Office of Academic Governance
We don’t govern anybody.
Academic Senate

Policies and Regulations (advice, drafting)

Academic Manual

Committees of Senate (Senate, Faculty Boards, Courses Committees, Assessment Committees etc.)

Compliance committees – ethics in human and animal research, biosafety, radiation safety, chemical safety.

Managing CSU formal agreements with TAFE.

Researching issues for Senate, including standards!
From the Outside, Looking In.
Standards – Why Bother?
Two competing stories. Both are true.

1) Compliance madness & control.

2) Embedding universities into wider society.
So How is it Done?

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Why Do We Do It?

Being a “good” University
Most scientists regarded the new streamlined peer-review process as ‘quite an improvement.’
“I was beginning to expect that "best practices" didn't mean anything much more than practices that had worked for some people in some context where some problem had been identified and was addressed successfully by some solution...”

_Stanley Fish_

_Deep, Liberal Arts and Sciences, University of Illinois_
The Standards ‘Map’
A placemat demonstrating the relationship between internal and external standards and how they can assist CSU in being a “good University.”

ACCREDITATION

Institutional Performance

Sector Performance

Academic Standards

AUDA Risk Framework

Matrix of potential risk areas that would compromise operations at a university.

National Protocols

National governance framework for establishment and regulation of universities.

DEEWR Institutional Assessment Framework

Government evaluation of university performance across a range of indicators (sector-wide).

ERF

Evaluation of research quality. Limited to funding. Collegial process + benchmarks.

AUDA Pathways to Standards

Discipline/subject level standards. “What should a high distinction in chemistry represent?” etc. Under development. Collegial process + benchmarks.

AUP Guidelines

Assessment guidelines, for each level of award. Also related policies about awards. Compliance necessary under National Protocols.

CSU Senate Standards

Internal “academic” standards, but often with reference to external constraints e.g. AUP, disciplines, professions.

CSU Next Steps

Standards through CSU lens; defining the good university we want to be.

CSU Strategic Indicators

Indicate progress in meeting strategic targets, which are sometimes biased to standards (internal/external).

AUDA Standards Framework

Matrix of reference points for standards, many external.

Academic Standards

The overall framework allowing us to be a university. Linked to all of the various standards shown here. TEQSA to administer.

Institutional Performance

The sector meeting government outcomes in quality and performance. Increasingly to be the responsibility of TEQSA as an arms-length regulator.

Sector Performance

A relationship between CSU and the Commonwealth. Facilitate the alignment of institutional activity with national priorities; will reflect a whole-of-university measure and a comprehensive response to the first reform agenda, with an emphasis on targets for each institution in relation to quality attainment and participation which will trigger rewards payments if achieved (20% of CSS)

COMPACTS

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Institutional Performance

The University meeting its mission, with reference to internal and external benchmarks, linked to internal and external standards.

Academic Standards

The University meeting legislative requirements under the Act (flowing from the National Protocols) in academic governance.

Some Key Players

TEQSA


AUDA

To be dissolved after completion of Cycle 2 cycle. Functions assumed by TEQSA.

Professional Bodies

Continue to play a role in course accreditation, increasing role via government investment targets, aligning to national initiatives, AQF etc.

MCEER


Disciplines

Continue to inform course development, increasing role via pathways to standards process.

DEEWR

Early relationship with TEQSA and universities unclear. Pray only an early role once TEQSA established.

DHHR

Will-increase research linkages, including ERA.

AQF

Australian Qualifications Framework Council. Will provide advice to Ministerial Councils on the AQF. Big education push.

MCEETYA

Ministerial Council on Education, Employment, Training and Youth Affairs. All Australian and ACT ministers.

Universities Australia
Main university lobby body, although there are stronger groups such as Go8 with increasing prominence. Publicly champion standards and policies with sector-wide impact.

[Diagram of relationships and processes]
TERTIARY EDUCATION QUALITY AND STANDARDS AGENCY

- Oversee the development of strengthened quality assurance arrangements.
- Protect the overall quality of the Australian higher education system.
- Accredit providers.
- Evaluate the performance of institutions and programs.
- Encourage best practice.
- De-clutter current regulatory arrangements.
- Provide greater national consistency.

“In a period of expansion, when higher education institutions are attracting students who have not traditionally considered going to university and student choices are linked to funding, institutions will be required to demonstrate that their graduates have the capabilities that are required for successful engagement in today’s complex world.”
National Governance Protocols – A Sample

• “Provides sufficient support and infrastructure for effective student learning.”
• “Provides for protection of students in the event of closure of the entity or any of its courses.”
• “Demonstrates a culture of sustained scholarship which informs teaching and learning in all fields in which courses are offered.”
• “Undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those fields in which Research Masters and PhDs or equivalent Research Doctorates are offered.”
And finally:

“In determining whether to renew or revoke approval for the use of the form of university title, the decision-maker will seek advice from AUQA on the performance of the institution.”
Strengthening the AQF

- A common taxonomy of learning outcomes to describe the breadth and depth of each qualification in terms of the knowledge and skills and competences required for achieving the qualification.

- A hierarchy of qualifications based on explicit reference levels.

- A measurement of the volume of learning for each qualification type at each level.

- Development of a robust and transparent national education and training credit system.
“Where a claim for credit is rejected, the reasons should be clearly set out in writing with further information on alternatives, where applicable, as well as the grounds for appeal and the procedures to be followed in lodging an appeal.”

“Mechanisms to guide and support implementation such as: institutional coordinating committees; identified academic/administrative support staff; administrative policies and procedures; web/publications support; information and records management systems; reporting arrangements; evaluation and appeals processes.”

“As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content or skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.”

“RPL assessment should be to the same standard as other assessment for the relevant qualification components.”
AUQA Pathway to Standards

- New focus on ‘student achievement’: “...how much, intellectually and professionally, students have learned or acquired by the time they complete their higher education courses.”

- National statements and thresholds of academic achievement: “Such statements would be the reference points against which academic achievement can be measured and compared across the sector.”

- Statements developed and maintained by disciplinary ‘clusters’ – similar to ERA for research.
• Appropriate academic and intercultural training and support for staff to interact with students from different cultural backgrounds.

• Validation of assessment against learning outcomes.

• Explicit learning objectives and their articulation to assessment tasks.

• External review of courses, curriculum.