COUNCIL

The 450th meeting of the Council will be held at 10:30am on Thursday 14 February 2019 in the Board Room, ANU House, Melbourne. Any additional information will be available at the meeting.

All enquiries should be directed to the Secretary on 0416-277-014 or (02) 6125-2113, or by email: director.governance@anu.edu.au.

Chris Reid
Secretary – ANU Council
Director - Corporate Governance and Risk Office

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IMPORTANT INFORMATION FOR MEMBERS

CONFIDENTIALITY

Members of Council and others receiving the agenda are reminded of the need for careful discretion in
the use and communication of Council business, referring to the Director, Corporate Governance and
Risk Office, or other appropriate officer of the Council when in doubt.

Council business marked or declared to be confidential is not at any stage to be communicated to others
without prior reference to the Chairperson or the Director, Corporate Governance and Risk Office. Only
papers considered especially confidential are so marked.

All matters relating to individual persons, including appointments, enrolment, candidacy for degrees,
personal details, performance and conduct are declared to be confidential.

CONDUCT OF COUNCIL MEMBERS

Members of Council are considered *officials* for the purposes of the *Public Governance, Performance*
*& Accountability Act 2013*. The definition of *officials* includes all members of the ANU Council, as well
as all officers, employees and members of the University.

Division 3, sections 25 to 29 of the *Public Governance, Performance & Accountability Act 2013*, sets
out the general duties of officials. As an *official*, a member of the Council may be removed from their
position if they breach those general duties.

*Duty of Care & Diligence*

A member of the Council must exercise their powers, perform their functions and discharge their duties
with the degree of care and diligence that a reasonable person would exercise if they:

- were a member of the Council in the University's circumstances; and
- occupied the position held by, and had the same responsibilities within the University as, the
  member of the Council.

*Duty to Act in Good Faith and for Proper Purpose*

A member of the Council must exercise their powers, perform their functions, and discharge their duties
in good faith and for a proper purpose.

*Duty in Relation to Use of Position*

A member of the Council must not improperly use their position to gain an advantage for themselves or
for any other person; or to cause detriment to the University, the Commonwealth or to any other person.

*Duty in Relation to Use of Information*

A member of the Council who obtains information because of that position, must not improperly use
that information to gain an advantage for themselves or for any other person; or to cause detriment to
the University, the Commonwealth, or any other person.

*Duty to Disclose Interests*

A member of the Council who has a material personal interest that relates to the affairs of the University
must disclose the details of the interest.

SUBMISSION OF ITEMS BY MEMBERS OF COUNCIL

Members of Council should communicate to the Vice-Chancellor matters which they wish to have
included on the agenda for a meeting of Council. Full details and documentation relating to any items
to be included in the agenda should be submitted at least 23 days before the meeting.

AGENDA ON THE INTERNET

The non-confidential agenda and minutes for meetings of Council are available on the Internet at the
URL: [http://www.anu.edu.au/about/governance/council](http://www.anu.edu.au/about/governance/council)

GLOSSARY

*A glossary of common terms and acronyms* used in the University has been provided in the Attachment
section of this agenda.
PART 1 – PROCEDURAL ITEMS

1 ANNOUNCEMENTS AND APOLOGIES

Ms Natasha Stott-Despoja is an apology for this meeting, leave having been granted on 5 October 2018. Mr Graeme Samuel is also an apology on account of an interstate business commitment.

Council also welcomes Professor Kate Reynolds from the Research School of Psychology, ANU College of Health and Medicine, to her first meeting. She was elected to Council on 28 January 2019 as an Academic Staff representative, succeeding Dr Ceridwen (Crid) Fraser, who ceased her tenure as a member of Council on 28 January 2019 to accept an academic appointment overseas.

Council was advised on 8 January 2019 that the Pro Vice-Chancellor (University Experience), Professor Richard Baker, will be retiring in mid-June following a period of leave, beginning in February. He will be returning as Professor Emeritus to the Fenner School, where he plans to resume his teaching and research career.

Council will also note the arrival in January of its new Deputy Vice-Chancellor (Research and Innovation), Professor Keith Nugent. He has joined the ANU from La Trobe University where he was Deputy Vice-Chancellor (Research). After completing his PhD in physics at ANU, Professor Nugent continued to become a world class researcher, best known for his pioneering work on x-ray physics.

2 LEAVE OF ABSENCE

Subsection 15(1)(d) of the Australian National University Act 1991 provides that if a member of the Council (other than an ex officio member) is absent without leave of the Council from three consecutive meetings of the Council, the member’s office becomes vacant.

The Chair will invite members to seek leave from any future meetings of Council which they expect to be unable to attend.

3 DISCLOSURE OF MATERIAL PERSONAL INTEREST

In accordance with Division 3, section 29 of the Public Governance, Performance and Accountability Act 2013, members of Council are required to declare any direct or indirect material personal interest in matters on the agenda.

4 ARRANGEMENT OF AGENDA

1. The Chair will ask whether any further items should be considered confidential.
2. The Chair will ask whether any further items should be starred for discussion.
3. The Vice-Chancellor will move that the unstared items be dealt with as proposed in the agenda.
4. The Chair will invite members to foreshadow matters to be raised under Agenda Item 24, Other Business.
5. The Chair will ask if there are any agenda items that need to be re-sequenced.

C5. MINUTES

RECOMMENDATION

That Council confirm the minutes of the meeting held on 7 December 2018 (195/2018) as a correct record.
THE AUSTRALIAN NATIONAL UNIVERSITY
COUNCIL MINUTES

The 449th meeting of the Council was held at 9:15am on Friday 7 December 2018, in the R.C. Mills Room, Chancery.

Confidential until confirmed by Council
PART 2 – KEY BUSINESS ITEMS

C6. Confidential to Council Members
PART 3 – STRATEGIC ISSUES – A SEPARATE AGENDA HAS BEEN PREPARED FOR PLANNING DAY ON 14-15 FEBRUARY 2019
PART 4 – OTHER MATTERS FOR DECISION

7. CORPORATE PLAN 2019

PURPOSE
To approve and transfer to the relevant Ministers, and publish, the ANU Strategic Plan 2019-2022, to meet the requirement of the Corporate Plan 2019 under the Public Governance, Performance and Accountability Act 2013.

PREPARED BY
Director, Planning and Performance Measurement

REVIEWED BY
Acting Director Strategic Communications and Public Affairs

APPROVED BY
Chief Operating Officer

SPONSOR
Chief Operating Officer

RECOMMENDATION
That Council approve:

1. The ANU Strategic Plan 2019-2022, as the Corporate Plan 2019, as required by the Public Governance, Performance and Accountability Act 2013; and

2. Its transfer to the relevant Ministers, and subsequent publishing.

ACTION REQUIRED
☑ For discussion ☐ For decision ☐ For information

CONSULTATION
☑ Staff ☐ Students ☐ Alumni ☐ Government ☐ Other ☐ Not applicable

Consultation on appropriate updates has been undertaken with Strategic Communications and Public Affairs.

COUNCIL COMMITTEE / ACADEMIC BOARD CONSIDERATION
☐ Finance ☐ Audit & Risk Management ☐ Campus Planning ☐ Remuneration
☐ Major Projects ☐ Honorary Degrees ☐ Nominations ☐ Academic Board

BACKGROUND
Under Subsection 35(1) of the Public Governance, Performance and Accountability Act 2013 (the PGPA Act) all Commonwealth Entities, including the University must:

(a) prepare a corporate plan (however described) for the entity at least once each reporting period for the entity; and

(b) give the corporate plan to the responsible Minister and the Finance Minister in accordance with any requirements prescribed by the rules.

The University’s Strategic Plan is regarded as its ‘Corporate Plan’ for the purposes of the PGPA Act.

The Corporate Plan is treated by the PGPA Act as the primary planning document of an entity, informed by the entity’s internal planning processes, setting out the objectives and strategies it intends to pursue in achieving its purposes over at least four reporting periods. To comply with the PGPA Act, the University must annually update its Strategic Plan for at least the coming four year period.

Subsection 16E(3) of the Public Governance, Performance and Accountability Rule 2014 (the PGPA Rule) requires that the University’s corporate plan be published on its website by the last day of the second month of the reporting period for which the plan is prepared. The University is also required to
provide a copy of the Corporate Plan to the relevant Ministers before it is published. The University’s reporting period ends on 31 December each year.

SUMMARY OF ISSUES
To maintain compliance with the PGPA Act, the University has prepared an update to the current strategic plan, the *ANU Strategic Plan 2019-2022*.

The only change made to the version presented in Attachment 1 from the plan previously endorsed by Council is to update the date range (ie 2019-2022), and Risk and Oversight Management now refers to 2019 activity.

It is recommended that Council approves the *ANU Strategic Plan 2019-2022* as the University’s Corporate Plan for 2019.

With Council approval, the Vice-Chancellor will provide a copy of the Corporate Plan 2019 to the relevant Ministers as soon as practicable.

ATTACHMENT

7.1 ANU Strategic Plan 2019 – 2022

COMMUNICATION
☑ For public release    ☐ For internal release    ☐ Not for release
C8.  Confidential to Council Members
PART 5 – OTHER MATTERS FOR NOTING

C9. Confidential to Council Members
10. STRATEGIC PLAN 2017-21 – EXECUTIVE AND COLLEGE PLANS PROGRESS REPORTS
2018

PURPOSE
For Council to receive the summary of progress made through 2018 in delivering the
ANU Strategic Plan

PREPARED BY
Vice-Chancellor and Director, Office of the Vice-Chancellor

REVIEWED BY
Vice-Chancellor

APPROVED BY
Vice-Chancellor

SPONSOR
Vice-Chancellor

RECOMMENDATION
That Council note:

1. The University’s performance against the KPIs included in the ANU
Strategic Plan; and

2. The progress reports for the six Executive and six College Plans that
support the Strategic Plan.

3. That the Executive and College Plans will be considered in detail during the
Planning Day.

ACTION REQUIRED
☑ For discussion ☐ For decision ☐ For information

CONSULTATION
☐ Staff ☐ Students ☐ Alumni ☐ Government ☐ Other ☑ Not applicable

COUNCIL COMMITTEE / ACADEMIC BOARD CONSIDERATION
☐ Finance ☐ Audit & Risk Management ☐ Campus Planning ☐ Remuneration
☐ Major Projects ☐ Honorary Degrees ☐ Nominations ☐ Academic Board

BACKGROUND
The ANU Strategic Plan 2017-2021 was launched in February 2017, having been endorsed by the
University Council in December 2016. This paper contains information on the progress the University
has made in delivering on its strategic commitments during the second year of the Plan, 2018:

- A summary of progress against the 12 Key Performance Indicators agreed as part of the
  Strategic Plan, in the dashboard attached.

- Six progress reports summarising delivery across the six Executive Plans: Academic; Global
  Engagement; Research & Innovation; Resources; Societal Transformation; University
  Experience.

- Six progress reports summarising delivery across the six College Strategic Priorities documents:
  CAP, CASS, CBE, CECS, Law and the Joint Colleges of Science (CHM and CoS).

PART 5 – OTHER MATTERS FOR NOTING
ANU Strategic Plan KPI's performance

Overall KPIs:

The 12 KPIs that will guide evaluation of the success of the implementation of the ANU Strategic Plan are relatively high-level diagnostics. Detail is provided in the attached dashboard with some commentary on highlights below:

- **KPI 2**: The University saw an increase for its research income from $288.7M in 2016 to $305.2M in 2017. However, in terms of diversification of sources, the University has not grown its category three and four revenue, with all growth coming in categories one and two.

- **KPI 3**: In terms of ANU’s normalised citation impact, the University is second across the Group of Eight with Adelaide in first place.

- **KPI 5**: The results in overall satisfaction of ANU students dropped slightly for both domestic and international students at 0.86% and marginally lower than the global, national and Group of Eight benchmarks.

