Today:–

• Authority flows
• Corporate and Academic Governance
• Design principles and “trade offs”
• Culture, structure and Process
**Authority flow:-**

- Macquarie University is a State, Statutory Corporation, incorporated by an Act of Parliament
- **Macquarie University Act (1989)**
  - Council
    - Academic Senate
    - Vice Chancellor

**Part 3, Division 1, 8A (1)** “There is to be a Council of the University

**Part 3, Division 2, 15 (1)** “There is to be an Academic Senate...consisting of the Vice-Chancellor and other such persons as the Council may, in accordance with by-laws, determine. The constitution and function of Academic Senate are to be prescribed in the by-laws”

**Part 3, Division 2, 12 (1)** “...the Council must appoint a person to be Vice-Chancellor of the University. The Vice-Chancellor is the principal executive officer of the University...”

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**Council’s power to make by-laws:-**

- “The Council may make by-laws, not inconsistent with this Act, for or with respect to, any matter that is required or permitted to be prescribed or that is necessary or convenient to be prescribed for carrying out or giving effect to this Act... eg
  - The management, good government and discipline of the University
  - Council elections
  - Matter of holding Council or Academic Senate meetings
  - Tenure of office and stipend of the Vice-Chancellor
  - The payment of fees and charges
  - Admission to courses and degrees
  - Granting of fellowships and awards
  - Creation of Faculties and Schools
  - The form and use of academic costume..."
Sources of authority for Senate:-

Macquarie University Act (1989) + By-Laws of Council

• “Academic Senate is ‘the principal academic body in the University’. It has certain powers delegated to it by Macquarie University Council - such as the approving of examination results and the completion of requirements for the award of degrees. At the same time, it makes recommendations to Council concerning all changes to degree rules, and all proposals for new awards. It can thus be said that all matters in the University of an academic nature find their way into the agenda of Academic Senate - either for consideration and resolution, or for recommendation to Council.”

• NB – Senate does not have a say in allocating resources...

Similar to Monash:-

Pursuant to section 20 of the Monash University Act 2009 Council has established the Academic Board and assigned to it a range of powers and functions. Establishment of the Academic Board is also necessary to ensure compliance with the Tertiary Education Quality and Standards Agency (TEQSA) Higher Education Standards Framework.

The Board is responsible for the maintenance of high standards in education and research, and acts to assist the University in ensuring the highest quality of its academic endeavours. Pursuant to the power granted by Section 29 of the Monash University Statute and its responsibility to Council for the maintenance of high standards, the Academic Board therefore makes regulations with respect to a range of academic matters. In addition to performing its critical functions in approving academic programs, the Board is an active contributor to debates regarding academic direction and quality at the University.
And QUT:-

University Academic Board is responsible for **oversight of academic governance at the University**...

University Academic Board:

- advises Council and recommends where appropriate on the academic strategic directions and practices of the University;
- approves, accredits and re-acredits, on delegated authority of Council, all new course developments and significant changes to existing courses;
- monitors academic integrity and academic standards, and oversees the quality assurance arrangements for all academic activities, and reports to Council on these matters at least annually;
- approves, on delegated authority of Council, academic and research policy and procedures;
- confers, on delegated authority of Council through the Student Rules, academic awards (this authority may be delegated).

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Corporate governance defined:-

“The framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in corporations.”

- Australian Securities Exchange (ASX)
- QUT use this definition...
Corporate governance broadened:-

“Corporate governance is concerned with holding the balance between economic and social goals and between individual and community goals. The governance framework is there to encourage the efficient use of resources...The aim is to align as nearly as possible the interests of individuals, corporations and society.” (Lord Cadbury)
Academic governance is a subset of the overall governance of an educational organisation, and deals with the framework that regulates academic decisions and academic quality assurance within the organisation. Academic governance includes the policies, processes, definitions of roles, relationships, systems, strategies and resources that ensure academic standards and continuous improvement in academic activities, and is concerned with the integrity and quality of the core higher education activities of teaching, research and scholarship.

A Systemic View

Internal programs, policies and processes
- Macquarie statutes, by-laws and regulation
- Strategy, planning and monitoring. Compliance framework. Quality management and reporting
- Values, social responsibility and ethics
- Committee structures. Delegations. Policies and procedures

External law, obligations and influence
- Common wealth and State Legislation
- Standards – Australian and International, Principles of good corporate governance, Better practice guidelines
- Political agenda, community expectations
- Self regulation

Source: QUT
Why change? Why not stay the same?

• “Faced with the choice between changing one’s mind and proving that there is not a need to do so, almost everybody gets busy on the proof.”
  – John Kenneth Galbraith

Support is there:-

• There is widespread support across all those consulted for reforming and re-positioning academic governance at the University
• Strong support for the current Chair’s leadership on this issue
• A general sense that academic governance needs to be updated for the 21st century, but also streamlined and professionalised
• Getting academic governance “right” will make a major contribution to the success of the University but also to the ongoing propagation of a culture that attracts and engages high quality academic and professional staff
Suggested academic governance design principles (NB trade offs):

1. **Transparency and simplicity** - as simple as can be and no simpler
2. **Clarity** - of roles, accountabilities, reporting and information flows
3. **Checks and balances** - “traffic cop/road block” Vs facilitator and enabler of academic excellence and academic values
4. **Outcomes and deliverables** – the value that academic governance can and should add
5. **Alignment and process standardisation** – of goals, processes, academic risk, QA, KPIs etc across the institution
6. **Openness and engagement** – the degree to which the system encourages and facilitates engagement of academics and students
7. **Secretariat support** – academic governance informed and underpinned sustainably by professional expertise and good systems
8. **Skills development and continuous improvement** – planning for regular Senate self review processes; professional development for Chairs and Senate members

The academic governance design Tripos:-
Finally:-

“We make the road by walking.” (South American Proverb)

Discussion session I:-

- What are the key community expectations of University academic governance?
- Looking ahead 5 years, what are the aspirations or vision for the role of Academic governance at the University?
- What are the important outcomes that effective academic governance must deliver for the University, academic staff and students?
- Outline the 4-6 major priorities for improvement to academic governance over the coming years
Discussion session II -

1. Developing a strategic agenda for strengthening academic governance (*Dominic Verity & John Simons*)
2. Taking the lead in understanding and managing academic risk (*Jim Lee & Trudy de Vries*)
3. Understanding the boundaries of responsibility and accountability (*Melanie Harris & Iain Collings*)
4. Better engaging academic staff and students in academic governance (*Deidre Anderson & Julie Fitness*)
5. A framework for efficient and effective research governance (*Sakkie Pretorius & Bernard Mans*)
6. Strategy and innovation in teaching and learning (*Sherman Young & Trudy Ambler*)