern that I have in relation to a comment that you made, Chris, was about how do two schools deliver the same programs. So, that's a problem. And I'm kind of interested to know, and I'm not asking you to provide it, but what data is that based on. Because if we are looking to become a flexible, innovative university, I think that's a good news story. We have some excellent examples of employability outcomes from our rural health school, for example in nursing. Ask Carol how many graduates of OT are looking for jobs. Not many.

And just last, in terms of staff morale, yes, we do need to be involved in some of these big decisions and some of the information I don't think is coming down to the level of the staff member. We go to presentation when we get the big picture stuff, and that's great, we need that, but we need to be able to drill down. So, there needs to be information coming down to us as academics so that we can help problem solve and figure out how to address some of the pain points that others have talked about.

**Dr Gwenda Tavern, Humanities and Social Sciences.** I just want to extend what was just said. I think we have got to realise that the communication has got to go the other way too. One of the difficulties that I see is that we are still very much wedded to the top down approach. And whether it is issues about teaching and learning quality or what is happening to our research or whether we are too parochial, what happens in the regions, academic staff, people at the coalface and professional staff, have a lot of knowledge and they have been trying to communicate about some of these issues for a very long time. And it does seem to me that this remains a problem and so we periodically bemoan our results in various surveys that are related to teaching quality or bemoan what's happening with the budget and yet we seem to make the same mistakes over and over and over again.

I don't have a problem with having a strategy. As I have said to many people over the years, I'm so glad we have finally got one at this university. What we need is good implementation and what we need is a way of bringing in all staff across university. I don't think we have achieved that yet and I really hope, it's been made by some of the speakers here, that it's about implementation, not just a strategy, how are we going to achieve these goals and how are we going to measure our success and provide the support that is needed to help us achieve that. That is the stuff that we've still got to work on.

**Dr Jason Dutton, Chemistry.** It was said earlier that the admin and academic staff don't work together as well as they should, that there's walls, or I think silos is the Aussie term, through the academics and the admin staff. But when I arrived at La Trobe in 2011 we didn't have that. In molecular sciences, we had our own IT and our own HR and our own finance and it was great. So, our IT guy knew exactly how everything needed to work and he could do some really nice stuff for us because he knew about our systems in molecular sciences. And then shortly after that, all that was centralised. I think that's been part of the putting up the silos between the academics and the admin staff, is taking them out of the schools. Which I do acknowledge it was very expensive to have IT tailored for every school but it sure was nice while it was there.

**Professor Katie Holmes.** Picking up a comment that was just made, particularly in relation to teaching and learning, I know that the figures look really bad. And I also know that academic staff have had grave reservations about some of the teaching models that we have effectively been strongly encouraged, if not forced to implement. Because we have felt very deeply that they are not suited to our students and they are not suited to the subjects that we teach. And that message – if I could pick up what

you're saying, I suspect that that message has simply not been heard. In fact, it has been constantly rejected. And some staff may feel that those results that we're seeing now are not surprising given the deep reservations that we have had. And when you, as a staff member, feel that you are not being listened to about something that you think you have some knowledge about, that also feeds into very negative morale issues. So, I would just like to lend my voice to that.

**Ms Virginia Mansell- Lees, Rural Health School.** I think when we talk about culture and we talk about the campuses in the regions being different, we have to actually not see them as a homogenous mass but as individual arenas where lots of important and different things can happen. The issue around the Deloitte figures around the cost, the cost is really actually based on bums on seats. If you don't have a critical mass, it's always going to cost more. And I think La Trobe has always had a commitment to the regional campuses and it means that we have to take that, the next step, and make sure that course offerings are what people are looking for in that area. I think there are lots of areas where we could expand our offerings based on looking differently. We seem to constantly look for students straight from school or, in some instances, some older people. We have, in our area, in the region of Albury-Wodonga, the largest number of young parents and certainly teenage mums and that also means teenage dads. Those people, we don't really connect to and I think that if we are going to make a difference then we have to look at what does our community look like, who lives there, who are the people who could potentially be our students? Many of those young people, by the time they are 30, they have had their kids. And what do they do then? Are we actually reaching out to them? And I think it means we need to have a new way of thinking about that so that we actually then are really based on what our community wants.

Employability in our area has been fantastic for our grads. We don't make enough of that. And I think that, again, the document makes certain references but it doesn't actually say the things we do well. And I think that is partly what some of the other panellists have also said, how do we put that out to the broader community in relation, that we're actually doing good things in places other than Bundoora?

**Chair** Thank you. I think it is about recognising the diversity. There are very few social workers, occupational therapists and health science graduates looking for work. We do really well in that area and we don't give acknowledgement to that and the differences I think across the university. And I think that speaks to Gwenda's and Warwick's points about the central university and marketing knowing the breadth of what's going on at the coalface or asking people their achievements and what they are first in or what they are really clever at. We are not good at collecting that information I don't think.

Thanks for the discussion today. The document is out for consultation for two months. There will be a series of focus groups that will be led, as I understand, by members of the senior leadership group and the writing group during June. And there will be an interactive website and the opportunities for people to put individual submissions, or come to focus groups. We will compile a full summary of the discussion today from Academic Board to feed into those consultations.