- **KPI 6**: The Nous Group concluded an assessment of Public Policy Impact across ANU. The assessment highlighted certain Research Schools that were outstanding. However, visibility and impact across other Schools was limited and substantial potential exists for all the whole University. A final assessment will be available in February 2019 and methodology for undertaking ongoing measurement to demonstrate year-on-year improvements will commence this year.

- **KPI 7**: Aden Ridgeway’s evaluation of progress against the Reconciliation Action Plan will be completed for Council. Work continues to define measures for the Reconciliation Action Plan and a comprehensive review planned for 2019.

- **KPI 10**: The Voice Survey results for 2018 shows a slight decrease in ‘community engagement’ from 60.0% in 2017 to 59.0%, while ‘cross-unit cooperation’ held steady at 30.0%.

- **KPI 12**: In 2019, the University will increase its accommodation with the opening of Wright Hall, Wamburan Hall and SA7 Fenner Hall.

Executive Plans

The six Executive Plans attached to this paper note progress in most areas of strategic activity, despite the headwinds the University has encountered during the year, including commencing 2018 with a significant reduction in the University’s revenue following MYEFO 2017’s freezing of funding for Commonwealth Supported Places. It is notable that the leaders of the Academic, Global Engagement and Research & Innovation portfolios all left their roles in the second half of 2018, which has affected momentum in some initiatives, and that the focus for the rest of the year

Notable achievements during the year include:

- **Academic Plan**: The ASA admissions platform has been rolled out, and the evidence used to inform its development indicates it will have a major impact on the diversity of the ANU cohort. Academic performance standards progress has been slightly slower than expected, reflecting the complexity of the exercise across disciplines – however, the discussion is live, and the University seems engaged. The Vision for Excellence in Teaching and Learning has been developed and will be launched when Kambri opens. We have made progress in developing new tools to capture student sentiment, and introduced a new lower review threshold of 20% satisfaction in Student Evaluations to trigger a review of the course. In addition, the development of Kambri has been a significant achievement through 2018.

- **Global Engagement Plan**: The Australian Studies Institute came into being, and has already gained significant traction, including a partnership with Kings College London. The ANU China Liaison Office continued to function effectively and was joined by the South East Asia Liaison Office in Singapore. The University was privileged to undertake two ‘presidential visits’ to Harvard University, when the VC met the outgoing and newly installed Presidents while boosting the University’s overall profile and research engagement. Engagement with the Australian Public Service will achieve a new dimension with the Pat Turner Scholarship providing opportunities for Indigenous members of the APS to study full-time at ANU. Contributions to Canberra’s community included exhibitions at Drill Hall and participation in the *Enlighten* events and Canberra Writers
Festival. Reforms to the University’s approaches to marketing and international strategy began late in 2018.

• **Research and Innovation Plan:** The ANU Grand Challenges scheme matured in its second year, with a $10M award made to the Zero Carbon for Asia and the Pacific project team. A stream of funding was also agreed for the ‘near-miss’ projects, which will help them achieve viability. The ANU Futures scheme continued to attract world-leading talent to ANU, and a KPI for the scheme – that women researchers are at least 50% of awards and funding – has been reached. Five Innovation Institutes now exist, and the first close of capital raising by Significant Capital Ventures was achieved. Two Entrepreneurial Professors and one Entrepreneurial Fellow have been appointed, alongside seven Translational Fellows, all of whom help enhance the University’s engagement with industry and society. The Green Paper on the ANU PhD generated debate and will mature into a White Paper in 2019. Less positively, the Research Information Management System Project was halted.

• **Societal Transformation Plan:** Although progress on this plan has been slower than expected, a key achievement was the First Nations’ Governance Forum held in July, and its follow-up event, the Faith Bandler Lecture, delivered by Geoffrey Robertson. Both had significant political engagement and can be built upon. Key influencers, including James Clapper and Nicolas Rasmussen, were engaged productively by ANU to build public policy impact. The University engaged Nous Group to assess its impact in public policy, and will ensure greater impetus around the Public Policy Hub’s agenda for 2019. Progress on key initiatives such as the ‘public policy portal’, the ‘policy incubator’ and engagement with the national public policy agenda has been slow. Planning to engage meaningfully in the Asia-Pacific, including a VC visit in 2019 and a bid to host DFAT’s Asia Pacific Security College, has been undertaken.

• **University Experience Plan:** The implementation of the Respectful Relationships initiative has been relatively successful, including recruitment of the Head of the Respectful Relationships Unit. A review of counselling and a review of ANU residences was completed, and their recommendations largely adopted. Significant progress has been made in embedding the Reconciliation Action Plan (RAP), although recruitment of Indigenous staff and students remained challenging. The first Indigenous Postdoc will be joined, we expect, by two additional Fellows. A new structure for rolling out inclusion, diversity, equity and access initiatives – the IDEA Governance Framework – has been developed and is finalising its consultation stage. Its impact should be positive in achieving consistent roll-out and monitoring of key strategies and initiatives.

• **Resources Plan:** A new Programme Director has been appointed to lead the design and implementation of a Budget Resource Management Framework. The results of the UniForum show a steady reduction in overall business as usual administration across 2013-2018, despite student numbers increasing and staff numbers remain flat thus indicating a more efficient service delivery across the ANU. The National Institute Grant Framework, Policy, and Procedures are agreed, and preparations underway for the 12-month review process. A new model for funding Technical Workshops is be delivered through a Pricing and Funding Green Paper and planning for Stage 2 begins early in 2019. Finally, the connections to all neighbouring precincts including, the Clunies-Ross Corridor, Acton Peninsular and the Canberra CBD will be incorporated within the Acton Campus Master Plan and presented to Council in 2019.

**College Strategic Priorities documents**

The six College Strategic Priorities plans indicate the ANU Colleges are working well to support delivery of the ANU Strategic Plan, and engaging with counterpart colleges and the University centrally. In particular Colleges appear to be making good progress in ‘Building on a culture of academic excellence’, a fundamental responsibility for all Colleges, and in meeting the University’s responsibilities in relation to our status as the national university. Brief highlights of their activities include:

• **ANU College of Arts and Social Sciences:** A.D. Hope replacement building tender has been approved and discussions now underway with the architects. The RSSS building construction has commenced and the ground slab laid. The Australia Studies Institute has established itself as a global leader across a network of Australian Studies Centres, taking a leading role in developing the ‘Australia and the World’ program within the DVC-GE portfolio.
• **ANU College of Asia and the Pacific:** The Coral Bell School has signed an MOU with the Leverhulme Centre for the Future of Intelligence (CFI), with Cambridge University, UK. The new agreement with Ritsumeikan University commences this year, with ANU academic exchange. The College is a co-sponsor of the new Kings College in London. This agreement will fund academic staff visits to Kings College for a period of 1-6 months in 2019. Finally, the College has established a new partnership with China Matters to develop a range of activities and initiatives on aspects of the Australian-China relationship.

• **ANU College of Business and Economics:** With the appointment of Professor Steven Roberts as College Dean in 2018, the College intends to develop a new distinctive College Strategy. The College is currently mapping HDR industry engagement as part of a University-wide data collection for HDR students. Discussions are underway with financial regulators to explore how CBE can contribute to increasing financial literacy and inclusion for the whole of Australia. Finally, a new Student Experience Co-Ordinator appointed to enhance the student experience within CBE.

• **ANU College of Engineering and Computer Science:** The College continues to engage with government and industry around its data analytic programs. The 3A Institute is driving a collaboration and synergistic research and engagement agenda. This includes building an initial program of collaborative, ethnographic field studies with the Royal Australian Air Force, the Australian Institute of Marine Science, the German Federal Government, Caltech and the Royal Shakespeare Company – to study the emergence of Cyber-Physical Systems in a range of activity sectors, workplaces and cultures.

• **ANU College of Law:** The College has increased its research by approximately 44% and diversified its scope, and made significant progress in becoming part of the University Block Research Initiative (UBRI) that potentially will increase the Category 3 funding of up to $1M USD over the next 5-years. The refreshed LLM will allow students curriculum flexibility and the opportunity to take two postgraduate courses from any other College, specifically within public policy. Additionally, the College is actively planning for its 60th anniversary in 2020 and looking to strengthen its philanthropic potential and alumni engagement.

• **Joint Colleges of Science:** Professor Russell Gruen, the new Dean for the College of Health and Medicine commences in February and will lead delivery of the CHM strategy in collaboration with the CHM Executive. In November last year, an ACT Health Summit was held and included key stakeholders from policy, academia and clinical sectors to agree on ways for strengthening the health system within ACT. CHM is developing a bid for a Centre for Innovation and Regional Health (CIRH) to include Local Health Districts with a focus on health services integration.

**Concerns:**

Most projects are on track, and some completed, as in Appendix 3. However, the progress reports note the following initiatives coded ‘Red’ meaning they have ‘deviated from plan and delivery has been impacted’. These are:

• **Research and Innovation Plan (R12).** The University has resolved that the vendor contract for the new Research Management System is not extended or renewed and being monitored by the Steering Committee and the Audit and Risk Committee.

• **Societal Transformational Plan.** A number of initiatives within ST2 are off-track including the PPSI Hub, Policy Greenhouse, and Policy Gateway. It is acknowledged that public policy engagement intended to be generated by the Public Policy and Societal impact Hub has been slower than expected, but will become a higher priority during 2019.

• **ANU College of Engineering and Computer Science (CECS01).** The College has made limited progress in developing a culture of academic excellence within engineering and computer science and is closely working with HR in the development of a People Strategy, in particular on gender and indigenous issues. The College and Schools level plans will inform this further through the ‘reimagine project’.

PART 5 – OTHER MATTERS FOR NOTING
• **Joint Colleges of Science (JCS25):** The Colleges have noted a funding shortfall of $40M in relation to the redevelopment of the Physics precinct.

**ATTACHMENTS**

10.1 Strategic Plan 2017-21 - Executive and College Plans (progress reports 2018)
10.2 Strategic Plan 2017-21 - KPI Dashboard and summary of overall University performance

**COMMUNICATION**

For public release ☐  For internal release ☐  Not for release ☑
C11-15. Confidential to Council Members
16. **ANU MELBOURNE OFFICE REPORT 2018 & ENGAGEMENT STRATEGY 2019**

**PURPOSE**

**AUTHOR**
Executive Officer to the Chancellor/Manager of ANU Melbourne Office

**REVIEWED BY**
Chancellor

**APPROVED BY**
Chancellor

**SPONSOR**
Chancellor

**RECOMMENDATION**
That Council:

1. **Note** the ANU Melbourne Office report 2018: and

**ACTION REQUIRED**
For discussion ☑ For decision ☑ For information ☑

**CONSULTATION**
☐ Staff ☐ Students ☐ Alumni ☐ Government ☐ Other ☑ Not applicable

**BACKGROUND**
On 25 May 2012, Council resolved:

(i) That the proposed Melbourne engagement strategy be approved in principle;
(ii) That the Vice-Chancellor work with the Chancellor in its detailed implementation so far as is practicable and affordable;
(iii) That the Chancellor submit a written report to Council at least annually on the work of the Melbourne office.

**SUMMARY OF ISSUES**
ANU Melbourne Office continues to support the Chancellor and provide the University with a base for engaging with Victoria-based alumni, recruiting the state’s most talented school leavers, and providing opportunities for ANU academics to raise the University’s profile and contribute to public policy debate in Melbourne.

2018 saw the number of ANU Melbourne events and initiatives grow with the implementation of a second public policy program stream in partnership with the Australian Institute of International Affairs (AIIA) Victoria, the inaugural **ANU-AIIA Victoria Foreign Policy Series**, to further highlight the talents of ANU academics and researchers.

The ANU Melbourne Alumni Network has been undergoing a necessary renewal process. With support from Advancement, the new committee is set to meet in early 2019 to develop a program to engage with ANU Melbourne based alumni.

