WHAT IS SENATE AND HOW DOES IT WORK?

This draft booklet is intended briefly to explain what Senate is and how it works. More detail on all issues will be found on the web under Academic Senate:
http://www.csu.edu.au/acad_sec/academicsenate/

What is Senate?

So far as affecting what happens at Charles Sturt University (CSU) and how it is governed, Academic Senate is the only committee that has legislated authority to affect both CSU’s big-picture strategy and its day-to-day running. The primary point of Academic Senate is not to generate ideas, communicate information or exhort the troops – like one of CSU’s many managerial Forums for example. It is to aggregate the individual views of the members of the academy into collective democratic decisions about how the academy should best be run.

Senate’s unique governance role

Senate is one third of the three-fold structure that governs CSU (see Diagram 1). As with most Universities, CSU is overseen by a committee of trustees who have overall responsibility for its fate. In CSU’s case, this is University Council. Council is like a ‘board of directors’ in a business. It has a non-executive chair (the Chancellor) and exercises what is called “trustee governance.”

Second, we have a non-hierarchical body which exercises “collegial governance” through an internal University committee structure that oversees all academic activities and policy-making. This committee-structure is known as Senate (Students have their own Senate, called Student Senate). Senate’s principal and over-arching committee is Academic Senate. Academic Senate is the body empowered by law to have its say on all matters touching on what CSU academics do, and what they need to do in future if CSU is to thrive. Thirdly, there is Executive Management, a structure which has overall operational responsibility for achieving the University’s objectives. This structure is led by the Vice-Chancellor. It entails hierarchical line-management to achieve specific outcomes.

Diagram 1. The governance structure of Charles Sturt University (Legislated power = ). Dated: 22/7/2013.
The New South Wales Act (1989) which legally constitutes CSU defines Academic Senate as the “principal academic body of the University.” What this means is that, if there is any academic issue or policy which management, staff or students wish to debate, question or transform, Academic Senate is ultimately the committee they should address. However, the Academic Senate is often best approached through its sub-committees.

**What is the difference between ‘Senate’ and ‘Academic Senate’?**

The term “Senate” refers to the whole structure of sub-committees with “Academic Senate” at its head. Academic Senate is a single committee. Senate includes both Academic Senate and the long list of its sub-committees (see Diagram 2).

**Diagram 2. The committees comprising CSU’s Senate.**

This list includes School committees because Faculty Boards are subcommittees of Academic Senate and so Senate includes the Faculty Standing Committees, Faculty Courses Committees, Faculty Assessment Committees, Faculty Research Committees, School Boards and School Assessment Committees. Thus anyone who sits on any of these committees is a member of Senate (= potentially, all staff!).

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1 It is being proposed by the current external audit of Academic Senate that the membership of School Boards is extended to all academic and administrative staff.
The Current State of Play

The University sector has been extremely volatile over the past five years, and this volatility is set to continue into the future. The two major political parties have very different views of higher education, so a change of government can significantly alter policy. In 2008, the Labor government sponsored a Review of Australian Higher Education (sometimes called ‘The Bradley Report’ after its chair, Professor Denise Bradley) which proposed a major broadening of access to higher education (so that less advantaged Australians could go to University more easily), a big increase in student numbers and a hotting-up of the competition for students between neighbouring universities. It also introduced a host of new regulatory processes focused on ‘quality assurance,’ through a new body, the Tertiary Education Quality Standards Agency (TEQSA).

The current volatility is not just an Australian phenomenon, however. It is world-wide. CSU is liable to be more affected than most universities by the ‘globalization’ of higher education and the resultant intensification of competition for students, staff and grants – particularly in the fast-expanding online market. CSU is, of course, well-positioned to benefit from the online revolution. But we will have to move decisively, intelligently and flexibly if we are to benefit.

Why? Because the life-histories of top-ranked universities today show how central a vibrant academic community is for an institution’s success (e.g. Warwick University in the UK). It is hardly surprising that academic activity is at the core of the success of a University in this new environment, and therefore that academic staff have a profound influence over the character and strategic steps taken by a tertiary institution.

