GETTING ON BOARD WITH THE BOARD

INFORMATION FOR MEMBERS OF THE EDUCATION AND RESEARCH BOARD AND ITS COMMITTEES 2011
ACKNOWLEDGEMENT OF COUNTY

We acknowledge the ancestors, Elders and families of the Wurundjeri and Boonwurrung tribes of the Kulin, the traditional owners and custodians of University land.

The people of the Wurundjeri and Boonwurrung gathered at important times with other Kulin language groups — the Wathaurung, Taungurong and Dja Dja Wurrung — along the Yarra and Maribyrnong river valleys, including at Keilor sites, Werribee River, Mount William stone-axe quarry and the significant ceremonial bora rings at Sunbury.

One of the last remnants of indigenous grasslands on Kulin lands is located near Iramoo at the St Albans Campus.

Wurundjeri and Boonwurrung peoples have a strong connection to their traditional lands and therefore the University. Wurundjeri language is used to name indigenous programs and permission has been given to Moondani Balluk by Elders to retell Kulin creation stories and to perform ceremonies on University land.

The University acknowledges that the land on which the University stands was the place of age-old ceremonies of celebration, initiation and renewal, and that the Kulin peoples’ living culture had and has a unique role in the life of this region.

Disclaimer: the information contained in this booklet is accurate at the time of printing. Information may change from time to time. November 2010.
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WELCOME TO THE EDUCATION AND RESEARCH BOARD (ERB)
INTRODUCTION FROM THE CHAIR
PROFESSOR NEIL ANDREWS

This booklet provides an overview of the Education and Research Board of Victoria University and its standing committees including their composition and functions. It also outlines the relationship between the ERB and the Council.

Victoria University, in the tradition of universities, exists to educate, to research and to broadcast knowledge to the public. This is achieved through the collaborative work of the University’s staff. They are also participants in the governance of the University in teaching and research. The ERB is one of the two key, but separate, bodies in the University as a self-governing and self-accrediting body. The other is the Council. The ERB is a symbol of that self-governing status. It also is a marker of the participation by staff and students in making the University’s policies and practices on education and research which rests on their knowledge, skills and commitment to the University’s goals.

This dual structure, the division between the powers and functions of such boards and governing councils, originates in the medieval universities of Western Europe. It remains a significant feature of universities in Western Europe and in North America although boards may be known by different names, including academic senates. It appeared in Australia with the first two universities in Sydney and Melbourne. This division has also undergone changes. Those changes have accelerated in the past 30 years with the “massification” of tertiary education, the increasing government regulation of universities, the application of managerialism in their governance and the increasing use of market metaphors to describe university’s functions. This has led to pressure to change how decisions are made about what a university does and how it will do it. Boards constituted by teachers, researchers, general staff and the university’s principal officers continue to be the go-betweens on the impact of changes on teaching and research. They also remain powerful advocates for good teaching and research practices. Within Victoria University the ERB continues to have principal responsibility for teaching and research policies and continues to advise Council on other issues which affect these activities. It promotes an awareness of the importance of quality in these across the University.

The ERB also represents other changes within the University and educational practices since it was established in 1990. It can be seen to be an amalgam of the two boards created by the Victoria University of Technology Act 1990 (Vic). They were responsible for academic programs and courses of study in, respectively, higher education and technical and further education. The members of these boards commenced to meet together in 2004 and were finally fused into a single board in 2005. In 2007 a review of the board and its committees led to a revision of its membership and the structure of its committees. These changes came into force in late 2009. This anticipated an emerging trend in the Victorian multi-sector universities and also interstate. As technical, further and higher education are increasingly joined up other universities have also moved to have unified boards and some have also adopted the structures of the standing committees of the ERB.

The booklet also provides an introduction to the five standing committees of the ERB: the Courses and Pathways Advisory Committee, the Research Committee, the Postgraduate Research Committee, the Teaching and Learning Committee, and the Strategy Committee. These are chaired by members of the ERB and have other representatives of the ERB on them. They represent the engine room of the ERB in that these are the places where most of the Board’s work is done and where its influence is felt. They give detailed consideration to policies and practices and changes in them and report with recommendations to the Board. Like the Board itself they are significant in other understated and not well recognised ways. They are one of the few regular forums in the university which bring together representatives of the sectors, the faculties, clusters, teaching, research and general staff and representatives of the university’s executive with specific interests in areas of the university’s functions. They are places where suggestions for change and improvement can begin and grow. They are places of debate, discussion, consensus and places where change may emerge. They are also places where common interests are discovered, shared teaching and research passions emerge and professional respect and friendships grow.
THE UNIVERSITY

The Victoria University story is as remarkable as it is complex. Victoria University has embarked on a journey that is characterised by its brand as a ‘NEW SCHOOL OF THOUGHT’. However, it can also lay claim to a history that is as varied as it is rich in regional context.

This apparent paradox is explained by the fact that the University, and its antecedents, has been anything but a static entity. One of these proud antecedents, Footscray Institute of Technology, traces its varied growth and development back to 1916. Its other, the Western Institute, was a trailblazer in the mid 1980s taking higher education ‘to the people’ in the western region of Melbourne.

It is a quirk of fate, if not a paradox, that the Western Melbourne Institute of TAFE (itself the result of successive mergers with the Newport College of TAFE and the Flagstaff College of TAFE) that merged with Victoria University of Technology in 1998 also traces its origins back to 1916 and the institution that became the Footscray Institute of Technology. Education in the west has come full circle and this heritage was celebrated in 2006 with the publication of “90 Years 90 Legends”, which is available in the University bookshop.