The 2019 Melbourne engagement strategy consists of the continued delivery of two high quality and profile policy dialogue programs, further collaboration with ANU academic colleges and departments.
such as Advancement and the establishment of new strategic partnerships to further advance ANU’s brand and reputation in Melbourne and Victoria.

ATTACHMENTS

16.1 ANU Melbourne Office 2018 Report
16.2 2019 Melbourne Engagement Strategy

COMMUNICATION

For public release ☐  For internal release ☐  Not for release ☑

PART 5 – OTHER MATTERS FOR NOTING
C17.  Confidential to Council Members
18. ACADEMIC BOARD – EXECUTIVE SUMMARY

PURPOSE
To note a summary of the major items discussed and decisions taken by Academic Board at its meeting held on 4 December 2018.

PREPARED BY
Secretary, Academic Board

REVIEWED BY
Director, Corporate Governance and Risk Office

APPROVED BY
Chair, Academic Board

SPONSOR
Chair, Academic Board

RECOMMENDATION
That Council note the summary of major items considered by the Academic Board at its meeting held on 4 December 2018.

ACTION REQUIRED
For discussion ☑  For decision ☐  For information ☑

CONSULTATION
☐ Staff  ☐ Students  ☐ Alumni  ☐ Government  ☐ Other  ☑ Not applicable

COUNCIL COMMITTEE / ACADEMIC BOARD CONSIDERATION
☐ Finance  ☐ Audit & Risk Management  ☐ Campus Planning  ☐ Remuneration
☐ Major Projects  ☐ Honorary Degrees  ☐ Nominations  ☑ Academic Board

SUMMARY OF ISSUES

Item 8  Report from the Chair

The Chair highlighted the following:

- Working on the Academic Risk Register will be a priority in Q1, 2019.
- TEQSA re-registration working group will continue to meet in 2019.
- Academic Board retreat will potentially be held on 12 February 2019.
- The Summit on Academic Freedom and Academic Autonomy commences this evening (4 December 2018) with a keynote address by Professor Glyn Davis.

Resolution
Academic Board noted the report from the Chair.

Item 13  Chancellor - Professor the Hon Gareth Evans AC QC

The Chancellor addressed the Board and made the following points:

- The importance of good governance generally, including how the connection between Council and the Academic Board might be strengthened, noting that the Board performs its most important role – to approve new academic programs, and review, amend or disestablish existing programs – already very well.
- The distinction between the role of the Chancellor and the Vice-Chancellor.
The relationship between the Council and the Executive.

During the discussion, the following points were made:

- While Academic Board’s direct engagement with Council is minor (Executive Summaries of meetings and the appointment of the Chair, for example) much work from the Board is often transmitted via the Executive to Council, and not immediately apparent.

- In several other institutions, the Chair of Academic Board is a member of Council, but not at the ANU, and that this is a matter warranting further consideration by the University.

**Resolution**

Academic Board noted the report.

**Item 14  Emeritus Professor Hilary Winchester: Review of Academic Board**

Emeritus Professor Winchester addressed the Board and made the following points:

- The University’s TEQSA registration has been extended.

- As each higher education provider must observe the higher education framework, this necessitates regular review of corporate and academic governance. This is underway at the ANU (and the 10th performed by Professor Winchester).

- Managing academic risk is an important component of overall academic governance.

**Resolution**

Academic Board noted the report.

**Item 15  Update – Student Partnership Agreement 2018 and 2019**

ANUSA President Eden Lim provided an overview of the Student Partnership Agreement 2017-2018, noting this draft is intended to be submitted as a final version to the Board at meeting 1, 2019.

The Board noted that the University is the first in Australia to sign such an agreement, and recorded its thanks to all staff and students involved.

The Board also noted that this partnership has been established only between students and the Academic Board, and not the ANU Council.

Board members were invited to send any feedback regarding the outcomes for the 2019 Student Partnership Agreement to sa.president@anu.edu.au by 31 January 2019. Then, a final report will be presented at Academic Board 1/2019.

**Resolution**

Academic Board noted the report.
Item 16  Poll questions
Academic Board discussed with the Provost the impact of this year’s capping system on the quality and diversity of partner institutions, including:

- Managing the overall size of the University
- Improving the University’s systems
- Diversifying international students markets beyond China
- The impact of capping enrolments on current students and Colleges
- The new budget model being developed.

Academic Board also discussed with the Provost the manner in which the University is responding to ‘political incursion on academic speech’, including:

- That the responsible Minister had not approved 11 ARC grants which drew a strong response from the Higher Education Sector.
- The University is active and engaging positively with the new Minister for Education, The Hon Dan Tehan MP, and that it continues to build political relationships, including where academic autonomy and freedom of speech is concerned.

Resolution
Academic Board noted the matters raised.

Item 35  Research Award Rules
Resolution

The Board:

1. Approved changes to the Research Awards Rule 2017 (RAR) to come into effect on 30 December 2018.

2. Agreed in principle to the remaining changes to the RAR (to come into effect later in 2019), noting that update on this proposal and implementation plan will be presented to Academic Board 1/2019.

Item 36  HDR Graduate Research Office
The Dean, HDR provided an update on the establishment and implementation plan for the new HDR Graduate Research Office (GRO).

Resolution
The Board noted the report.

COMMUNICATION
☐ For public release  ☐ For internal release  ☑ Not for release
19. POWER OF ATTORNEY

PURPOSE  To note any transactions signed under Power of Attorney by the Investment Manager, since the last meeting of Council.

PREPARED BY  Investment Manager

REVIEWED BY  Chief Financial Officer

APPROVED BY  Chief Financial Officer

SPONSOR  Vice-Chancellor

RECOMMENDATION  That Council note any transactions over which the Investment Manager exercised Power of Attorney since the last Council meeting, on 7 December 2018.

ACTION REQUIRED
☐ For discussion  ☐ For decision  ☑ For information

CONSULTATION
☐ Staff  ☐ Students  ☐ Alumni  ☐ Government  ☐ Other  ☑ Not applicable

BACKGROUND AND SUMMARY OF ISSUES

This Power of Attorney was granted to the Investment Manager and executed under the Common Seal of the University on 4 September 2003.

There were no transactions signed under Power of Attorney by the Investment Manager since the last meeting of Council, on 7 December 2018.

COMMUNICATION
☐ For public release  ☐ For internal release  ☑ Not for release
20. UNIVERSITY SEAL REPORT

PURPOSE To inform Council of the uses of the University Seal.

PREPARED BY Director, Office of the Vice-Chancellor

SPONSOR Vice-Chancellor

RECOMMENDATION That Council note any documents to which the University Seal has been affixed since the meeting of Council held on 7 December 2018.

ACTION REQUIRED For discussion ☐ For decision ☐ For information ☑

CONSULTATION Staff ☐ Students ☐ Alumni ☐ Government ☐ Other ☐ Not applicable ☑

BACKGROUND AND SUMMARY OF ISSUES

The University Seal Statute 2002 came into effect on 11 June 2002. The Statute provides that the seal of the University must not be used except upon the order of the Council or as provided by the Statute. Section 5 of the Statute provides that:

1. Affixing of seal to other documents
   a. If a document is required to be under the seal of the University but the affixing of the seal is not authorised by section 4, the Chancellor or the Vice-Chancellor may direct the custodian to affix the seal of the University to the document, and, at the first opportunity, the Chancellor or the Vice-Chancellor, as the case requires, must report to the Council the action so taken.

This report confirms that no use of the University Seal has been recorded since the last meeting of Council on 7 December 2018.

COMMUNICATION For public release ☐ For internal release ☐ Not for release ☑
21. SIGNIFICANT VISITS AND EVENTS, GRANTS AND CONSULTANCIES

PURPOSE  To consider reports of significant visits and events, grants and consultancies.

PREPARED BY  Communications Officer (Special Events)
              Office of Research Excellence

REVIEWED BY  Vice-Chancellor

APPROVED BY  Vice-Chancellor

SPONSOR  Vice-Chancellor

RECOMMENDATION  That Council note the reports of significant visits and events, grants and consultancies.

ACTION REQUIRED  For discussion ☐  For decision ☐  For information ☑

ATTACHMENTS

21.1 Report of significant visits and events
21.2 Report of grants and consultancies
22. LEGISLATION

PURPOSE
For Council to note legislation made by the Vice-Chancellor.

PREPARED BY
Associate Director, Corporate Governance and Policy

REVIEWED BY
Director, Corporate Governance and Risk Office

APPROVED BY
Vice-Chancellor

SPONSOR
Vice-Chancellor

RECOMMENDATION
That Council note any legislation approved by the Vice-Chancellor since the last meeting of Council on 7 December 2018.

ACTION REQUIRED
☐ For discussion ☐ For decision ☑ For information

CONSULTATION
☑ Staff ☐ Students ☐ Alumni ☐ Government ☐ Other ☐ Not applicable

BACKGROUND
Section 9.6 of the Vice-Chancellorship Statute 2013 requires that if the Vice-Chancellor exercises his power to make a Rule or Order, it must be reported to the Council at the next meeting of the Council after the Rule or Order concerned was made.

SUMMARY OF ISSUES
Research Award Rule 2018

On 4 December 2018, Academic Board endorsed an amendment to the Research Awards Rule 2017 (RAR) to come into effect on 30 December 2018. The Vice-Chancellor approved the new Rule on 13 December 2018.

The substantive change is to the date of effect of the transitional arrangements relating to the maximum period for program completion now being 1 April 2020. It also ensures that students who commenced their program during the previous RAR (from 1 January 2016) are not disadvantaged.

ATTACHMENT
22.1 Research Awards Rule 2018

COMMUNICATION
For public release ☑ For internal release ☑ Not for release ☐

The new legislation is published on the ANU legislation webpage and the Federal Legislation website.
23. ANU EMERITUS FACULTY - ANNUAL REPORT 2018

PURPOSE
To note the Annual Report of the ANU Emeritus Faculty for the year ended 31 December 2018.

PREPARED BY    Chair, ANU Emeritus Faculty
REVIEWED BY    Chair, ANU Emeritus Faculty
APPROVED BY    Chair, ANU Emeritus Faculty
SPONSOR        Vice-Chancellor

RECOMMENDATION That Council note the 2018 Annual Report of the ANU Emeritus Faculty.

ACTION REQUIRED  ☑ For decision

BACKGROUND
The Chair report to the 2018 Annual General Meeting is attached.

As foreshadowed at the 2017 Annual General Meeting of the ANU Emeritus Faculty, the ANU Emeritus Faculty Committee reviewed its Constitution. The Committee decided that only minimal changes should be made to the Constitution to bring its provisions up to date. The revised Constitution was approved at the Annual General Meeting held on 12 December 2018, as per attachment 23.2.

ATTACHMENTS
23.1 ANU Emeritus Committee Annual Report 2018
23.2 Explanatory statement on changes to the ANUEF constitution
23.3 ANUEF Constitution (Revised)

COMMUNICATION  ☑ Not for release

PART 5 – OTHER MATTERS FOR NOTING
PART 6 – OTHER BUSINESS

24. OTHER BUSINESS

PURPOSE
For Council members to raise any other business for the consideration of the meeting.

SPONSOR
Chancellor

RECOMMENDATION
That the Council consider any other business raised.

ACTION REQUIRED
☑ For discussion ☐ For decision ☐ For information
25. NEXT MEETING

PURPOSE For Council members to note the date of the next meeting of Council.

SPONSOR Chancellor

RECOMMENDATION That Council note its next meeting will be held on 29 March 2019.