All this means CSU’s Senate has a crucial creative role in discovering, debating and catalysing the changes most necessary for the future well-being of CSU’s academic community, our staff, our stakeholders and our students. In order to strengthen its future effectiveness, the first-ever external review or ‘audit’ of Academic Senate was finalised in March, 2014). This review placed everything on the table, from the composition of the membership of Academic Senate to its size, its functions, its committee-structure and the ways it meets. It has also given critical attention to the widely-held assumption (e.g. by TEQSA) that Academic Senate is the body responsible for assuring CSU’s academic operations are all of good quality. Should Senate’s approach to quality assurance be dominated by a drive directly to ensure compliance with the standards TEQSA uses to measure our performance? Or should we find a way of designing our academic work so that quality is self-evidently built into it? In which case: the whole University is responsible for quality.

What is Senate’s relationship to Council?

That CSU has an Academic Senate is a statutory requirement of the 1989 Act that established the University. And the principal functions of the Academic Senate are defined by a 2005 NSW government By-law (see below). This means that the existence and principal functions of Senate are legislated by government. Clearly, therefore, should CSU or its Council wish to alter the constitution of Academic Senate, Council would need successfully to lobby the NSW government. Hence, with the exception of the Vice-Chancellor (who is required to be on Academic Senate by the 1989 Act), the membership of the Academic Senate and the subsidiary functions are delegations from Council and are thus determined by its authority.
What is Senate's relationship with Management?

There is a qualitative difference between Senate and executive management. One has a collegial methodology. The other is hierarchical. But both apply to the whole University. This means that Senate is not just another player in the management area. Senate represents the scholarly community’s collective academic judgment on all issues facing CSU. To work effectively in both management and in Senate requires two markedly different roles or ‘hats.’ You can be a manager but also an academic, and have different views in both of those roles, and that's what Senate is for.

The strength of Senate depends on the collegial power that it focuses on the key challenges and opportunities that shape the destiny of CSU. True collegiality arises from individual self-determination, aggregated into collective decisions. Research on effective decision-making has now confirmed the aggregation of individual views to be not only the fairest way to operate, but also the most effective, and generative of the most strategically-useful ideas. Corporations are adopting collegial methods at pace, for this very reason. Hence the success of a committee meeting such as Academic Senate is not a matter of how well or badly ‘we worked together as a group’: as is held by the mythology behind psychological research on ‘groupthink,’ and statements like ‘all meetings are a waste of time.’ The measure of success is how well the committee has aggregated individual views into a collective view. Other than Senate and its committees, there is no comprehensive mechanism to do this in the University.

Hence the recent external review of Academic Senate proposed the expansion of Senate’s horizons beyond a quality-assuring role, to discuss all relevant mainstream operational issues in its distinctively collective way. Given the qualitative difference between executive management and academic governance, this is not to challenge the existing power structures. It is to ensure a collective view is added to the University’s deliberation on all key issues, and thereby to fulfil Senate’s legislated brief (see ‘Functions’ below). To this end, we need to make certain that we have the best possible ways of bringing staff views together for deliberation and decision-making by Senate – including the use of social networking sites like Yammer (see below).

In a nutshell, academic governance is a different kind of process from that of management -- but both apply to the whole university. The two different kinds of responsibility should be independent of each other. Hence they cannot be partitioned or delegated from management to Senate or vice versa. Senate’s specific vocation is to apply a methodology of collective deliberation to all the same facts that management methodology considers as grist for executive action. While not a perfect analogy, there are some parallels between Academic Senate and parliament. Both Academic Senate and parliamentary Senate collectively assess proposals coming from the executive in government. But Academic Senate should also be an instigator of new proposals and policies for the University; it does not just assess proposals from executive management.

Who is on Academic Senate?