Victoria University of Technology was established on 1 July 1990 under the Victoria University of Technology Act 1990 and became fully operational on 1 January 1992. In 2005, it became simply, Victoria University. On 1 September 2010, the 1990 Victoria University of Technology Act was replaced by the Victoria University Act 2010 which included changes to the composition of Council.
The objects of the University include:

(a) to provide and maintain a teaching and learning environment of excellent quality offering higher education at an international standard;

(b) to provide vocational education and training, further education and other forms of education determined by the University to support and complement the provision of higher education by the University;

(c) to undertake scholarship, pure and applied research, invention, innovation, education and consultancy of international standing and to apply those matters to the advancement of knowledge and to the benefit of the well-being of the Victorian, Australian and international communities;

(d) to equip graduates of the University to excel in their chosen careers and to contribute to the life of the community;

(e) to serve the Victorian, Australian and international communities and the public interest by:
   i. enriching cultural and community life;
   ii. elevating public awareness of educational, scientific and artistic developments; and
   iii. promoting critical and free inquiry, informed intellectual discourse and public debate within the University and in the wider society;

(f) to use its expertise and resources to involve Aboriginal and Torres Strait Islanders people of Australia in its teaching, learning, research and advancement of knowledge activities and thereby contribute to:
   i. realising Aboriginal and Torres Strait Islander aspirations; and
   ii. the safeguarding of the ancient and rich Aboriginal and Torres Strait Islander cultural heritage;

(g) to provide programs and services in a way that reflects principles of equity and social justice;

(h) to confer degrees and grant diplomas, certificates, licences and other awards;

(i) to utilise or exploit its expertise and resources, whether commercially or otherwise; and

(j) to develop and provide educational, cultural, professional, technical and vocational services, and, in particular, to foster participation in post-secondary education for persons living or working in the Western Metropolitan region of Melbourne.

MISSION

COMES FROM THE OBJECTS

"...to positively transform lives through the power of further education, vocational and higher education, and research.

We work collaboratively to develop the capabilities of individuals, enterprises and communities within the western Melbourne region and beyond to build sustainable futures for ourselves and our stakeholders."

VALUES

SUPPORT THE OBJECTS AND MISSION

Victoria University adopted the following values to underpin and guide its everyday operation and future development in its core areas of teaching and learning, research and external engagement and its other activities.

We value:

• knowledge and skills, and critical and imaginative inquiry for their capacity to transform individuals and the community;

• equality of opportunity for students and staff;

• diversity for its contribution to creativity and the enrichment of our lives;

• co-operation as the basis of engagement with local and international communities;

• integrity, respect and transparency in personal, collaborative and institutional action;

• sound environmental stewardship for future generations; and

• the pursuit of excellence in everything we do.
TRANSFORMING OBJECTS, MISSION AND VALUES INTO ACTION (STRATEGIC DIRECTION)

‘Making VU 2016: A Statement of Purpose’ is VU’s strategic plan. It marks VU as a distinctive university – one that is willing to take a path that does not mimic older established universities operating in very different contexts from our own. We aim at achieving ‘quality in context’.

THE STRATEGIC PLAN FOCUSES ON STRATEGIC OBJECTIVES

Our practices are shaped by our focus on people and by our recognition of the four groups of stakeholders with whom we work: students, staff, local and global enterprises and communities, and governments and the public.

Students
- To inspire students to learn, and to provide a foundation for their careers and their effective and responsible participation in local and global arenas.

Staff
- To engage staff in a creative and rewarding learning community for the benefit of students, staff and other stakeholders.

Local and Global Enterprises and Communities
- To collaborate with local and global enterprises and embrace the diversity and dynamism of the University’s communities to enhance the social, environmental and economic capacity of the western region of Melbourne and beyond.

Governments and the public
- To meet the University’s public accountability through exemplary governance, effective management and leadership.

Some of the key strategic directions:
- Education
  The education strategy sets out the various education initiatives that are in train at VU.
- Research and Research Training
  The strategy identifies targeted, regionally relevant research areas which are the focus of investment.
COUNCIL

Victoria University Council is the governing authority of the University and is responsible for the direction and superintendence of the University.

Council comprises the Chancellor, Vice-Chancellor, Chairperson of the Education and Research Board, persons appointed by the Governor in Council, persons appointed by the Council, persons elected by and from the staff of the University, and by and from students enrolled at the University.

In order to ensure Council has an appropriate level of experience, capability and regional understanding, its membership should include those with financial and commercial skills and expertise, substantial knowledge and experience of vocational education and training, and experience of living or working in or about the Western Metropolitan Region of Melbourne.
THE OBJECT OF GOOD GOVERNANCE

The object of good governance, in a broad sense, is to ensure that there are appropriate structures in place to assist the University in operating effectively and meeting its particular accountability requirements, develop it as an educational institution of excellence, maintain autonomy and protect and enhance educational freedom.

Much has been written about the concept of governance, governance structures and what constitutes ‘good governance’. Council has described the essence of ‘good governance’ as being:

- commitment to public interest;
- leadership;
- honesty and integrity;
- transparency;
- responsibility and accountability;
- participation;
- responsiveness;
- equity and inclusiveness; and
- effectiveness and efficiency.

ROLE OF COUNCIL

The University Council has a range of formal powers that are laid out in University legislation. These are broad and relate to all matters pursuant to the strategic direction, organisation and good governance of the University. Council also ensures that links with the community, industry and business interests are fostered and developed appropriately and that the views and interests of stakeholders are taken into account. Responsibilities include:

- the making of legislation;
- the appointment and monitoring of the performance of the Vice-Chancellor;
- the election of the Chancellor and Deputy Chancellor;
- consideration and approval of the University Strategic Plan and monitoring its implementation;
- pursuant to advice from relevant authorities, to establish or disestablish faculties and schools;
- the consideration of academic matters after advice from the Education and Research Board (ERB); and
- the approval of financial matters including the acquisition and disposal of University property, the annual University budget and major capital works.

Broadly speaking, the responsibilities of Council may be distinguished by a focus on the measurement of outcomes as distinct from the manner in which those outcomes are achieved, which is a matter for the Vice-Chancellor in his or her role as the organisation’s Chief Executive Officer.
Mr George Pappas
Chancellor

Commissioner Dianne Foggo
Deputy Chancellor

Professor Peter Dawkins
Vice-Chancellor
EDUCATION AND RESEARCH BOARD (THE ERB)
ROLE OF THE EDUCATION AND RESEARCH BOARD (ERB)

In simple terms, the ERB is a governance body that is responsible for academic oversight of the University.