ACTION REQUIRED
☐ For discussion ☐ For decision ☑ For information
ATTACHMENTS
## GLOSSARY OF ANU TERMS

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<tr>
<th>Acronym</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>AB</td>
<td>Academic Board</td>
</tr>
<tr>
<td>AHEGS</td>
<td>Australian Higher Education Graduation Statement</td>
</tr>
<tr>
<td>ANIP</td>
<td>Australian National Internships Program</td>
</tr>
<tr>
<td>ANU</td>
<td>Australian National University</td>
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<tr>
<td>ANUE</td>
<td>ANU Enterprise</td>
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<tr>
<td>AOU</td>
<td>Academic Organisational Unit</td>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ARMC</td>
<td>Audit and Risk Management Committee</td>
</tr>
<tr>
<td>ARP</td>
<td>Alumni Relations &amp; Philanthropy Division</td>
</tr>
<tr>
<td>CAP</td>
<td>ANU College of Asia &amp; the Pacific</td>
</tr>
<tr>
<td>CASS</td>
<td>ANU College of Arts &amp; Social Sciences</td>
</tr>
<tr>
<td>CBE</td>
<td>ANU College of Business &amp; Economics</td>
</tr>
<tr>
<td>CECS</td>
<td>ANU College of Engineering &amp; Computer Science</td>
</tr>
<tr>
<td>CFO</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>CGRO</td>
<td>Corporate Governance and Risk Office</td>
</tr>
<tr>
<td>CHELT</td>
<td>Centre for Higher Education, Learning &amp; Teaching</td>
</tr>
<tr>
<td>CMBE</td>
<td>ANU College of Medicine, Biology &amp; Environment</td>
</tr>
<tr>
<td>CoL</td>
<td>ANU College of Law</td>
</tr>
<tr>
<td>COO</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>CPC</td>
<td>Campus Planning Committee</td>
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<tr>
<td>CPMS</td>
<td>ANU College of Physical &amp; Mathematical Sciences</td>
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<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
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<tr>
<td>CSP</td>
<td>Commonwealth Supported Place</td>
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<tr>
<td>CSS</td>
<td>Commonwealth Support Student</td>
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<tr>
<td>DET</td>
<td>Commonwealth Department of Education and Training</td>
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<tr>
<td>DSA</td>
<td>Division of Student Administration</td>
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<tr>
<td>DSL</td>
<td>Division of Student Life</td>
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<tr>
<td>Acronym</td>
<td>Explanation</td>
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<td>---------</td>
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<tr>
<td>DTF</td>
<td>Domestic Tuition Fees</td>
</tr>
<tr>
<td>DVC(A)</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>DVC(GE)</td>
<td>Deputy Vice-Chancellor (Global Engagement)</td>
</tr>
<tr>
<td>DVC(RI)</td>
<td>Deputy Vice-Chancellor (Research and Innovation)</td>
</tr>
<tr>
<td>EFT</td>
<td>Equivalent Full Time</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent Full Time Student Load</td>
</tr>
<tr>
<td>ERMC</td>
<td>Electronic Records Management System</td>
</tr>
<tr>
<td>ESOS</td>
<td>Educational Services for Overseas Students Act 2000</td>
</tr>
<tr>
<td>F&amp;B</td>
<td>Finance and Business Services Division</td>
</tr>
<tr>
<td>F&amp;S</td>
<td>Facilities and Services Division</td>
</tr>
<tr>
<td>FBT Act</td>
<td>Fringe Benefits Tax Assessment Act 1986</td>
</tr>
<tr>
<td>FC</td>
<td>Finance Committee</td>
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<tr>
<td>FOI</td>
<td>Freedom of Information</td>
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<tr>
<td>GMSDD</td>
<td>College General Managers and Service Division Directors (group)</td>
</tr>
<tr>
<td>Go8</td>
<td>Group of Eight</td>
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<tr>
<td>HDC</td>
<td>Honorary Degrees Committee</td>
</tr>
<tr>
<td>HDR</td>
<td>Higher Degree Research</td>
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<tr>
<td>HECS</td>
<td>Higher Education Contribution Scheme</td>
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<tr>
<td>HELP</td>
<td>Higher Education Loan Program</td>
</tr>
<tr>
<td>HESA</td>
<td>Higher Education Support Act 2003</td>
</tr>
<tr>
<td>HRD</td>
<td>Human Resources Division</td>
</tr>
<tr>
<td>ISF</td>
<td>International Student Fees</td>
</tr>
<tr>
<td>ISP</td>
<td>International Strategy &amp; Partnerships</td>
</tr>
<tr>
<td>ITS</td>
<td>Information Technology Services Division</td>
</tr>
<tr>
<td>LO</td>
<td>University Legal Office</td>
</tr>
<tr>
<td>MO</td>
<td>Marketing Office</td>
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<tr>
<td>MPJSC</td>
<td>Major Projects Joint Sub-Committee</td>
</tr>
<tr>
<td>NC</td>
<td>Nominations Committee</td>
</tr>
<tr>
<td>NCIS</td>
<td>National Centre for Indigenous Studies</td>
</tr>
<tr>
<td>NHMRC</td>
<td>National Health and Medical Research Council</td>
</tr>
<tr>
<td>Acronym</td>
<td>Explanation</td>
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<tr>
<td>OVC</td>
<td>Office of the Vice-Chancellor</td>
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<tr>
<td>PG</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>PGPA</td>
<td>Public Governance, Performance &amp; Accountability Act 2013</td>
</tr>
<tr>
<td>PID</td>
<td>Public Interest Disclosure</td>
</tr>
<tr>
<td>PPM</td>
<td>Planning &amp; Performance Measurement Division</td>
</tr>
<tr>
<td>PVC(I)</td>
<td>Pro Vice-Chancellor (Innovation)</td>
</tr>
<tr>
<td>PVC(UE)</td>
<td>Pro Vice-Chancellor (University Experience)</td>
</tr>
<tr>
<td>RC</td>
<td>Remuneration Committee</td>
</tr>
<tr>
<td>RSD</td>
<td>Research Services Division</td>
</tr>
<tr>
<td>RTS</td>
<td>Research Training Scheme</td>
</tr>
<tr>
<td>SCAPA</td>
<td>Strategic Communications &amp; Public Affairs</td>
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<tr>
<td>SIG</td>
<td>Service Improvement Group</td>
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<tr>
<td>SIS</td>
<td>Scholarly Information Services Division</td>
</tr>
<tr>
<td>SMG</td>
<td>Senior Management Group</td>
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<tr>
<td>TEQSA</td>
<td>Tertiary Education Quality and Standards Agency</td>
</tr>
<tr>
<td>Tjabal</td>
<td>Tjabal Indigenous Higher Education Centre</td>
</tr>
<tr>
<td>TTO</td>
<td>Technology Transfer Office</td>
</tr>
<tr>
<td>UA</td>
<td>Universities Australia</td>
</tr>
<tr>
<td>UAC</td>
<td>University Admissions Centre (for NSW and ACT)</td>
</tr>
<tr>
<td>UEC</td>
<td>University Education Committee</td>
</tr>
<tr>
<td>UG</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>URC</td>
<td>University Research Committee</td>
</tr>
<tr>
<td>VC</td>
<td>Vice-Chancellor</td>
</tr>
</tbody>
</table>
ANU Strategic Plan 2017–2021

ATTACHMENT 7.1

ANU STRATEGIC PLAN 2019 - 2022

STRATEGIC PLAN
2019 - 2022

NATURAM PRIMUM COGNOSCENDA

ANU STRATEGIC PLAN 2019 - 2022
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Inspiring Leadership for Our Time

For over 70 years, The Australian National University has worked to realise the ambitions of the visionary Australians who founded it.

Our journey so far has validated their courage and vision. Our distinctive research culture is renowned: of the seven Nobel Prizes awarded for work undertaken in Australia, ANU can claim four. We rank among the world’s very finest universities.

Our nearly 100,000 alumni include political, business, government, and academic leaders around the world. We have graduated remarkable people from every part of our continent, our region and all walks of life. ANU hosts some of the nation’s most influential Indigenous researchers and researchers on Indigenous issues.

While our focus is Australia, our horizons are global. The legacy of our long-standing international engagement and expertise has delivered us unrivalled impact beyond our borders, particularly throughout Asia and the Pacific.

The University’s achievements are remarkable, given its uncertain beginnings. Founded in a time of post-war reconstruction, social dislocation, hardship, rapid changes in society and in the expectations of institutions and government, the University’s role was to develop new capability for a nation seeking its place in the world.

Australia today remains in transition. We face economic and societal change, and international instability. Government, industry and social institutions all face challenges to their legitimacy and longevity. In response, ANU must innovate in research, teaching and learning, and elevate our understanding of contemporary Australia and our world.

This is the fundamental purpose of the national university, which we will remain as long as we continue to serve Australia with distinction. Our unique place in the nation is inseparably linked to this contribution.

To fulfil our mandate, we must invest in, and insist on, excellence everywhere at ANU. We must be ready to adapt what we do and how we do it wherever our performance is not the best it can be. We must diversify our funding sources.

We must dismantle once and for all the barriers, real and perceived, between ANU and the society we serve. In other words, we must be a contemporary national university and a valuable global resource.

Our ambition for the future of ANU is as great as the ambition of our founders, and reflects the special national responsibilities we have as beneficiary of the National Institutes Grant. This Strategic Plan sets out how we will ensure that this unique and remarkable institution is able to meet its contemporary mission as Australia’s national university, and one of the world’s greatest.

We, as the accountable authority are pleased to present The Australian National University’s Strategic Plan, for the five-year period 2019-22, as required under paragraph 35(1)(b) of the Public Governance, Performance and Accountability Act 2013. This is the 2019 Corporate Plan for the ANU.
Our Vision and Values

Vision

> Contemporary ANU will sit among the great universities of the world, and be defined by a culture of excellence in everything that we do.

> We will be renowned for the excellence of our research, which will be international in scope and quality, always measured against the best in the world. Our research investment will be strategic, taking a long-term view and focus on high-quality activities, high-impact infrastructure and areas of high national importance.

> We will be renowned for the excellence of our undergraduate and graduate education: excellence in student cohort, excellence in teaching, excellence in student experience, and excellence in outcomes.

> We will be renowned for the quality of the contribution our research and education make to societal transformation. We will identify emerging areas of need for the nation and provide research and education that will equip Australia to cope with challenges not yet imagined.

> ANU research, education and contributions to public policy-making will change Australia and change the world. It will have impact.

Values

> We bring a distinctive excellence to our work and have the confidence to pursue original ideas.

> We are inclusive, open and respectful, reflecting the diversity of our nation.

> We are committed to integrity and ethical behaviour.

> We value, enable, reward and celebrate collegiality.

> We embrace informed risk-taking in pursuit of our objectives.

> We are committed to better outcomes for our community, the environment, our nation and the world.

> We are committed to the service of our nation, through original thinking and through courage in advancing our ideas.
THE NEED FOR CHANGE
Building on a Culture of Academic Excellence

In our rapidly changing world, Australia’s national university must have the confidence to build upon its 70-year legacy of excellence to meet the challenges Australia confronts.

The University’s excellence, of which we are rightly proud, must not disguise the imperative for change. By many measures we are a great institution. But expectations of the national university are high and sometimes we fall short. By embracing the need to adapt, we will empower ourselves to shape the future of ANU, and to dedicate our energy, expertise and resources to delivering excellence for Australia and beyond.

ANU has an enviable reputation as one of the world’s great universities, but our performance is judged in a rapidly changing world. Around the globe we observe seismic changes in pedagogy and massive investment in research innovation, but over recent years universities in Australia have been uncomfortably constrained by higher education policy stasis.

Rankings reflect the intensity of the contest for global pre-eminence. We advance on some measures and slip in others. We must be confident enough to define excellence in our own terms, and hold ourselves accountable to these standards.

ANU must attract, recruit and retain the world’s best talent – an academic and professional staff of outstanding, dedicated and collegial individuals. We must be rigorous in maintaining excellence as our threshold. We must commit to harness our excellence in service of our nation and in meeting the global challenges we face.

Excellence in research and innovation

We must have the courage to redirect funding to lift research excellence, and to back new research endeavour where it promises great outcomes. We must attract external funding from a range of sources – government, industry, foundations and philanthropists. In research, we must lead in breaking down the barriers between universities, society and industry.