Academic Senate’s 28 members comprise: the Vice-Chancellor, 2 Official Members (Presiding Officer and Deputy Presiding Officer, both elected by Academic Senate), 3 Nominated Members (the Vice Chancellor has nominated the three Deputy Vice Chancellors), 10 Appointed Members (the Executive Deans of the 4 Faculties, the Pro-Vice-Chancellors (currently there are 3), the Executive Director of Library Services, the Director of the Centre for Indigenous Studies and the Dean of Students), plus 12 Elected Members (2 by the Professors’ Forum, two from each Faculty, an undergraduate student and a postgraduate student -- both of whom are nominated by the Student Senate). Official and Elected Members have 2-year terms.
With only 28 members, CSU’s Academic Senate is one of the smallest academic boards among Universities in Australia. Other people can and do attend the Academic Senate, however. These include ‘observers.’ Any member of staff can be an ‘observer’ of Senate meetings. People are often granted the right of ‘audience and debate’ by the Presiding Officer of Academic Senate – for example, if you want to present a paper to Academic Senate, you can be granted this right. People who regularly have right of audience and debate include the University Secretary, the Academic Secretary, The Dean of Students, the PVCs of Student Learning and of International Education and Partnership, the Executive Directors of the Divisions of the University and the Directors of the Office of Planning and Audit and of the Division of Marketing.

**What are Academic Senate’s principal Functions?**

The existence of Academic Senate is determined by the [1989 Act](#) that originally founded the University. But its *functions* are laid out broadly in the “[Charles Sturt University By-law 2005](#)” and, in considerable detail, in the “[Governance (Academic Senate) Rule 2006 No 6.](#)” According to the By-law, the most significant functions of Academic Senate are:

(a) to advise the Council and the Vice-Chancellor on all matters relating to teaching, scholarship and research conducted at or in connection with the University,

(b) to ensure the high quality of teaching and learning within the University by developing and implementing appropriate policies,

(c) to determine lists of graduands of the University specifying the award and the level of award that each of the graduands is to receive,

(d) to advise the Vice-Chancellor on the teaching and research activities of the University and on the allocation of teaching and research responsibilities within the University's Faculties,

(e) to consider and report on all matters referred to it by the Council or the Vice-Chancellor,

(f) to make recommendations to the Council or the Vice-Chancellor about academic standards or facilities at the University.

Note that, according to the first of these functions, Senate is required to consider ‘all matters’ relating to academic work. This is an enormously broad responsibility.

About some things, Senate also has authority to make binding, final decisions. These ‘determinative functions’ include accreditation of courses, defining lists of graduands, and assuring the quality of teaching, scholarship and research. Senate is also required to provide a *forum for discussion and debate*, for example between the wider academic community and senior executive staff. The advisory and consultative functions of Senate are expected to apply across the full range of decisions made at CSU, without boundary. Importantly, Senate is a group or collective of staff, with membership determined by law. Decisions of Senate are therefore expected to be collective decisions, or *collegial* decisions.

**What is the history of Senate?**

CSU’s Senate is not just a pawn of history. Insofar as it is effective, Senate helps *make* the history of CSU. In this vein, one achievement of CSU’s Academic Senate was ‘the CSU Degree Initiative’ (2008-2011) – which instigated a new whole-of-university approach to the renewal of our curriculum. This has now developed into the Smart Learning project.
Marx said that people “make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past.” So what ‘circumstances’ have CSU’s Academic Senate inherited from the past?

Of course, superficially speaking, CSU’s Senate is only as old as CSU. In that it exercises collegial governance of the University, however, the history of Senate goes back much further than this – to the first University that was a self-governing academic community many centuries ago. After 1989, Universities around the globe became increasingly entrepreneurial and ‘corporatized.’ This meant that their direction and governance was more and more shaped by executive management rather than collegial processes. However, the advent of AUQA (the Australian Universities Quality Agency – the precursor of TEQSA) in 2002 constituted a corrective to the rise of corporate culture in Australian Universities.

AUQA conducted two audits of CSU, both of which focused strongly on Senate. The 2004 Audit reported that, while CSU’s Academic Senate played an effective “technical role” in arbitrating on regulations, it had a “mechanistic nature.” This meant it was “not taking an active role in fostering discussion of, and leading the University’s response to high level matters of current and emerging academic policy.” In response to the criticisms in AUQA’s first Audit, CSU’s Academic Senate conducted a comprehensive internal Self Review (2008) and instituted a variety of changes in its processes.