The Board is not a sub-committee of Council (which is the Governing body) but is an entity established in its own right. However, its relationship with Council is close and Council looks to the Board for advice on matters relating to the oversight of the University’s research, academic programs and courses of study.

During 2008, the ERB made a number of changes to its structure based on the review it conducted in 2007. Three key changes are: the reconfiguration of the ERB membership; the reconfiguration of the Standing Committees; and the establishment and discontinuation of the Standing Committees will be by resolution of the ERB, in accordance with policy.

The membership and terms of reference of each committee are contained within the ‘Education and Research Board (ERB) Committees’ policy which can be viewed on the Governance and Policy Intranet site.

In summary the standing committees are:

- Course and Pathways Advisory Committee (CAPAC). Supports the Board in its role of safeguarding the quality of educational standards of courses of study offered under the name of the University;
- Research Committee. Supports the Board in its role of overseeing the quality of research offered under the name of the University;
- Postgraduate Research Committee (PRC). Supports the Board in its role of overseeing the quality of the University’s postgraduate research, research training and supervision;
- Teaching and Learning Committee. Supports the Board in its role of safeguarding the quality of teaching and learning delivered under the name of the University; and
- Strategy Committee. Supports the Board in its role of ensuring that courses of study, research and teaching and learning initiatives accord with the strategic direction of the University.

STATUTORY FRAMEWORK

The ERB is a statutory body:

- S20 Victoria University Act 2010 – Academic Board

Subject to the University Statutes and University Regulations, the Council:

(a) must establish an academic board or its equivalent; and

(b) must determine:
   i. the powers, functions and membership of the academic board or its equivalent; and
   ii. the method of appointment of a president (however designated) of the academic board or its equivalent.

- Statute 2.2, (3) (1):

  “In addition to the powers and duties conferred or imposed upon it by the Act, the ERB, subject to the Statutes and Regulations of the University and any resolution of the Council, shall:

  (a) make recommendations to the Council on matters pertaining to teaching and learning;
  (b) make recommendations to the Council on matters pertaining to research and research training;
  (c) provide advice pertaining to courses of study and research;
  (d) establish policies and procedures for approval of courses of study and monitor compliance with such policies and procedures;
  (e) call for and consider recommendations and advice from a board of studies of a faculty;
  (f) provide quality assurance in respect of courses of study and research including admission to courses of study, content of courses of study, assessment and student progress;
  (g) make recommendations to the Council on the approval of courses of study;
  (h) make recommendations to the Council on requirements for admission to courses of study;
  (i) make recommendations to Council on requirements for conferral or granting of awards by the University; and
  (j) make recommendations to Council on matters pertaining to the planning and financing of courses of study and research, including aspects of the annual budget.
CREATING THE RIGHT CULTURE

Culture and capability can be ‘make or break’ factors in determining the effectiveness of governance arrangements and the whole University community has a vested interest in the success, in every context, of the ERB. Culture is a set of beliefs, behaviours, knowledge and information shared by a group of people. The ERB’s capabilities underpin its culture.

The challenge for the ERB is to develop a culture that supports the attributes of good governance. This might include systematic attention to such things as:

- readiness to think and act across boundaries;
- teamwork;
- flexibility;
- openness to innovation and creativity;
- the ability to capitalise on windows of opportunity, tolerate mistakes and manage risks;
- the ability to build strategic alliances, collaboration and trust;
- adaptability to changed circumstances;
- persistence and resolution;
- encouragement of the expression of diverse views, awareness of different cultures and appreciation of strengths;
- effective communication with stakeholders;
- the capacity to balance the tension between long term and short term goals;
- effective information management;
- transparency of process; and
- timeliness.

RESPONSIBILITIES OF MEMBERS OF THE ERB

What does the above mean to members of the Board? In the broadest sense, it means participating at a level that will support the building of the Board’s culture to be reflective of Victoria University as a ‘NEW SCHOOL OF THOUGHT’.

In day-to-day terms it means:

- reading and considering papers presented to the Board or its Committees;
- attending meetings, being punctual and actively participating in discussion;
- expressing opinions while respecting those of others;
- observing meeting protocols as outlined in the “Standing Orders”;
- being prepared to consider options, evaluate risks and make informed decisions;
- consider not only the outcomes but the implications of decisions on the efficiency, effectiveness, success and sustainability and public standing of the University;
- being prepared to actively participate on standing committees and working parties.

FUNCTIONING OF THE EDUCATION AND RESEARCH BOARD (ERB) – HOW IT WORKS

CHAIRING MEETINGS
The Chair or the Deputy Chair will manage all meetings of the ERB. The Chair and Deputy Chair are members of the ERB (but not ex-officio members) elected to these positions from amongst Professors, Associate Professors, Senior Educators or above, or Associate Deans of the University.

The role of Chair and Deputy Chair will rotate between the technical and further education and higher education sector. When a higher education staff member is Chair, a technical or further education staff member must be Deputy Chair and vice-versa.

The positions are held for a two year term. The Chair is a member of the University Council for the duration of their term of office.

MEMBERSHIP
There are 41 members of the ERB, 36 of whom are elected and 5 of whom are ‘ex-officio’ (i.e. appointed by virtue of holding a particular position and reflecting their substantive management role within the University).

The term of office of elected representatives is two years, except for student representatives, whose term of office is one year. However, at the commencement of the reconstituted ERB, Regulation stipulated that half those members elected in the categories: faculty leaders; organisational leaders; education and research leaders; and teaching and research staff would only hold office for one year. The objective of this was to provide some continuity of membership of the Board in subsequent years.

ATTENDANCE AT MEETINGS
The ERB is a relatively streamlined body with key responsibility for a range of matters relating to academic oversight. Its ability to function appropriately is in a large part dependent upon the attendance and participation of those in all categories of membership on all possible occasions.

Meetings: The ERB meets on the 2nd Wednesday of each month, from February until December inclusive. July is normally designated as a ‘reserve’ meeting and would be called only in exceptional circumstances. Unless the ERB decides otherwise, meetings are held in the Council Chamber, Building K, Level 6 at the Footscray Campus at 9.15 am. Name plates are provided for all Board members and each is requested to place their name plates in front of them during the meeting.