Equally our expectation must be that our research creates innovative outcomes contributing to the economic and general public good. It is imperative that we provide the right support and incentives for our staff to take their ideas outside the University.

Excellence in education and student experience

Great research by outstanding staff creates the right environment for the highest quality education – something our talented students expect and deserve. Our students will come from every background and all parts of Australia and the world. They will have in common their exceptional potential, and the talent and determination to succeed at ANU.

Improving our teaching, mentoring, and quality and range of student experiences will empower the brilliant graduates we produce.
Delivering on our Unique National Responsibilities

Our contribution to public policy, to Indigenous Australia and to Australia’s understanding of, and role in, Asia and the Pacific have defined our university since its founding. On all three fronts, the challenges facing our nation remain profound.

Governments and civil society expect ANU to be at the leading edge of thinking in these areas, enlivened by continuously renewed partnerships, involvement of leaders from outside the academy, and excellence in our research and teaching.

**Our responsibility to national policymakers and national institutions**

Based in the national capital and with unrivalled connections to government, ANU is exceptionally well placed to influence public debate and advance public policy. Policy expertise abounds across ANU, but this expertise is sometimes seen externally as disconnected and inaccessible.

The range and breadth of the University’s research excellence, and our role as a national resource, means much more can be achieved. If we are to serve our nation well, ANU must use the sum of its knowledge to set the policy agenda, and provide timely, accessible, evidence-based input into policy discussions as they occur.

**Our responsibility to Indigenous Australia**

As Australia’s national university one of our defining roles has been to contribute to the advancement of Australia’s Indigenous peoples. We contribute by graduating Indigenous students, as well as through game-changing research and direct engagement with Indigenous communities. We provide an environment for debating the big issues and partnering with Indigenous Australia to advance the status, recognition and lives of Aboriginal and Torres Strait Islander peoples.

Although the proportion of Indigenous students at ANU is high by the standards of some of our peer universities, we remain far from parity with the population at large for undergraduates. The proportion of postgraduate and higher degree students is lower again, as is the proportion of professional and academic staff. Through targeted activities we will work towards achieving parity with the proportion of Indigenous Australians in the overall population.

Research focused on Indigenous issues is broad in scope and has made a substantial contribution. ANU has strong Indigenous research leaders in a number of disciplines. However, our continued salience requires constant attention to impact, partnership with Indigenous communities and a commitment to novel and multidisciplinary approaches to our work.

**Our responsibility regarding Asia and the Pacific**

Since its founding, ANU has been a primary resource for Australia’s deepening engagement with Asia and the Pacific. While it is widely accepted that ANU houses the West’s leading institutional expertise on the region, retaining and reinvigorating our expertise in the culture, languages, politics, and economics of the Asia Pacific region is paramount if we are to fulfil our mission as the national university.
ANU is committed to equity and diversity as fundamental values. Australia has a diverse population and we are committed to providing opportunities and an inclusive and welcoming environment, to those of all backgrounds and identities. Our low-SES students achieve great outcomes, but only four per cent of students at ANU are from disadvantaged backgrounds. We will increase the opportunities for students from all walks of Australian life to attend the national university, focusing on their potential to thrive at ANU and to contribute to society upon graduation.

We continue to make progress on gender equity, but have much work still to do. Our student cohort is slightly more than half female in most subjects, but there are some notable exceptions that are strongly gender biased. The progression rates of students are not strongly linked to gender or ethnicity, but the progression rates of academic staff, especially from fixed-term to continuing positions remain biased against women.
THE NEED FOR CHANGE

Building a Culture of Collegiality and Engagement – Across and Beyond ANU

Some of the most exciting research opportunities, addressing the most pressing challenges facing our world, lie in collaboration between disciplines, yet we are not good at working and communicating across the units of the University.

Achieving a fundamental change here is essential to our mission as the national university: to answer questions that can rarely be solved from within the domain of a single discipline or academic department.

Equally our graduates require the skills to examine problems and pursue careers that are less and less discipline-bounded.

We need to become more actively engaged with business and industry, attracting more entrepreneurial expertise to ANU, and do more to develop, encourage and reward entrepreneurial activity.

Our alumni are found in diverse and powerful positions across the globe. It is imperative that we engage meaningfully with them, enriching their professional and civic lives and creating space for them to contribute to the life of the University.

Many alumni and friends generously contribute philanthropically to the University in a wide range of ways. ANU has been slow in creating new opportunities for them. We need to offer meaningful engagement with the University for those interested in contributing to our mission, and to our people.
Creating an Unrivalled Campus Environment

ANU is fortunate to be based on a strikingly beautiful, open campus in the heart of the nation’s capital. Blending green space with heritage buildings and fine contemporary architecture, our campus is home to more than 5,000 students, and a centre of daily activities for 15,000 more students and staff.

Our campus environment needs to remain both contemporary and timeless. Much of the University’s infrastructure must be renewed to reflect the needs and desires of our people now and in the future. ANU should be known for the quality of its research and digital infrastructure, for its collections, its contemporary educational facilities and campus amenity that befits its status as the national university.

The privileged location of ANU in the national capital creates opportunities and responsibilities to share our collections, campus, and learning environment with our community and the nation.
STRATEGIES FOR CHANGE

To achieve our goals, ANU must change. Across our staff, students and the University’s leadership, this is a mission we all share. The strategies set out in this plan – which will be supplemented by more detailed working-level operational plans – describe the key initiatives that will, over the next five years, change ANU. These strategies are founded on the feedback of our community, expressed in intensive consultation in 2016, and will help us realise the broad objectives articulated in *Australia’s National University: Our Vision* as endorsed by the University Council in 2016.
1. Building on a Culture of Academic Excellence

ANU will be recognised, unambiguously, as one of the world’s great universities. We will innovate and adapt to achieve excellence in all that we do.

Key initiatives:

1.1
We will lead the nation in the recruitment, retention, mentoring, management and development of academic and professional staff.

1.2
We will develop and apply performance standards for staff that are commensurate with the world’s great universities.

1.3
We will provide substantial start-up grants for high-potential early and mid-career researchers, enabling us to compete against any institution in the world. At least 50 per cent of this support will be allocated to women.

1.4
We will maintain the most demanding student entry standards in the nation, commensurate with the world’s great universities.
Excellence in research and innovation

ANU is privileged to benefit from the dedicated support of the Australian Government, funding that has allowed us to do great things. We have a mandate to deliver the highest quality research, and we must never take it for granted.

We will translate what we research to the benefit of society in partnership with the private sector and civil society. Our expectation is that our research contributes to the economic and general public good. We will provide the right support and incentives for our staff to take risks and to partner effectively to ensure their ideas are taken up and have impact in all sectors.

We will nurture future researchers, shaping our research training to ensure our people are second to none, their qualifications understood to be of the very highest global quality, setting them up to lead in the academy, in industry and in civil society.

Key initiatives:

1.5
We will invest over the course of the Plan in five globally-significant research challenges that deliver solutions to national priorities, and ensure core disciplines and research strengths are ranked alongside the best in the world.

1.6
We will establish Innovation Institutes that will achieve exceptional translational outcomes, supported through a new collaborative business model and access to new venture capital funding for University Intellectual Property commercialisation.

1.7
We will redefine the ANU PhD program to deliver a new generation of graduates, who successfully use their research training to advance careers in universities, and across all industries and sectors.
Excellence in education and student experience

ANU will be distinguished by the innovative way we teach and engage our students. Our campus will be open to people from across Australia and around the world who have the talent and potential to succeed in our community, and the experience we offer will meet the standards of excellence to which we are committed.

Key initiatives:

1.8
Evidence of learning and satisfaction will drive a regeneration of our approaches to curriculum, teaching and digital and physical learning space design.

1.9
We will provide all students who want to live on campus the opportunity to do so, including postgraduate students and students with children.

1.10
We will lead the nation in changing the way that universities admit students.

1.11
We will revitalise our learning and teaching infrastructure, beginning with state-of-the-art facilities at Union Court and a major refresh of digital infrastructure.
2. Delivering on our Unique National Responsibilities

We embrace our unique responsibility and opportunity as the national university to constructively engage with the nation and the world, and we will enhance and make more accessible our contributions to public policy generally, Indigenous Australia, and Australia’s understanding of, and role in, Asia and the Pacific.

Our responsibility to national policymakers and national institutions

ANU will create a deeper dynamic of policy engagement with the governments of Australia.

Key initiatives:

2.1
We will embed public servants at ANU and our academics within government, emphasising co-creation of policy and broadening policy-related research.

2.2
We will build the nation’s leading policy incubator by harnessing the research breadth of ANU, offering solutions to complex policy issues confronting the nation and our region – both known and unimagined.

2.3
We will redefine our relationship with CSIRO focused on the establishment of an integrated precinct connected to the local and national innovation ecosystems.
Our responsibility to Indigenous Australia

ANU will renew, build on its history of engagement, and seek a new partnership with Indigenous Australia.

Key initiatives:

2.4
ANU will ensure cross-institutional effort to substantially increase the recruitment and success of Indigenous undergraduate and postgraduate students, and Indigenous academic staff. All disciplines and professions will be targeted.

2.5
Major institutional funding will prioritise high-quality, high-impact and community-engaged research relevant to the big questions facing Indigenous Australia – not only in existing areas of strength such as Indigenous studies, health and economics, but in all disciplines.

2.6
Fifty years on from the 1967 Referendum that gave the national government power to legislate for Indigenous Australia, ANU will play an active role in national debate about recognition of Australia’s first peoples in our Constitution.

Our responsibility regarding Asia and the Pacific

ANU will actively maintain its place as the West’s pre-eminent leader in expertise on the world’s most dynamic region.

Key initiatives:

2.7
ANU will set the agenda in national and international discourse about our region.

2.8
ANU will pioneer new research and teaching methods, approaches and agendas, serving as a partner and essential resource for all who focus on Asia and the Pacific.

2.9
ANU will promote a narrative about the centrality of Asia Pacific studies to the humanities and social sciences, and more broadly to society and the world.
3. Achieving Equity – Within ANU and in Society

ANU stands for equity in all that we do, and we will reflect the extraordinary and increasing diversity of the Australia we serve. Talent – realised or potential – will be the only threshold for joining our community as a student or staff member.

The national university will work with communities across Australia to address the widespread legacies of inequality of opportunity through both education and research.

Key initiatives:

3.1
To promote gender equity and diversity across ANU, we will do what is required to achieve an Australian SAGE Athena SWAN Gold award, starting with a Bronze award by 2019, and a Silver award by 2021.

3.2
We will create and modify our practice, policies and culture so that admission, retention, and success for students and staff is based on ability and endeavour, whatever their backgrounds or identities.
4. Building a Culture of Collegiality and Engagement – Across and Beyond ANU

ANU is distinguished by the breadth and quality of its research. The academic choices we make will not be confined by the structures of our organisation – leaders at every level will foster and encourage the collegial spirit that will drive high-impact discovery across disciplines, and in partnership with industry, government and civil society.

ANU will lead in building people connections across and beyond the campus. This will include maintaining and celebrating our multicultural campus community and building engaging and rewarding roles for our alumni. We will also work to make our collections, our people and our infrastructure a resource for our national capital community and beyond.

We will create further opportunities for the wider community to make philanthropic contributions to our university that have enduring impact, and we will cultivate the endeavours which they support as resources for the University and our community.

Key initiatives:

4.1
The University will prioritise collegiality and cross-unit collaboration in funding and promotion decisions.

4.2
New alumni opportunities will be developed as part of an enhanced Alumni Strategy.

4.3
We will make ANU collections and the cultural life and amenity of our campus more accessible to the national capital community and beyond.

4.4
A renewed philanthropy strategy will grow engagement with the University’s supporters, existing and new.

4.5
The University’s diverse international student and staff mix will be cultivated and harnessed as a key asset to ANU.
5. Creating an Unrivalled Campus Environment

The natural environment, landscaping and amenity of our campus are unsurpassed and are much loved by students, staff and alumni. We will plan and invest in our campus to reflect the needs and desires of our people now and in the future.