AUQA’s 2010 report on CSU affirmed the findings of Senate’s Self Review but recommended that CSU ensure that “Academic Senate is better able to actively monitor the quality of academic processes and outcomes across the whole University.” A key thrust of the 2010 report was that CSU’s Academic Senate had delegated the implementation and interpretation of its policies to Faculties but had no reliable way of checking that these policies were being carried out. In 2010, CSU convened a Working Party on Academic Processes and Outcomes to respond to AUQA’s recommendations about Senate. Amongst the recommendations Academic Senate adopted from this Working Party was the institution of an Annual Course Performance Report.

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2 “Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past.” (Karl Marx, 1852, *The 18th Brumaire of Louis Bonaparte*. http://www.marxists.org/archive/marx/works/1852/18th-brumaire/ch01.htm


able to review the academic operations of Schools when required, to see how Senate policies are faring ‘on the ground,’ where they are implemented.

**What are the roles and responsibilities of members of Senate?**

Members of Academic Senate, particularly elected members, have a crucial role in explaining Senate and its work to other members of the academic community – and in encouraging colleagues to bring forward relevant matters for discussion at Senate committees. Too, all members of Senate are encouraged to bring to committees their own experience and expertise – as well as the views of the particular group or electorate that they represent (such as the student body or the Senior Executive or a School or Faculty). Nevertheless, as a member of a Senate committee, *all members’ decision-making and inputs into the committee must reflect the interests of the University as a whole*. Beyond this, *members’ responsibilities* are to be aware of the committee’s purpose and functions, to be ethical and diligent, and to *contribute actively and critically to the committee’s discussions and work*. Importantly, members should also be the *communication point* between the committee and the member's School, Faculty, Division or other area regarding the discussions, decisions, policies and other developments in the committee. All this applies as much to Faculty and School committees as it does to University committees and Academic Senate itself.

**Where and when does Academic Senate meet?**

The Academic Senate meets five times a year: normally twice in Bathurst, twice in Wagga Wagga and once in Albury-Wodonga. It always meets face-to-face, not by video-conference. Its meetings are held in March, May, July, September and late November/early December. Its meetings are scheduled to go from 10am-3pm. The details of the rooms in which the Academic Senate meets can be found on the Agenda papers which are posted on the Senate website. Details of campus parking can also be found on the University locations website.

**Can I attend meetings of the Academic Senate?**

Yes. In addition to its 28 members, *any member of CSU’s staff* can attend meetings of the Academic Senate. You may do this as an ‘observer’ (who can listen without the right of discussion). Or you may wish to be granted the right of ‘audience and debate,’ that is, participate in Academic Senate’s discussions. If so, you can apply for this right to the Manager, Academic Senate.

**How can I put an item on the agenda of the Academic Senate?**

There are various ways of putting items on the Senate agenda. Probably the best way is first to discuss your issue with colleagues (including your Senate representative or an elected member and, if needed, the Manager, Academic Senate) and then write a brief paper. There is a [template](#) to help you construct your paper on the Academic Senate website. Your paper should, first, explain what your issue is (one or two sentences), then give some background to the issue (a few paragraphs), then raise discussion points (one or two paragraphs) and, finally, make recommendations for policy, if appropriate (as dot points). Once written the paper is probably best ‘escalated’ through Senate’s committee structure (e.g. from School Board to Faculty Board on to the Academic Senate). This will ensure that the issue you are concerned about is fully debated in a collegial way. Alternatively, if it is urgent for example, the issue could be tabled directly at Academic Senate.

The Manager, Academic Senate will receive items for the agenda up to 14 days prior to the next meeting. The agenda is then published on Yammer for members and on the Academic Senate website.
Meeting procedures for the Academic Senate

The dates and locations for meetings of the Academic Senate and its sub-committees are published in the previous year and posted on the Senate website.

Senate meetings begin with an Acknowledgement of Country, in which the Presiding Officer pays respect to the traditional owners of the land on which CSU stands. Next ‘Apologies’ are recorded – from those members who have told the secretary of the meeting that they are unable to attend. Then agenda items are starred (which means it will be discussed by the meeting): either because it involves a verbal report, or because it does not have a formulated recommendation, or because one or more members wish to discuss that item. The recommendations embodied in agenda items which are not starred are then adopted by the meeting without further discussion.