Attendance: In relation to attendance, it is important to be aware that Regulation 2.2 [Part 5 (3) (d)] states: If a member of the ERB “...fails to attend three consecutive meetings of the Education and Research Board without the approval of the Education and Research Board ... that person immediately ceases to be a member of the Education and Research Board.” It should be noted that for the purposes of this part of the Regulation, attendance at a meeting by a member’s proxy is not considered to be attendance by the member and that the tendering of an apology is not to be construed as approval of the absence by the Board.

Therefore, in the case of impending absence:
• Apology: if you are unable to attend a meeting, you should lodge an apology with staff of the Governance and Policy Branch prior to a meeting.
• Nomination of a Proxy: if you know in advance that you are going to miss a meeting, you may consider nominating a proxy (who must be drawn from your electoral category) to attend in your stead. You can do this by informing the Executive Officer of the Board in writing (email is acceptable) 7 days in advance of the meeting or such lesser time as agreed by the Chair [Regulation 2.2 Part 4. (1) refers].
• Planned Leave of Absence: if you are aware of a prospective absence likely to involve three or more consecutive meetings, it is essential that you seek formal leave from the Board for that absence (and ideally nominate a proxy for that period — refer above). This application should be forwarded to the Executive Officer in writing (email is acceptable) 10 days in advance of the meeting. (If the absence is to be long term, you may also consider standing down from your elected position).
• Unplanned Absence: similarly, if through untoward circumstances unplanned absences are going to exceed two consecutive meetings, it is essential that you seek leave from the Board for the third such consecutive absence in order to maintain your membership of the Board. An application in this instance should reach the Executive Officer of the Board (email is acceptable) no later than 3:00pm the day before the scheduled meeting.

Employment Details and Addresses:
The Governance and Policy Branch should be informed of changes to campus address, telephone, e-mail details or job title to ensure continuity of delivery of information. Members should also consider which campus mail address is the most convenient for the collection of correspondence, as this may not always be their designated ‘home’ campus.

Open Meetings:
Meetings are open to observers subject to approval by the Chair of the Board. Members of the University community may also be invited to attend meetings of the Board by the Chair.
Wherever practicable, members receive an agenda and supporting papers the week prior to the scheduled meeting. Papers for meetings of the Education and Research Board normally include:

- minutes of the previous meeting;
- items set by the Board via their annual work plan;
- items that have been added at the request of a member, standing committee, or a member of the University community having first obtained the Chair’s consent;
- any new documents relating to business arising from a previous meeting;
- report by the Chair of the Board;
- report of Council;
- report of the Vice-Chancellor;
- reports from the standing committees of the Board; and
- reports from each Faculty from their Boards of Studies.

During 2009, the distribution of agenda and papers changed from hardcopy to electronic. Papers not included in the main electronic delivery but received by the Friday preceding the scheduled meeting will be distributed electronically. Members are invited to check their emails prior to each meeting. Requests for late papers to be sent or tabled must be negotiated on a case-by-case basis between the Chair and the proponent.

The agenda is compiled by the Executive Officer to the Board, subject to the approval of the Chair. Members of the Board who wish to place an item or items on the agenda must forward them to the Executive Officer to the Board, who will then submit these to the Chair of the Board for consideration. To facilitate timely consideration, collation and distribution of papers, the deadline for submission of items for the agenda is 10 working days prior to the meeting.

Agenda items that require the specific determination of the Board will be dealt with on a priority basis. Items will be ‘starred’ (i.e. nominated) for discussion and ERB members given the opportunity at the meeting under the agenda item “Approval of the Agenda” to ‘star’ items they wish to have discussed. Members may also, under this item, propose matters they wish to have considered under the item “Other Business”. Following approval of the agenda no new items can be introduced to the meeting except by resolution of the ERB. So as to streamline proceedings, an approval of the Agenda, the ERB automatically notes, endorses or approves (as appropriate) items not starred.

Board meetings are regulated by the Standing Orders for Meetings that flow from University Council, refer to Attachment 3 section on Standing Orders.

In accordance with legislation, a question or resolution cannot be decided or made at an ordinary meeting of the ERB unless there are present at least half the current members.

All actions taken by notation or resolution of the ERB are recorded in the minutes. The draft minutes of each meeting of the ERB are prepared by the Executive Officer and then forwarded to the Chair and Deputy Chair for clearance.

The minutes of a meeting are submitted for confirmation to the next meeting and amendments may be requested and approved by members of the ERB. Once minutes have been confirmed, the Governance and Policy Branch will place the minutes on the Intranet for the information of the University community. The Governance and Policy Branch retains all documentation relating to the Board and its Standing Committees.

Publication of Highlights: in the interests of collegial communication and feedback, the Chair and Deputy Chair bring to the attention of the University community the highlights of each meeting. These are published by ‘announcement’ email and normally appear in the days following each meeting.
**CYCLE OF MEETINGS**

The Board and its constituent committees, (with the exception of the Research Committee which meets bi-monthly), meet on a monthly cycle between February — June and August — November, with the Board also meeting in December. Reserve meetings have also been scheduled for the Course and Pathways Advisory Committee. The venue for the Education and Research Board (ERB) will normally be the Council Chamber at Footscray Park campus; meetings of committees will be held at a range of other campuses.

In 2007, meetings of the Board and its committees were clustered so as to streamline functioning and interrelationships and maximise the opportunity for staff participation, particularly from academic, teaching and instructional staff. The placement of committee meetings in the cycle was also designed to allow sufficient time for matters that require referral from a committee to the Board, from a Faculty Board to the Board, or from the Board to Council to be accommodated in a timely manner within meeting and documentation flow cycles. The actual dates for meetings are subject to review by the ERB and its Standing Committees.

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<th>COMMITTEE MEETING</th>
<th>Week 1 of Month</th>
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SUPPORTING THE ERB
The Governance and Policy Branch, which provides support to the Education and Research Board (ERB) and its Committees, is part of the Governance, Policy and Planning Services Division. The following Governance and Policy Branch staff support the Board and are located on Level 3, Building K, Footscray Park campus.