The facilities, infrastructure and environment of ANU will exemplify the excellence we seek to achieve across the University. As a national leader in climate science and policy, ANU will prioritise sustainability as a principle.

Key initiatives:

5.1
We will regenerate Union Court as the heart of University life. It will be home to outstanding student and staff services, event spaces, and new sporting and recreation facilities.

5.2
We will develop and refine the Campus Plan to focus on further enhancing the beauty of our natural environment, and the elegance, coherence and liveability of our built environment.

5.3
We will reduce our carbon emissions intensity over the life of the Plan.

5.4
ANU will develop or redevelop internationally-significant, national scale research and teaching infrastructure within the capital management fund.
MEASURING OUR PROGRESS
Strategic Plan Key Performance Indicators

We will rigorously measure our progress in achieving change and improvement against the strategic objectives in this Plan. The following broad Key Performance Indicators (KPIs) will allow us to evaluate our success year-on-year in the areas of greatest strategic priority.

1. Improvement in the proportion of academic staff contributing to ERA level-4 and level-5 results.
2. Annual increase in the quantity of research income, and diversity of sources of this income, relative to the quantity and sources available.
3. Increase in citations normalised to subject areas.
4. Increase in the ratio of student applications to acceptances.
5. Improvement in the overall satisfaction of ANU students.
6. Annual independent evaluations of ANU impact in public policy and Asia and the Pacific, demonstrating improvement year-on-year.

7. Annual independent evaluations of ANU meeting its responsibilities to Indigenous Australia, demonstrating improvement year-on-year.
8. Achievement of Bronze, then Silver, and subsequently Gold recognition within the Australian SAGE Athena SWAN program.
9. Increase in the proportion of commencing domestic undergraduate students from low SES, Indigenous, regional, and remote backgrounds so that it equals the national population share.
10. Improved collegiality as indicated by the ‘participation cluster’ results in the VOICE survey.
11. Increased number of engaged alumni year-on-year.
Supporting Operational Plans

The high-level indicators listed will be supplemented by more granular indicators included in six supporting plans that will underpin and operationalise the ANU Strategic Plan, for each of which a designated member of the executive will have primary responsibility as indicated:

- **Academic Plan**
  Deputy Vice-Chancellor (Academic)

- **Research and Innovation Plan**
  Deputy Vice-Chancellor (Research)

- **University Experience Plan**
  Pro Vice-Chancellor (University Experience)

- **Global Engagement Plan**
  Pro Vice-Chancellor (Education & Global Engagement)

- **Societal Transformation Plan**
  Vice-Chancellor

- **Resources Plan**
  Executive Director (Administration & Planning)
Risk Oversight and Management

ANU is committed to embedding a robust risk management culture that will enable the University to be agile and responsive to changes in the higher education landscape, whilst driving maximum benefit from opportunities and facilitating innovation.

Our Risk Environment

The University operates in an inherently complex and dynamic risk environment, where staff are encouraged to embrace informed risk-taking in pursuit of our strategic and organisational imperatives, supported by evidence-based decisions and in compliance with legislation, policy and operational guidelines. University governance provides the appropriate frameworks and systems for risk oversight, management and reporting; and provides staff with the capability, knowledge and tools to effectively identify and manage risks. The University’s Enterprise Risk Management Framework (ERMF) and Risk Management Policy draw on section 16 of the Public Governance, Performance and Accountability Act 2013 as well as the Australian/New Zealand Standard ISO31000:2018 Risk Management.

Creating a Positive Risk Culture

Over 2018–19 and beyond, the University will enhance its risk management maturity and capability through a staged roadmap. Our Enterprise Risk Management Framework seeks to:

> develop a positive risk culture where University management has a common understanding of key risks and feed risk information into decision-making at all levels
> ensure that significant risks have been identified, understood, documented and actively managed
> assess risk in a balanced way, with upside risks (opportunities) considered alongside downside risks (threats)
> sustain the usefulness of risk registers and practical risk analysis tools.
Approach to Risk

In 2018 a key aspect of risk management was to effectively manage strategic risks through a quarterly development review of the strategic risk register. Accountability for oversight of strategic risks and the controls and treatments in place to address them resides with the University leadership, and is reported to the Audit and Risk Management Committee (ARMC) on a quarterly basis and Council twice a year. Managing these risks effectively will further support the University’s leadership in its strategic decision-making.

In 2019 the University will continue to build on its risk management maturity, with specific focus on integrating risk management into the strategic and operational planning process. It will define the University’s appetite and tolerance for key risks as we pursue our strategic objectives. Risk management at ANU is informed by the internal audit work program that assesses the strength of our current controls and governance processes across the University’s programs and activities, and applies the lessons of the past to strengthen organisational resilience and preparedness.

The Fraud Control Framework and Fraud Control Plan, policy and procedures underpin the University’s zero tolerance for fraud and are supported by fraud risk assessments and ongoing activities in relation to prevention, detection and reporting of fraud.

The ARMC provides independent assurance and advice in relation to the University’s management of risk, the effectiveness of controls and treatments and verifies the integrity of the financial and performance reporting framework.
# Overall Summary of Performance Executive Plans and College Strategic Priority Plans (2018)

<table>
<thead>
<tr>
<th>Ref</th>
<th>Executive Plan</th>
<th># of Initiatives</th>
<th>G</th>
<th>A</th>
<th>R</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Plan</td>
<td>15</td>
<td>13 (86.7%)</td>
<td>1 (6.7%)</td>
<td>1 (7.1%)</td>
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<tr>
<td>2.</td>
<td>Research and Innovation Plan</td>
<td>17</td>
<td>10 (58.8%)</td>
<td>6 (35.3%)</td>
<td>1 (5.9%)</td>
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<tr>
<td>3.</td>
<td>Global Engagement Plan</td>
<td>12</td>
<td>8 (66.7%)</td>
<td>3 (25.0%)</td>
<td>1 (8.3%)</td>
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<td>4.</td>
<td>Societal Transformation Plan</td>
<td>6</td>
<td>1 (16.7%)</td>
<td>4 (66.7%)</td>
<td>1 (16.7%)</td>
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<td>5.</td>
<td>University Experience Plan</td>
<td>7</td>
<td>6 (85.7%)</td>
<td>1 (14.3%)</td>
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<td>6.</td>
<td>Resources Plan</td>
<td>23</td>
<td>16 (69.9%)</td>
<td>7 (30.4%)</td>
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<table>
<thead>
<tr>
<th>Ref</th>
<th>College Strategic Priorities Plan</th>
<th># of Initiatives</th>
<th>G</th>
<th>A</th>
<th>R</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ANU College of Arts &amp; Social Sciences</td>
<td>26</td>
<td>17 (65.4%)</td>
<td>6 (23.1%)</td>
<td>1 (3.8%)</td>
<td>2 (7.7%)</td>
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<tr>
<td>2.</td>
<td>ANU College of Asia &amp; the Pacific</td>
<td>18</td>
<td>15 (83.3%)</td>
<td>3 (16.7%)</td>
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<tr>
<td>3.</td>
<td>ANU College of Business &amp; Economics</td>
<td>22</td>
<td>17 (77.3%)</td>
<td>4 (18.2%)</td>
<td>1 (4.5%)</td>
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<tr>
<td>4.</td>
<td>ANU College of Engineering &amp; Computer Science</td>
<td>25</td>
<td>19 (76.0%)</td>
<td>3 (12.0%)</td>
<td>1 (4.0%)</td>
<td>2 (8.0%)</td>
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<tr>
<td>4.</td>
<td>ANU College of Law</td>
<td>20</td>
<td>14 (70.0%)</td>
<td>4 (20.0%)</td>
<td></td>
<td>2 (10.0%)</td>
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<tr>
<td>5.</td>
<td>Joint Colleges of Science</td>
<td>34</td>
<td>29 (85.3%)</td>
<td>1 (2.9%)</td>
<td>1 (2.9%)</td>
<td>3 (8.8%)</td>
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</tbody>
</table>

**Legend**
- **G**: Within Tolerance
  Projects and activities associated with the delivery of this initiative in supporting operational plans are tracking as planned with progress continuing as anticipated.
- **A**: Approaching Tolerance
  Projects and activities associated with the delivery of this initiative in supporting operational plans will deviating from plan and are at risk of affecting delivery timeframe unless preventative action is taken.
- **R**: Exceeds Tolerances
  Projects and activities associated with the delivery of this initiative in supporting operational plans have deviated from plan and delivery has been impacted.
- **C**: Complete
  Projects and activities associated with the delivery of this initiative in supporting operational plans have been successfully completed.
- **Not Started**: Projects and activities associated with the delivery of this initiative in supporting operational plans have not yet commenced.
### EXECUTIVE PLAN: Academic - Key priorities progress