The Academic Senate’s agenda is always organised in the same way. After the starring of items comes confirmation that the minutes of previous meeting(s) are accurate records of those meetings. Then there is an opportunity to discuss any business arising from the minutes of previous meeting(s). Next, the Presiding Officer and then the Vice-Chancellor report on any issues they deem relevant to the current or future deliberations of Academic Senate (other than those already on the agenda). There follows a section of the agenda dealing with reports from Senate sub-committees. Then there is a section itemising new or ‘general business.’ The first item under ‘general business’ is what we call the ‘hot topic’ or “Academic Issue for General Discussion.’ Anyone on the CSU staff may propose a ‘hot topic.’ Following this, there is an opportunity for senior managers to comment on the reports they are expected to table (the Deputy Vice-Chancellors and the Executive Deans). Meetings end with the discussion of any items of urgent business which have arisen too late for inclusion on the published agenda and, finally, a confirmation of the date of the committee’s next meeting.

Acronyms

Senate meetings often involve members using acronyms. A brief list of these follows:

ACPR Annual Course Performance Report.
ALTC Australian Learning and Teaching Council (disestablished in 2011 replaced by Office of Learning & Teaching – see below)
AOF Australian Qualifications Framework. The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
ARC Australian Research Council. The ARC is a statutory agency under the Industry, Innovation, Climate Change, Science, Research and Tertiary Education portfolio within the Australian Government. Its mission is to deliver policy and programs that advance Australian research and innovation globally and benefit the community.
ARC Academic Regulations Committee. A sub-committee of Academic Senate.
AS Academic Senate. The principal academic body of the University.
AUQA Australian Universities Quality Agency (disestablished & replaced by the Tertiary Education Quality Standards Agency (TEQSA) – see below)
AUSSE Australasian Survey of Student Engagement. Data from the AUSSE provides information on the time and effort students devote to educationally purposeful activities and on students’ perceptions of the quality of other aspects of their university experience. The information collected by the AUSSE can be used by higher education institutions to improve student outcomes, manage and monitor resources, programs and services, and help identify how to attract, and importantly, retain students.
BFL  Blended and Flexible Learning. BFL is a design approach that examines the relationships between flexible learning opportunities, in order to optimise student engagement and equivalence in learning outcomes regardless of mode of study.

CAPPE Centre for Applied Philosophy and Public Ethics. In partnership with the University of Melbourne, CAPPE (an ARC Special Research Centre) conducts path-breaking research, provides policy input and promotes community discussion and professional dialogue in relation to critical issues within the public and political domain.

CAL Course Availability List. The CAL is the list of planned intakes into award courses offered by the University.

CASIMS Course and Subject Information Management System. All course and subject approvals are carried out via CASIMS and the relevant approving bodies authorised by the Academic Senate. CASIMS also provides point-in-time profile information for all subjects and courses offered by the University.

CC Course Coordinator. A member of the academic staff of a Faculty appointed by the Executive Dean, who is responsible to the Executive Dean or if appointed the Sub-Dean, for academic administration matters relating to students enrolled in a course on a particular campus or in a particular mode.

CD Course Director. A member of the academic staff of the Faculty who is responsible to the Executive Dean for the strategic leadership and academic management of a complex course or group of courses. The specific accountabilities of this position are located in the University Policy Library.

CEQ Course Experience Questionnaire. The CEQ is conducted annually by the Office of Planning and Audit in association with Graduate Careers Australia. The purpose of the CEQ is to collect graduates’ perceptions of their higher education experience.

CLTC Curriculum, Learning & Teaching Committee. A sub-committee of the Academic Senate

CRO CSU Research Output. CRO is an electronic archive which stores and showcases the research publications of Charles Sturt University. CRO exists in an online, open-access environment, making it easy for researchers all over the world to find and access the University's published research output using search engines such as Google and the National Library's Trove.

CSU Charles Sturt University.

DE Distance Education. Students study off campus using University study materials and are not required to attend regular lectures, tutorials, seminars, laboratory or practical classes but residential schools or other specific attendances may be prescribed.