Ms Sofia Moisidis
Senior Policy Officer/Executive Officer for the Board
E: sofia.moisidis@vu.edu.au
T: 9919 4872
F: 9919 5061

Ms Fiona Carson
Project Officer/Support Officer for the Board
E: fiona.carson@vu.edu.au
T: 9919 4415
F: 9919 5061

Staff from Governance and Policy Branch who support Committees of the Board are listed below:

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>GPB OFFICERS</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION AND RESEARCH BOARD</td>
<td>Ms Sofia Moisidis (Senior Policy Officer)</td>
<td>T: 9919 4872 F: 9919 5061</td>
</tr>
<tr>
<td></td>
<td>Ms Fiona Carson (Project Officer)</td>
<td>T: 9919 4415 F: 9919 5061</td>
</tr>
<tr>
<td>COURSE AND PATHWAYS ADVISORY COMMITTEE (CAPAC)</td>
<td>Ms Angela Avgerinos (Senior Policy Officer)</td>
<td>T: 9919 4864 F: 9919 5061</td>
</tr>
<tr>
<td></td>
<td>Ms Julie Bowyer (Project Officer)</td>
<td>T: 9919 5030 F: 9919 5061</td>
</tr>
<tr>
<td>POSTGRADUATE RESEARCH COMMITTEE (PRC)</td>
<td>Ms Angela Avgerinos (Senior Policy Officer)</td>
<td>T: 9919 4864 F: 9919 5061</td>
</tr>
<tr>
<td></td>
<td>Project Officer TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>RESEARCH COMMITTEE</td>
<td>Mr Cameron Phillips (Senior Policy Officer)</td>
<td>T: 9919 4135 F: 9919 5061</td>
</tr>
<tr>
<td></td>
<td>Ms Julie Bowyer (Project Officer)</td>
<td>T: 9919 5030 F: 9919 5061</td>
</tr>
<tr>
<td>TEACHING AND LEARNING COMMITTEE</td>
<td>Ms Angela Avgerinos (Senior Policy Officer)</td>
<td>T: 9919 4864 F: 9919 5061</td>
</tr>
<tr>
<td></td>
<td>Ms Julie Bowyer (Project Officer)</td>
<td>T: 9919 5030 F: 9919 5061</td>
</tr>
<tr>
<td>STRATEGY COMMITTEE</td>
<td>Ms Sofia Moisidis (Senior Policy Officer)</td>
<td>T: 9919 4872 F: 9919 5061</td>
</tr>
<tr>
<td></td>
<td>Ms Julie Bowyer (Project Officer)</td>
<td>T: 9919 5030 F: 9919 5061</td>
</tr>
</tbody>
</table>
THE ERB ‘AT A GLANCE’

The attachments to this booklet (listed below) provide a summary of various key aspects of the Education and Research Board (ERB). However, this information is intended as a guide only and the complete Statute and Regulations pertaining to the ERB may be viewed on the Governance and Policy Intranet site http://gpps.vu.edu.au/governance/cid/27/parent/1/t/governance.

Attachment 1: ERB Relationship to Council and it’s Standing Committees
Attachment 2: ERB Operations at a Glance
Attachment 3: ERB Reference Page
Attachment 4: ERB Work Process and Governance Support Framework
Attachment 5: Abbreviations Commonly used around the University
ATTACHMENT 1:
EDUCATION AND RESEARCH BOARD (ERB)
RELATIONSHIP TO COUNCIL AND ITS STANDING COMMITTEES

COUNCIL

EDUCATION AND RESEARCH BOARD

COMMITTEES OF THE EDUCATION AND RESEARCH BOARD
• Course and Pathways Advisory Committee (CAPAC)
• Postgraduate Research Committee (PRC)
• Research Committee
• Teaching and Learning Committee
• Strategy Committee

STANDING COMMITTEES OF COUNCIL
• Chancellor’s Committee
• Audit And Risk Committee
• Resources Committee
• Strategy Committee
ATTACHMENT 2:
EDUCATION AND RESEARCH BOARD (ERB)
OPERATIONS “AT A GLANCE”

MEMBERSHIP: MAXIMUM 41

36 ELECTED:
• 4 Faculty leaders
• 1 research leader
• 6 organisational leaders
• 6 education and research leaders
• 4 professional staff
• 3 Students
  - 1 enrolled in postgraduate study
  - 2 enrolled in undergraduate study

5 EX OFFICIO:
• Vice-Chancellor
• 4 members who hold positions nominated by the V-C

TERM OF OFFICE OF PERSONS ELECTED:
• Students — 1 Year
• All Others — 2 years (as general rule)

ATTENDANCE:
If a member of the Board fails to attend three consecutive meetings without the approval of the Board that person immediately ceases to be a member of the ERB (note: attendance by a proxy or tendering of an apology does not constitute approval by the Board).

COMMITTEES

COURSE AND PATHWAYS ADVISORY COMMITTEE (CAPAC)
Chair: elected by and from ERB

RESEARCH COMMITTEE
Chair: elected by and from ERB

POSTGRADUATE RESEARCH COMMITTEE (PRC)
Chair: elected by and from ERB

TEACHING AND LEARNING COMMITTEE
Chair: elected by and from ERB

STRATEGY COMMITTEE
Chair: elected by and from ERB

CHAIRS OF COMMITTEES (UNLESS SPECIFIED OTHERWISE):
• Will be appointed by the Board from members of Committee who are also members of the Board.

COMMITTEES:
• Will be determined by the Board.

QUORUM:
• ‘at least’ 50% current membership.

CHAIR/DEPUTY CHAIR:
• Professor/Associate Professor;
• Senior Educator or above;
• Associate Deans; and
• Chair/Deputy rotation by Sectors.

PROXY:
Must be within the same elected category and provide 7 days written notice.

MEETINGS:
• Minimum 10 per year; and
• 5 days written notice to members.

DELEGATION:
• Board may delegate conditional powers to Chair, Deputy Chair or other member.