<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
<th>Timeline</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td><strong>BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE</strong></td>
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<tr>
<td><strong>ANU 1.1</strong> We will lead the nation in the recruitment, retention, mentoring, management and development of academic and professional staff</td>
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</table>
| A1 Regenerate academic recruitment policies and procedures to reflect the performance expectations of the world’s best universities, and global best practice in diversity. [ANU 1.1] | • Tenure track positions introduced in the Enterprise Agreement 2017–21.  
**ANU 1.1** • Recruitment policies and procedures for all levels of academic and professional staff revised and introduced.  
**ANU 1.1** • Work underway with implementing Academic Performance Standards within the Colleges | T1 | Q2 2017  
Q4 2019 | G |
| A2 All staff with teaching responsibilities will meet the requirements of an ANU Higher Education Academy fellowship (or equivalent) and become a fellow as a part of their probationary conditions, or within a year of transfer, unless they are a Principal Fellow of the Higher Education Academy. All PhD students and fixed-term and affiliated staff with teaching responsibilities will be given the opportunity to complete an ANU Higher Education Academy fellowship. [ANU 1.1] | • Over 500 staff have progressed through ANU scheme and achieved Fellowship, with further cohorts in train and planned.  
**ANU 1.1** • Funding agreed for 1 year trial of iLEAP, new small group learning initiative, that incorporates an increase in HEA fellows as a measure of success. | T2/T3/T5 | Q1 2017  
Q4 2022 | G |
| A3 All staff recruited to the role of dean and school director will complete leadership and management education and will be provided with options for coaching. [ANU 1.1] | • Development opportunities agreed and available for new and existing deans.  
**ANU 1.1** • Academic Development Leadership Development Program for School directors and staff C–D developed, procurement of delivery options now prioritised. | T2/T5 | Q2 2017  
Q4 2019 | G |
| A4 Introduce a mentoring scheme for all applicants for academic promotion. [ANU 1.1] | • Mentoring scheme available for all women applicants, work continuing on wider rollout. | T2 | Q3 2017  
Q4 2019 | G |
| A5 Lead the design and implementation of a national consortium for the professional recognition of educators in higher education. [ANU 1.1] | • Universities Australia endorsed creation of national working party for professional recognition, working party met, and options paper has been put to Advance HE. | T4 | Q2 2017  
Q4 2018 | G |
| A6 Create a Researcher Fellowship Scheme, akin to the Educational Fellowship scheme which provides consistent, high quality training in research planning, integrity, management, entrepreneurship, HDR student supervision, and leadership appropriate for their discipline and stage of career. [ANU 1.1] | • Appointment of Deputy Dean of HDR has enabled collaboration between CHELT and Deputy Dean to commence development of Research Fellowship Scheme  
**ANU 1.1** • HDR Supervisor framework currently in development | T2/T5 | Q2 2018  
Q4 2019 | G |
| A7 We will improve the terms and conditions of staff in a reasonable, inclusive and sustainable manner, consistent with the goal of maintaining security in employment and capacity to pay. [ANU 1.1] | • Enterprise Agreement 2017–21 agreed. | T30 | Q2 2017  
Q4 2017 | C |
| **ANU 1.2** We will develop and apply performance standards for staff that are commensurate with the world’s great universities | The University’s strategy is to invest in regular, high quality, conversations with academic staff regarding their performance to ensure that it is commensurate with the performance expectations of an equivalent staff member at any of the world’s great universities.  
**ANU 1.1** The University is pursuing a number of initiatives to ensure this strategy, including:  
**ANU 1.1** • Regular monitoring of performance development review completions via the Senior Management and University Leadership Group.  
**ANU 1.1** • Modifications to the performance development system discussed and agreed at the last University Leadership Group meeting held in 2018, for example:  
• Uncoupling of the workload allocations from the PDR form  
**ANU 1.1** • Review and update of staff supervisory reporting lines and span of responsibility to ensure academic supervisors have sufficient capacity to engage in performance discussions with their direct reports.  
**ANU 1.1** • The development and implementation of new leadership development programs to support senior managers in driving and enhancing performance. | T1 | | A |
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</table>
| A8  All staff who receive student evaluations of teaching with overall satisfaction ≤60% twice or ≤40% once will complete tailored training, and be provided with mentorship, training and/or professional development. [ANU 1.2] | • New review threshold of the bottom 20% of courses in all colleges approved Academic Board 5 2017, actioned.  
• Project underway to improve the student survey (SELT), establish a staff teaching survey, and a peer course evaluation scheme, and review diagnostic triggers and tools for course reviews.  
• Some Colleges have now developed detailed discipline-level performance standards for academic staff, and there has been work completed to clarify the standards expected of each level of appointment as part of recruitment.  
• Increased emphasis and focus on improving completion-rates of academic Performance Development Reviews, informed by better provision of academic performance data to School and College leadership.  
• Program of 5-year School Reviews in implementation provides peer-assessment of academic performance, benchmarking each School against the top 20/50 cognate departments in the world. | T2/T5 | Q1 2017  
Q4 2019 |        |
| ANU 1.8 Evidence of learning and satisfaction will drive a regeneration of our approached to curriculum, teaching and digital and physical learning space design | • Vision for Excellence in Learning and Teaching was finalised (8/2018) after extensive consultation with the entire ANU community, and highlights the importance of physical and digital infrastructure to enhancing learning and teaching (Pillar 3: An Enriching Environment).  
• The official launch of the Vision will be timed to coincide with the opening of Kambri’s Teaching Building.  
• The first initiative to come out of the Vision is the Interactive Learning Project (iLEAP) which is focused on enhancing student engagement and improving the standard and consistency of learning and teaching across university, supported by appropriate infrastructure. | T7   | Q1 2018  
Q4 2022 |        |
| A9  Regenerate the University’s core teaching spaces to reflect state of the art physical and digital infrastructure. [ANU 1.8] | • New instruments have been designed, to be deployed in initial pilot rollout in summer session 2019.  
• A new eForm is being developed which, together with process changes and technological improvements, will reduce effort and improve accuracy. These are being piloted in summer session 2019.  
• Early 2019 will see work continuing on a formative/mid-semester survey, a staff teaching survey and a review of the relevant policies and procedures. | T28  | Q2 2017  
Q4 2020 |        |
| A10 Design and implement a multi-dimensional instrument that captures student sentiment concerning learning and teaching and staff sentiment concerning learners and the learning environment. [ANU 1.8] | • New instruments have been designed, to be deployed in initial pilot rollout in summer session 2019.  
• A new eForm is being developed which, together with process changes and technological improvements, will reduce effort and improve accuracy. These are being piloted in summer session 2019.  
• Early 2019 will see work continuing on a formative/mid-semester survey, a staff teaching survey and a review of the relevant policies and procedures. | T28  | Q2 2017  
Q4 2020 |        |
| A11 Establish one or more international partnerships to promote the recognition of educators in higher education, including the provision of a competitive breakthrough grants scheme. [ANU 1.8] | • Discussions initiated with National University of Singapore, signalling ramp up in 2019.  
• Hosted Provost of SMU at an Education Research Forum (8/2018), and discussed opportunities to contribute to the national and international scholarship and practice of teaching and learning in higher education. | T29  | Q1 2019  
Q4 2020 |        |
| A12 Provide a simple, streamlined process whereby academic staff can apply for an education policy exemption to test an education innovation. [ANU 1.8] | • Process agreed at Academic Quality Assurance Committee, Teaching and Learning Development Committee, and Academic Board  
• Pilot with College partner successfully trialled in semester 2, 2018, currently in feedback and evaluation prior to rollout more broadly in semester 1, 2019 | T29  | Q1 2018  
Q4 2019 |        |
| ANU 1.10 We will lead the nation in changing the way that Universities admit students | • System complete to realise the vision, as approved by Academic Board 5 December 2017. Testing currently being finalised (November 2018) to move to configuration of the system on 3 December prior to 4 March open.  
• 2018 Roadshows completed with national engagement Principals, Career Advisors, prospective students and their parents and carers, alumni, and prospects  
• Large scale scholarships fundraising work to support access for students from across Australia in scoping phase, to launch February 2019  
• New engagement events agreed for March to May 2019 to promote the university in capital and regional centres, and rural and remote areas across Australia  
• Phase 2 scope discussions have commenced through academic committees | T6   | Q2 2017  
Q4 2023 |        |
| A13 Introduce Australia’s first university-wide integrated approach to admissions, accommodation and scholarships which recognises academic and co-curriculum achievements and matches financial support with need and which sets the highest national standards. [ANU 1.10] | • System complete to realise the vision, as approved by Academic Board 5 December 2017. Testing currently being finalised (November 2018) to move to configuration of the system on 3 December prior to 4 March open.  
• 2018 Roadshows completed with national engagement Principals, Career Advisors, prospective students and their parents and carers, alumni, and prospects  
• Large scale scholarships fundraising work to support access for students from across Australia in scoping phase, to launch February 2019  
• New engagement events agreed for March to May 2019 to promote the university in capital and regional centres, and rural and remote areas across Australia  
• Phase 2 scope discussions have commenced through academic committees | T6   | Q2 2017  
Q4 2023 |        |
<p>| ANU 1.11 We will revitalise our learning and teaching infrastructure, beginning with state-of-the-art facilities at Union Court and a major refresh of digital infrastructure | | | | |</p>
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<th>Key Initiatives</th>
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<th>Timeline</th>
<th>Status</th>
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</thead>
</table>
| A14 | Construct state of the art physical and digital infrastructure in Kambri which prioritise the needs of teachers of the University's largest courses. [ANU 1.11] | • Construction within tolerances and interior designs for the new teaching building finalised and fitout underway.  
• Interactive Learning Project (iLEAP) harnesses the new state of the art teaching spaces in Kambri and other spaces, and will transform teaching and learning across ANU through small group teaching and learning activities  
• Over 50 expressions of interest were received from motivated and innovative educators to teach in Kambri in 2019 | T7 | Q2 2017  
Q1 2019 | G |
## EXECUTIVE PLAN: Research and Innovation – Key priorities progress

<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
<th>Timeline</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE</strong></td>
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<tr>
<td><strong>ANU 1.2</strong> We will develop and apply performance standards for staff that are commensurate with the world’s great universities</td>
<td>The University’s strategy is to invest in regular, high quality, conversations with academic staff regarding their performance to ensure that it is commensurate with the performance expectations of an equivalent staff member at any of the world’s great universities.</td>
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<td></td>
<td>The University is pursuing a number of initiatives to ensure this strategy, including:</td>
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<td></td>
<td>• Regular monitoring of performance development review completions via the Senior Management and University Leadership Group.</td>
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<td></td>
<td>• Modifications to the performance development system discussed and agreed at the last University Leadership Group meeting held in 2018, for example:</td>
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<td></td>
<td>o Uncoupling of the workload allocations from the PDR form</td>
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<td></td>
<td>• Review and update of staff supervisory reporting lines and span of responsibility to ensure academic supervisors have sufficient capacity to engage in performance discussions with their direct reports.</td>
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<td></td>
<td>• The development and implementation of new leadership development programs to support senior managers in driving and enhancing performance.</td>
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<tr>
<td><strong>ANO 1.3</strong> We will provide substantial start-up grants for high-potential early and mid-career researchers, enabling us to compete against any institution in the world. At least 50% of this support will be allocated to women</td>
<td>School reports of normalised citations by discipline were developed and tested with a number of School Directors in late 2017.</td>
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<td></td>
<td>Feedback and further discussions this year demonstrates that further work is required to clean and refine normalised citations data in a format that can be easily used by School Directors to drive performance. There are currently significant limitations to using normalised citations as a measure in humanities and social sciences disciplines, however there have been extensive College-level and University Research Committee-level discussions about alternate, discipline-specific indicators of research excellence.</td>
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<tr>
<td><strong>R&amp;I 1</strong> Discipline-specific indicators of research excellence will be defined and assessed and normalised citations will be increased (cross-reference Academic Plan). [ANU 1.2]</td>
<td>• Deputy Dean (HDR Supervision) appointed and implementing a program of high quality research supervision training for academic staff.</td>
<td>T2</td>
<td>Q3 2017-2018</td>
<td>A</td>
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<td></td>
<td>• NECTAR (Network of Early Career Academics) supported to run professional development conference for early-mid career academic staff in December 2018.</td>
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<td>• Entrepreneurship training and opportunities are available to all staff and students; targeting early-career researchers and research students.</td>
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<td><strong>R&amp;I 2</strong> We will ensure all researchers provided with consistent, high quality training in research planning, integrity, management, entrepreneurship, HDR student supervision, and leadership appropriate for their discipline and stage of career (cross-reference Academic Plan). [ANU 1.2]</td>
<td>• ANU Futures Scheme launched February 2017 with $20 million over 5 years.</td>
<td>T2/T5</td>
<td>2017-2019</td>
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<td>• 29 Researchers (17 women, 12 men) have been awarded funding to date. To date $6,594,364 has been awarded to female recipients and $5,887,886 to male applicants.</td>
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<td><strong>R&amp;I 3</strong> The ANU Futures Scheme will be launched to recruit 30-40 early and mid-careers researchers to ANU over 5 years. [ANU 1.3]</td>
<td>• The 2017 ANU Grand Challenges Scheme winner, Our Health in Our Hands, has now commenced four connected research programs, with multiple active projects in each program. Research project leaders are located in seven Research Schools across three Colleges.</td>
<td>T13</td>
<td>Q1 2017-2020</td>
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<td></td>
<td>• The 2018 ANU Grand Challenges Scheme winner, Zero-Carbon Energy for the Asia-Pacific, was announced in September 2018 and is being supported to develop a detailed operational work plan.</td>
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<td></td>
<td>• Highly rated teams from both rounds are receiving support to develop external funding strategies and achieve viability for their projects.</td>
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<td><strong>R&amp;I 4</strong> Strategic research funds, and the ANU Global Challenges Scheme, will provide competitive funding for individuals and teams with the highest potential for achieving a step-change in research and innovation performance, diversification of income and research outcomes. [ANU 1.5]</td>
<td>• The 2017 ANU Grand Challenges Scheme winner, Our Health in Our Hands, has now commenced four connected research programs, with multiple active projects in each program. Research project leaders are located in seven Research Schools across three Colleges.</td>
<td>T19/T42</td>
<td>Q3, 2017-2020</td>
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<tr>
<td></td>
<td>• The 2018 ANU Grand Challenges Scheme winner, Zero-Carbon Energy for the Asia-Pacific, was announced in September 2018 and is being supported to develop a detailed operational work plan.</td>
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<td>• Highly rated teams from both rounds are receiving support to develop external funding strategies and achieve viability for their projects.</td>
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<tr>
<td><strong>R&amp;I 5</strong> Seed funding will be provided for significant global partnerships that will build scale &amp; excellence consistent with our commitment to research ranked in the top 20 (50, 100) in the world. [ANU 1.5]</td>
<td>• The Global Research Partnerships Scheme supports small projects with priority partner institutions to build scale and develop long-term collaborations. 14 projects have been awarded a total of $576,000 this year.</td>
<td>T17</td>
<td>2017-2020</td>
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### Key Initiatives