DIEP Division of International Education & Partnerships. An administrative division of the University located within the DVC (administration) portfolio. DIEP provides a range of services and expertise to support the University in the development and management of international programs and linkages. These programs cover a diverse range of activities including transnational education delivery, student exchange and articulation programs.

DIT Division of Information Technology. An administrative division of the University located within the DVC (Administration) portfolio. DIT is responsible and accountable for the strategic management, development and support of information technology across the university and the provision of related services to all staff and students of CSU.

DLS Division of Library Services. An administrative division of the University located within the DVC (Administration) portfolio.

DPO Deputy Presiding Officer. The deputy chair of a committee.
DOS  Dean of Students. The DOS is responsible to the DVC (Academic) for fostering the integration of services to students and the enhancement of the student experience. The Academic Support, Student Services and Indigenous Student Services Teams sit within the Office.

DSA  Division of Student Administration. An administrative division of the University located within the DVC (Administration) portfolio. DSA looks after all course administration needs for students from application through to graduation.

DSL  Division of Student Learning. An administrative division of the University located within the DVC (Academic) portfolio. DSL is responsible for course and teaching quality and curriculum renewal.

DVC  Deputy Vice-Chancellor. CSU has 3 DVC’s – the DVC (Academic), DVC(Administration) & DVC(Research)

The DVC (Academic) is responsible to the Vice-Chancellor for the activities of the Faculties, the Division of Student Learning, the Division of International Education and Partnerships as well as the Office of Academic Governance. The Deputy Vice-Chancellor (Academic) is a member of the Senior Executive Committee of the University.

The DVC (Administration) is responsible for ensuring the provision of integrated and efficient University administration services to the Charles Sturt University (CSU) Community and assists the Vice-Chancellor generally in providing positive leadership and management for the University.

The DVC (Research) is responsible to the Vice-Chancellor for the administration of research and research training at CSU, this includes the governance of nine Research Centres, the Research Office, CSU Regional Archives and the Spatial Analysis Unit.

EFPI  Education for Practice Institute. The EFPI was established by CSU in 2007 to build on the University's strong tradition of preparing graduates to enter the world of practice and to contribute to our local, global and occupational communities.

ERA  Excellence in Research for Australia. The ARC is responsible for administering Excellence in Research for Australia (ERA), which aims to identify and promote excellence across the full spectrum of research activity in Australia’s higher education institutions. ERA evaluates the quality of the research undertaken in Australian universities against national and international benchmarks. The ratings are determined and moderated by committees of distinguished researchers, drawn from Australia and overseas. The unit of evaluation is broadly defined as the Field of Research (FoR) within an institution based on the Australia and New Zealand Standard Classification (ANZSRC).

FAC  Faculty Assessment Committees. – A sub-committee of Faculty Board, established by the Academic Senate. FAC’s are responsible for awarding a final grade to students in a subject.

FCC  Faculty Courses Committee. A sub-committee of Faculty Board. FCC’s are responsible for faculty course approvals and reviews and other course-related matters.

FB  Faculty Board. The principal academic body of a Faculty.

FBA  Faculty Board - Arts

FBB  Faculty Board - Business

FBE  Faculty Board - Education

FBS  Faculty Board - Science

FULT  Foundations of University Learning and Teaching. FULT is the initial induction program in university learning and teaching for most new academic staff.
GDS  Graduate Destination Survey. The Graduate Destination Survey (GDS) is conducted annually by the Office of Planning and Audit in association with Graduate Careers Australia. The survey gathers information about the activity of graduates after the completion of their course, in particular the type of work, further study, job search methods and the type of work (if any) they may have undertaken during their course.

HDR  Higher Degree by Research. Higher Degrees by Research are postgraduate programs containing a research component which is 66% or more of the whole program (these include: Doctor of Philosophy, Doctor of Philosophy by Publication, Research Professional Doctorate and Master by Research).

HEPPP  Higher Education Participation and Partnerships Program. The Higher Education Participation and Partnerships Program (HEPPP) aims to ensure that Australians from low SES backgrounds who have the ability to study at university get the opportunity to do so. It provides funding to assist universities listed in Table A of the Higher Education Support Act 2003 to undertake activities and implement strategies that improve access to undergraduate courses for people from low SES backgrounds, as well as improving the retention and completion rates of those students. In addition, the HEPPP supports the Australian Government’s ambition that 20 per cent of domestic undergraduate students will be from low SES backgrounds by 2020.