Note: This information is indicative and should not be construed as definitive advice. For complete details of the Education and Research Board refer to University Statute 2.2 and Regulation 2.2 available on the Governance and Policy Branch Intranet site.
ATTACHMENT 3:

EDUCATION AND RESEARCH BOARD (ERB) REFERENCE PAGE

The ERB has developed a suite of policies and publications specifically to support its members. These are published on the Governance and Policy website; however, the following are samples that are most pertinent:

The Education and Research Board Committees policy: provides staff with details about how the committees operate, their responsibilities, composition of the committees and the terms of office of members. Potential nominees and members should refer to this policy:
http://wcf.vu.edu.au/GovernancePolicy/PDF/POU090918000.PDF

Managing and Participating in Meetings: provides very practical information about committee operations often at the administrative level, but still useful for members of committees:

Support for Staff Members on Senior Governance and Consultative Bodies Policy; this policy stipulates the level of support for members on senior governance boards and committees and their responsibilities. The Appendix to the policy provides a schedule for recommended time allowances:
http://wcf.vu.edu.au/GovernancePolicy/PDF/POU080218000.PDF

Professional Development for members and Office Bearers of Boards and Governance Committees Policy: this policy identifies professional development programs to support members of the ERB and its committees and a commitment to building capability in the governance areas:
http://wcf.vu.edu.au/GovernancePolicy/PDF/POU071114000.PDF

Standing Orders: all governance committees follow the same meeting procedures as stipulated in Standing Orders for Meetings of Council and Committees of Council:
http://wcf.vu.edu.au/GovernancePolicy/PDF/POU041217006.PDF

Help Sheet on Using Adobe - Electronic Meetings: this publication provides a brief guide to utilising electronic agenda and papers to the members’ benefit. The Board and its committees are no longer paper based and this brief Help Sheet provides support for members in their preparation for meetings:

Committee Dates: each year the date and time of governance and management committees are published on the web. This allows members to diarise for the whole year and to ensure that clashes are minimised. Please go to http://gpps.vu.edu.au/ and under the Quick Links menu click on Committee Dates 2011.
ATTACHMENT 4:

EDUCATION AND RESEARCH BOARD (ERB) WORK PROCESS AND GOVERNANCE SUPPORT FRAMEWORK

CONTENTS

Work Progress and Governance Support Framework 34
Guiding Principles 34

1. THE ERB AGENDA
   1.1 Building the Agenda 34
   1.2 Format of Submissions 34

2. DISTRIBUTION OF ERB PAPERS
   2.1 Format 35
   2.2 Timelines 35
   2.3 Tabling of ERB Papers 35

3. MINUTES OF THE ERB
   3.1 Style 36
   3.2 Clearance, Confirmation and Publication 36
   3.3 Resolutions, Action and Follow-up 36

4. MEETINGS OF THE ERB 36

5. ENHANCED WEB-BASED SERVICES 36
WORK PROCESS AND GOVERNANCE SUPPORT FRAMEWORK

The objective of this administrative framework is to be reflective of good governance practice and to position the Education and Research Board to maximise the effective use of the resources at its disposal. It seeks to recognise the people-related, administrative and geographic practicalities of our multi-campus environment, as well as the developmental opportunities offered by the enhanced use of electronic forms of communication and information sharing. Further, it seeks to optimise cooperation and understanding between members of the Board and its supporting administrative officers.

The framework is intended to be inclusive of the Board’s constituent Committees, their membership and the administrative processes that support their activity.

The role of the Chair and Deputy Chair is pivotal to the effective operation of this framework. Given the context of the ERB and the sector-based nature of the roles designated as Chair and Deputy Chair, reference to the Chair in this framework assumes a high level of working collaboration and consultation between the Chair and Deputy Chair. It also assumes assumption of responsibility by the Deputy Chair for the relevant aspects of the framework if so delegated by the Chair or in the absence of the Chair.

The framework outlined below is inclusive of principles of “good governance” that guide the recommended procedures.

Guiding Principles:

1. the content of the agenda is the responsibility of the Board (and its standing committees);

2. the agenda should be structured and scheduled so as to facilitate maximum and appropriate consideration of major items of business;

3. where possible, agendas should be based upon the Board’s approved annual work plan which permit transparent, logical and planned sequencing of agenda items;

4. papers submitted to the Board should present adequate information to permit members to understand matters fully and in a form that promotes easy understanding of the topic covered;

5. ERB members should receive agendas and associated papers in an appropriate time and format to allow for careful, effective and informed consideration and decision-making; and

6. Minutes of Board meetings aim to be a true and accurate record of Board proceedings. Minutes are a decision making, legal, operational and historical record of governance business. Minutes are “owned” by the Board who have the responsibility to confirm the minutes at each subsequent meeting and/or make any appropriate amendments.

In the light of these principles the following processes should apply:

1. THE ERB AGENDA

1.1 Building the Agenda:

(a) an annual work plan for the Board will be developed at the start of each year;

(b) the annual work plan will be approved by the Board and will be seen as a dynamic document that may be amended or added to as the year progresses;

(c) members of the Board and its committees may wish to add items to the relevant work plan or specific agenda. This should be achieved via discussion with the Chair and well prior to the relevant meeting of the Board or Committee (section 2.2 refers). As determined by the Chair, an item may also be added to the agenda for a future meeting;

(d) the Agenda is drafted by the Executive Officer of the Board in collaboration with the Chair of the Board. The final agenda will be approved and cleared for distribution by the Chair. It will include:

- matters arising from the minutes of previous meeting(s);
- matters relating to the functioning of the Board or its committees;
- Work Plan items brought forward;
- items submitted and approved by the Chair or Deputy Chair;
- standing reports;
- reports of committees of the Board;
- reports of Faculty and VU College Boards of Studies; and
- provision for ‘other business’ to be submitted at the meeting.

(e) the format of Agenda (other than issues of University Branding), scope and sequencing of items is at the discretion of the Chair, or by resolution of the Board.

1.2 Format of Submissions (including Cover Sheet):

(a) all papers submitted to the Board, including Standing Reports (but excluding Reports of ERB committees and Boards of Studies) are to be accompanied by the ERB Cover Sheet prepared and submitted by the proposer (the ERB Cover Sheet is available as a template and in sample format on the Governance and Policy Intranet site);

(b) it is the responsibility of the proposer to ensure that any clearances (for example, at the Senior Management, Faculty or School level as appropriate to the paper) necessary for papers being submitted for consideration by the Board are secured;

(c) all papers will be cleared for distribution by the Chair;
(d) the aim of the cover sheet is to provide a background and relevant comment in summary form on the matters under consideration;

(e) the ErB Cover Sheet may be used as the basis for short submissions to the Board or as a summary/cover document (note: in either case the purpose of the submission must be clearly articulated together with the action recommended to, or sought from, the Board);

(f) the ErB Cover Sheet will be consistent with that utilised by University Council;

(g) papers without a cover sheet will be returned by the Governance and Policy Branch to proposers, for inclusion of the relevant paperwork; and

(h) wherever possible, papers for distribution to the Board should be provided in an electronic format consistent with the standard University desktop configuration.

2. DISTRIBUTION OF EDUCATION AND RESEARCH BOARD (ERB) PAPERS

2.1 Format:

(a) the ErB Agenda and papers will be distributed electronically to members of the Board and such other recipients as may be approved from time to time by the Chair;

(b) it will be the responsibility of the individual Board member to inform the Governance and Policy Branch to ensure that the information of the University’s e-guide is accurate;

(c) requests for “information” copies of the ErB Agenda and papers (i.e., other than for members of the Board) will be provided in electronic (pdf) format; and

(d) any requirement for exceptional circular resolutions will be undertaken electronically.

2.2 Timelines:

(a) to permit the timely and efficient assembly and distribution of the ErB Agenda and supporting papers, all papers are required to reach the Governance and Policy Branch 10 working days prior to a scheduled meeting. Unless authorised by the Chair, papers received after this date will not be presented to the forthcoming Board meeting, but scheduled for the meeting following; and

(b) the ErB Agenda and papers will be released for distribution to members 7 days prior to the scheduled meeting date (unless extraordinary circumstances dictate otherwise).

2.3 Tabling of ErB Papers

(a) tabled papers with respect to Agenda items will not be accepted by the Board unless specifically cleared in advance of the meeting by the proponent with the Chair;

(b) tabled papers with respect to items proposed and endorsed in a Board meeting as ‘Other Business’ may be accepted by resolution of the Board; and

(c) tabled papers accepted in accordance with the above circumstance may result in the Board seeking to defer the item until the next scheduled meeting to enable such tabled paper to be appropriately considered.
3. MINUTES OF THE ERB

3.1 Style:

(a) the format of Minutes of the Board will be, as far as is practicable, ‘on brand’;

(b) minutes will be concise and briefly discursive (reflecting direction and tone of discussion) and not a verbatim record;

(c) unless specifically requested and approved by the Chair or by resolution of the Board, discussion/comment will not be attributed other than for certain personages (eg Chair, Deputy Chair, Vice-Chancellor, the proposer of an item); and

(d) each resolution of the Board will be given a sequential number that will identify the resolution, meeting and year of the resolution and will be highlighted in Minutes for ease of reference.

3.2 Clearance, Confirmation and Publication:

Minutes of meetings of the ERB:

(a) will be completed by the responsible University Officer in the Governance and Policy Branch as soon as practicable after each meeting (normally within 7 days);

(b) will be cleared by the Chair and Deputy Chair via e-mail;

(c) when cleared, will be published on the GPPs website with an appropriate annotation indicating their status as ‘unconfirmed minutes’;

(d) when confirmed at the next scheduled meeting of the Board, will be published on the Governance and Policy Intranet site, unless designated as “restricted access” for privacy reasons.

3.3 Resolutions, Action and Follow-up:

(a) when minutes are cleared by the Chair, any items requiring or inviting action will be extracted from minutes and forwarded to relevant officers by the responsible University Officer in the Governance and Policy Branch;

(b) the Chair and Deputy Chair will (as appropriate) collaborate to disseminate a brief commentary to the University community on the Board’s key deliberations and activity after each meeting of the Board;

(c) a register of Resolutions of the Board will be maintained by the Governance and Policy Branch, noting the resolution, those cited for action and outcome;

(d) the register will be subject to monitoring and review by Chair as appropriate as to matters outstanding or in train; and

(e) the Chair will report to the Board, as appropriate, regarding outstanding matters.

4. MEETINGS OF THE ERB

4.1 The scheduling of meetings will be at a time, date, location and venue as determined by the Board, consistent with Regulation 2.2 Section 5.

4.2 The conduct of meetings of the Board will be consistent with Council Standing Orders.

4.3 Within the context of Council Standing Orders, (and subject to any alternative resolution by the Board) the Chair will determine practical operational aspects of each meeting of the Board, including determining the need to call for an extension of time for a meeting, a change of meeting date, time, location or venue due to extraordinary circumstances (consistent with Regulation 2.2 Section 5), provision for refreshment breaks, etc.

4.4 Motions proposed and adopted are to be as specific as possible as to action required of the Board or others (i.e. what, by whom and by when).

4.5 Motions from the floor must be provided to the Chair (by the proposer) in writing (subject to the discretion of the Chair) to ensure accurate decision-making and recording [Council Standing Orders (paragraph 36 refers)].

5. ENHANCED WEB-BASED SERVICES

The efficiency of a number of the administrative processes of the Board referred to above is limited by the nature of the University’s multi-campus environment, the varied employment modes of staff and, in some instances, the limited administrative support available to members of the Board and its Committees.
## ATTACHMENT 5:
### ABBREVIATIONS COMMONLY USED AROUND THE UNIVERSITY