HOS  Heads of School. A person who is appointed to serve as a Head of School is accountable to the Dean of Faculty for academic leadership of the School, for the relationship of the School with the Faculty, University and broader community, and for managing the staff and resources of the School.

OAG  Office of Academic Governance. The Office of Academic Governance is responsible for coordinating the academic governance of the University and is required to provide executive secretariat and administrative services to a number of senior academic committees of the University, including the Academic Senate, Faculty Boards and expert ethics committees that the University is required to convene in accordance with national guidelines. It also assists with other administrative services relating to the academic organisation of the University, such as Student Academic Misconduct, elections and academic regulations and procedures.

OES  Online Evaluation of Subjects. The evaluation of the student learning experience in order to ensure that it is consistent with the expectations of academic staff in relation to teaching at CSU

OLT  Office of Learning & Teaching. The OLT is an Australian Government Office that promotes and supports change in higher education institutions for the enhancement of learning and teaching

PO  Presiding Officer. The chair of a committee.

PVC  Pro-Vice Chancellor. CSU has three PVCs – the Pro-Vice-Chancellor (International Education & Partnerships) reports to the DVC (Administration). The Division of International Education & Partnerships provides a range of services and expertise to support the University in the development and management of international programs and linkages. The Pro-Vice-Chancellor (Student Learning) reports to the DVC (Academic). Division of Student Learning is responsible for course and teaching quality and curriculum renewal. The Pro-Vice-Chancellor (Indigenous Education) reports to the DVC (Academic) and is responsible for overseeing indigenous education issues at CSU.

RAC  Research Advisory Committee. A sub-committee of Academic Senate.

RIPPLE  Research Institute for Professional Practice, Learning and Education. Is a multidisciplinary research centre that conducts high-quality applied research and consultation in the field of professional practice. Within this broad rubric, central
concerns are issues of epistemology, quality, responsibility and the development of intra and interdisciplinary communities of practice.

RPC  Research Planning Committee. A committee of the Vice-Chancellor with responsibility for developing and monitoring the University’s Research Plan and for providing advice regarding enhancing the University’s research performance to meet the targets described in the Plan.

SEC  Senior Executive Committee. Provides support to the VC in the day-to-day management of CSU. The members are: Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Research), Deputy Vice-Chancellor (Administration), Executive Director, Finance and Executive Director, Human Resources.

SES  Socio-Economic Status.

STAR  Student Transition and Retention. The STAR Plan provides an integrated approach to student transition and retention initiatives across the university.

TAFE  Technical and Further Education.

TEQSA  Tertiary Education Quality Standards Agency. Australia’s independent national regulator of the higher education sector.

UCPC  University Course Planning Committee. A committee of the Vice-Chancellor with responsibility for determining the course profile of the University and for providing advice on the development of external partnerships in support of the course profile.

UMC  University Medals Committee. A sub-committee of Academic Senate.

VC  Vice-Chancellor. The Vice-Chancellor and President is the chief executive officer of CSU and is accountable to the Council for the good government of the University. The Vice-Chancellor is supported in the day-to-day management of CSU by a Senior Executive Committee. The members are: Deputy Vice-Chancellor (Academic), Deputy Vice-Chancellor (Research), Deputy Vice-Chancellor (Administration), Executive Director, Finance and Executive Director, Human Resources.

VCF  Vice-Chancellor’s Forum. The VCF is a mechanism that brings together senior members of the University community to provide advice to the Vice Chancellor. The VCF provides an opportunity for input into development of University strategy and direction. The Forum also contributes to enhanced commitment to the directions of the University, improved organisational and leadership capability through the development of individual and collective knowledge, and enhanced organisational communication.

WPLEC  Workplace Learning Excellence Committee. A sub-committee of the CLTC.

For further information on any of the above topics and other aspects of Senate processes, please click on the Orientation prompt at: http://www.csu.edu.au/acad_sec/academicsenate/

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