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>A&amp;G</td>
<td>Assessment and Graduations</td>
</tr>
<tr>
<td>ACCD</td>
<td>Australian Community Centre for Diabetes</td>
</tr>
<tr>
<td>APS</td>
<td>Australian Psychological Society</td>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
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<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ASCED</td>
<td>Australian Standard Classification of Education</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank, replaces ENTER in 2010</td>
</tr>
<tr>
<td>AUCEA</td>
<td>Australian Universities Community Engagement Alliance</td>
</tr>
<tr>
<td>AUQA</td>
<td>Australian Universities Quality Agency</td>
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<tr>
<td>AusAID</td>
<td>Australian Agency for International Development</td>
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<tr>
<td>CALD</td>
<td>Cultural and Linguistic Diversity</td>
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<td>CAMS</td>
<td>Course Approval and Management System</td>
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<td>CAPAC</td>
<td>Course and Pathways Advisory Committee</td>
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<tr>
<td>CAPS</td>
<td>Courses and Pathway Services</td>
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<td>CAUDIT</td>
<td>Council of University Directors of IT</td>
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<tr>
<td>CEQ</td>
<td>Course Experience Questionnaire</td>
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<td>CESARE</td>
<td>Centre for Environmental Safety and Risk Engineering</td>
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<td>CIGs</td>
<td>Curriculum Innovation Grants</td>
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<td>CRC</td>
<td>Cooperative Research Centre</td>
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<tr>
<td>CRI</td>
<td>Consolidated Research Index</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
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<tr>
<td>CSES</td>
<td>Centre for Strategic Economic Studies</td>
</tr>
<tr>
<td>CTME</td>
<td>Centre for Telecommunications and Micro-Electronics</td>
</tr>
<tr>
<td>CTSR</td>
<td>Centre for Tourism and Services Research</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>DIIRD</td>
<td>Department of Innovation, Industry and Regional Development</td>
</tr>
<tr>
<td>DIISR</td>
<td>Department of Innovation, Industry, Science and Research</td>
</tr>
<tr>
<td>DVC</td>
<td>Deputy Vice-Chancellor</td>
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<tr>
<td>EBA</td>
<td>Enterprise Bargaining Agreement</td>
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<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
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<td>EFT</td>
<td>Equivalent Full-Time</td>
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<td>EFTSL</td>
<td>Equivalent Full-Time Student Load</td>
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<td>Education Investment Fund</td>
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<td>ELI</td>
<td>English Language Institute</td>
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<td>ELICOS</td>
<td>English Language Intensive Courses for Overseas Students</td>
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<td>ENTER</td>
<td>Equivalent National Tertiary Entrance Rank</td>
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<td>ERB</td>
<td>Education and Research Board</td>
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<td>ESJB</td>
<td>Equity and Social Justice Branch</td>
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<td>ESOS</td>
<td>Education Services for Overseas Students</td>
</tr>
<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
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<td>Further Education</td>
</tr>
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<td>FIT</td>
<td>Footscray Institute of Technology</td>
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<td>FAEHD</td>
<td>Faculty of Arts, Education and Human Development</td>
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<td>FBL</td>
<td>Faculty of Business and Law</td>
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<td>FHES</td>
<td>Faculty of Health, Engineering and Science</td>
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<td>FTTI</td>
<td>Faculty of Technical and Trades Innovation</td>
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<td>Graduate Careers Australia</td>
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<td>Graduate Destination Survey</td>
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<td>Higher Degrees by Research</td>
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<td>ICEPA</td>
<td>Institute for Community Ethnicity and Policy Alternatives</td>
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<td>ICS</td>
<td>Intellectual Capital Services</td>
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<td>ICT</td>
<td>Information Communication Technology</td>
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<td>IG</td>
<td>Institutional Grants Scheme</td>
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<td>ILSCM</td>
<td>Institute for Logistics and Supply Chain Management</td>
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<tr>
<td>ISEAL</td>
<td>Institute of Sport, Exercise and Active Living</td>
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<td>ISII</td>
<td>Institute for Sustainability and Innovation</td>
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<tr>
<td>ISR</td>
<td>Institutional Self Review</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>Information Technology Services</td>
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<td>KPI</td>
<td>Key Performance Indicator</td>
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<td>Learning in the Workplace and Community</td>
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<td>LLENS</td>
<td>Local Learning and Employment Services</td>
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<td>LOTE</td>
<td>Language Other Than English</td>
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<td>MIS</td>
<td>Management Information System</td>
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<td>NCVER</td>
<td>National Council on Vocational Education Research</td>
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<td>NESB</td>
<td>Non-English Speaking Background</td>
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<td>New Generation Universities</td>
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<td>Occupational Health and Safety</td>
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<td>Office for Industry and Community Engagement</td>
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<td>Office for Postgraduate Research</td>
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<td>OR</td>
<td>Office for Research</td>
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<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PDRI</td>
<td>Plan, Do, Review, Improve</td>
</tr>
<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
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<td>PPP</td>
<td>Portfolio Partnerships Program</td>
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<td>Priority Research Areas</td>
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<td>Postgraduate Research Committee</td>
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<td>Postgraduate Research Experience Questionnaire</td>
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<td>Pro Vice-Chancellor</td>
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<td>QIR</td>
<td>Quality Improvement Review</td>
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<td>Research Infrastructure Block Grants</td>
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<td>RITE</td>
<td>Research into Tertiary Education Group</td>
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<tr>
<td>Acronym</td>
<td>Term</td>
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<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<td>Research Quality Framework</td>
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<td>Student Evaluation Teaching</td>
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<td>Student Evaluation of Units</td>
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<td>SPDP</td>
<td>Staff Performance and Development Plan</td>
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<tr>
<td>TEQSA</td>
<td>Tertiary Education Quality and Standards Agency</td>
</tr>
<tr>
<td>TLC</td>
<td>Teaching and Learning Committee</td>
</tr>
<tr>
<td>UA</td>
<td>Universities Australia</td>
</tr>
<tr>
<td>UMAP</td>
<td>University Mobility in the Asia Pacific Program</td>
</tr>
<tr>
<td>VC</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>VCAC</td>
<td>Vice-Chancellor’s Advisory Committee</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VPAC</td>
<td>Victorian Partnership for Advanced Computing</td>
</tr>
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<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
</tr>
<tr>
<td>VUI</td>
<td>Victoria University International</td>
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<tr>
<td>VU</td>
<td>Victoria University</td>
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<td>VUC</td>
<td>Victoria University College</td>
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<tr>
<td>WIL</td>
<td>Women in Leadership</td>
</tr>
<tr>
<td>WERC</td>
<td>Work-based Education Research Centre</td>
</tr>
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</table>
Produced by:

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