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<tr>
<td><strong>ANU 1.6</strong> Establish Innovative Institutes that will achieve exceptional translational outcomes, supported through a new collaborative business model and access to new venture capital funding for University Intellectual Property commercialisation.</td>
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<td>T18/T19</td>
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<td></td>
<td>• Five ANU Innovation Institutes established: 3A Institute; WearOptimo Pty Ltd (an Innovation ANU partner company); Battery Storage &amp; Grid Integration Institute, InSpace (ANU Institute for Space) and Cyber Institute.</td>
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<tr>
<td></td>
<td>• InSpace and WearOptimo officially launched in October 2018.</td>
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<td>• Significant Capital Ventures first close of capital raising completed</td>
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<td><strong>R&amp;I 6</strong> The Vice-Chancellor’s Entrepreneurial Scheme will be established to recruit outstanding entrepreneurial academics who will champion new research ideas and approaches across disciplines. [ANU 1.6]</td>
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<td></td>
<td>• Two Entrepreneurial Professors appointed: Genevieve Bell and Mark Kendall.</td>
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<td>• One Entrepreneurial Fellow appointed: Lachlan Blackhall.</td>
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<td></td>
<td>• Recipients of seven 3-year Translational Research Fellowships have been announced, with $3.6 million of funding committed to the seven Fellowships.</td>
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<td><strong>R&amp;I 7</strong> A strategic partners program with selected industries, sectors and Government agencies, with input from the Vice-Chancellor’s Business Advisory Board will be developed. [ANU 1.6]</td>
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<td>• A priority partners framework has been developed for adoption by the Strategic Projects and Partnerships team.</td>
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<td>• This framework will be discussed by SMG in Q4 2018 prior to implementation.</td>
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**ANU 1.7** We will redefine the ANU PhD program to deliver a new generation of graduates, who successfully use their research training to advance careers in universities, and across all industries and sectors

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<td><strong>R&amp;I 8</strong> ANU Flagship PhD programs will be developed in a finite number of areas that are aligned with research excellence. [ANU 1.7]</td>
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<td></td>
<td>• The ‘Redefining the ANU PhD’ Green Paper (released June 2018) was followed by further consultation, and presentation to Academic Board in October. The White Paper will be drafted for early 2019 circulation.</td>
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<td></td>
<td>• Feedback on ‘Flagship’ PhD programs proposed in recent Green Paper suggests ‘flagship scholarships’ are more attractive. All PhD programs should be considered ‘flagships’.</td>
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<td><strong>R&amp;I 9</strong> The ANU PhD will be reviewed to incorporate mechanisms to better evaluate a “successful” PhD, deliver student satisfaction rates, effective supervision and career outcomes that attract the most outstanding students to ANU. [ANU 1.7]</td>
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<td></td>
<td>• HDR Supervisor framework implementation underway.</td>
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<td>• Green Paper recommendations will be further developed in the White Paper for consideration by the Executive (see R&amp;I 8 above).</td>
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<tr>
<td><strong>R&amp;I 10</strong> We will develop an integrated training and support program for indigenous PhD students in partnership with the Tjabal Centre, the National Centre for Indigenous Studies and our Indigenous collaborators and partners to improve graduate outcomes and student satisfaction (cross-reference University Experience Plan). [ANU 2.4]</td>
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<td></td>
<td>• Refer to the University Experience Plan. Progress against this initiative is slower than anticipated due to NCIS Director recruitment (see R&amp;I 11) and need to balance the views of multiple stakeholders.</td>
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**DELIVERING ON OUR UNIQUE NATIONAL RESPONSIBILITIES**

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<tr>
<td><strong>ANU 2.3</strong> Redefine our relationship with CSIRO focused on the establishment of an integrated precinct connected to the local and national innovation ecosystems.</td>
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<td></td>
<td>• CEAT (Centre for Entrepreneurial Agri-Technology) officially launched in August 2018 with CSIRO and ACT Government as key partners building towards an integrated precinct.</td>
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<td></td>
<td>• Master planning for ANU Innovation precinct connecting ANU to CSIRO in progress.</td>
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**ANU 2.5** Major institutional funding will prioritise high-quality impact and community-engaged research relevant to the big questions facing Indigenous Australia – not only in existing areas of strength such as Indigenous studies, health and economics, but in all disciplines

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<tr>
<td><strong>R&amp;I 11</strong> Strategic research funding directed to cross-disciplinary approaches to Indigenous health and wellbeing, exploiting the critical masses of activity across disciplines. [ANU 2.3 &amp; 2.5]</td>
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<td></td>
<td>• Proposed changes to the structure and model of the National Centre for Indigenous Studies would see NCIS as a central hub that can draw together expertise across all Colleges in strategic areas including Indigenous health and wellbeing.</td>
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<td>• Recruitment of the Director, NCIS is underway, as an identified Aboriginal or Torres Strait Islander position. The Director will be a member of the University Senior Management Group (SMG).</td>
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<td></td>
<td>• Strategic Funding allocated to support new designated academic appointments in Indigenous Health and Wellbeing – appointment of Professor Terry Dunbar and research support for Associate Professor Ray Lovett.</td>
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**OTHER RESEARCH AND INNOVATION INITIATIVES**

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<th>Timeline</th>
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<tr>
<td><strong>R&amp;I 12</strong> The new Research Information Management System that is researcher-centric and removes administration and barriers to conducting research will be implemented.</td>
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<td>T29</td>
<td>2017-2020</td>
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<td></td>
<td>• The Research Information Management System is closely monitored by a University Steering Committee and the Audit and Risk Committee.</td>
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<td>• While excellent foundation work has been completed on ethics, publications and ORCID to date, significant issues with the vendor, budget and progress to date led to the Steering Committee pausing the programme of work in August 2018. The University has resolved that the vendor contract should not be extended or renewed.</td>
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<td>• Whilst this is a disappointing outcome, the Steering Committee are now actively assessing options for the next steps to deliver transformational improvement for our researchers and administration community. Significant business analysis work undertaken to date remains valuable and will be incorporated into future planning.</td>
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<td>Key Initiatives</td>
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<tr>
<td>R&amp;I 13</td>
<td>A new research and innovation services model with Colleges will be developed that will provide the full spectrum of support for ANU researchers to increase revenue from all potential sources of external funding, including through tenders, strategic projects/partnerships, or translation and commercialisation activities. • Business process mapping completed. Strategy currently being developed for Innovation ANU to increase tailored engagement at a College level. • Client Relationship Management system under evaluation for multiple university purposes including business development functionality.</td>
<td>T42</td>
<td>2017-2020</td>
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<tr>
<td>R&amp;I 14</td>
<td>A centrally coordinated support model for all services and support to supervisors and HDR students will be implemented to improve the overall ANU HDR student experience. • The Graduate Research Office developed to provide centrally coordinated support will open in early 2019. • The thesis submission and examination eForm process has been completed while the Admissions project due is due to be completed Q3-4, 2019.</td>
<td>T29</td>
<td>2017-2020</td>
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## EXECUTIVE PLAN:
### Global Engagement – key priorities progress

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<td><strong>DELIVERING ON OUR UNIQUE NATIONAL RESPONSIBILITIES</strong></td>
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| **ANU 2.8 ANU will pioneer new research and teaching methods, approaches and agendas, serving as a partner and essential resource for all who focus on Asia and the Pacific** | • Australian Studies Institute (AuSI) formally launched 10 July 2018 with the inaugural ‘Australia and the World’ annual lecture, presented by ANU Chancellor.  
  • Professor Pickering completed successful international engagements Q3-Q4 2018, accompanied by DVCGE. Highlights included King’s College London MOU signing for reciprocal Visiting Fellowships exchange beginning S1 2019, and The First Eight Project events at and around the Australian High Commission UK.  
  • From 2019 AuSI will welcome Professor Shirley Leitch as its first Professorial Fellow. | T10/T39 | 2017-2019 |        |
| **GE 1** Under the thematic banner of ‘Australia in the World’, establish ANU as the recognised global authority for Australian Studies. [ANU 2.8] | • Twenty Sir Roland Wilson Foundation Scholars are studying at ANU and four alumni have graduated from the program. Scholars are substantively APS employees who receive mentoring through their Department or Agency and are provided with travel and networking opportunities throughout their PhD candidature at ANU.  
  • SRWF Scholarship MOU between ANU and APS refreshed Q4 2018.  
  • The Pat Turner Scholarship Program launched 5 December 2018, awarding six inaugural scholarships. The program provides full pay scholarships for Indigenous APS employees to undertake any postgraduate study.  
  • Proposal developed for ANU Asia-Pacific Doctoral Scholarship program, bringing Southeast Asian and Pacific public servants to ANU to complete a PhD, to be pursued by VPECA and Dean CAP in Q1 2019.  
  • PPSIH to scope two-way engagement of academics and public-policy practitioners through secondment arrangements, facilitating exchange of staff and development opportunities between ANU and the public service. Scoping will include consideration of bringing practitioners into education programs (Q2-4 2019). | T11 | 2018-2019 |        |
| **GE 2** Maximise opportunities which enable ANU students to be involved in research that impacts public policy. [ANU 2.8] | • ANIP Endowment established to provide scholarships to students undertaking internships and research away from their normal place of residence. | T6 | 2018 |        |
| **GE 3** Embed the range of public policy stakeholders and partners in our education programs across ANU. [ANU 2.8] | • ANU 4.2 New alumni opportunities will be developed as part of an enhanced Alumni Strategy.  
  • Two new alumni networks have been established (LGBTIQ and Women’s) under the newly developed model for Alumni Networks.  
  • A revised strategy for the management of alumni networks, reviewing the establishment of networks in key Australian cities and internationally, is under development.  
  • Collaboration with ANU Global Programs is underway to strengthen connections and provide opportunities for engagement with non-award alumni within Australia and internationally. | | |        |
| **ANU 2.9 ANU will promote a narrative about the centrality of Asia Pacific studies to the humanities and social sciences, and more broadly to society and the world** | • PPSIH delivered a reframed Belt & Road Initiative event in Q4 2018. The event included scenario exercises for invited APS participants.  
  • Vice-Chancellor’s Distinguished Professor Jim Clapper’s program delivered with NSC set a high standard for this program of work.  
  • ANU International Group (AIG) reconstituted in Q4 2018 to oversee transparent and competitive bidding processes for funds that support innovative engagement events. From 2019 the AIG and its subcommittees will consider competitive bids from across the campus community to invest in forums and events that support key partnerships and strategic initiatives. | T11 | 2018-2019 |        |
| **GE 4** Invest in delivering public policy forums and events focused on Asia Pacific that consistently meet the highest quality benchmarks, attract global attention and have impact. [ANU 2.9] | • Discussion on a series of capstone courses, including one in Asia Pacific studies, continues. See Societal Transformation Plan. | T6 | 2017-2018 |        |
| **GE 5** Ensure that all students have the opportunity to integrate Asia Pacific studies or experience into their education program at ANU. [ANU 2.9] | | | |        |

**BUILDING A CULTURE OF COLLEGIALITY AND ENGAGEMENT**

<p>| ANU 4.2 New alumni opportunities will be developed as part of an enhanced Alumni Strategy | | | |        |</p>
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<tr>
<td>ANU 4.5 The University’s diverse international student and staff mix will be cultivated and harnessed as a key asset to ANU.</td>
<td>• Mapped behavioural insights collected across 2018 inform the evidence led initiative framework used to prioritise and develop improved services and materials for stakeholders involved in supporting, recruiting and engaging current and prospective students. • Influenced by market insights across 2018, a team will be brought together from across the University community to progress a body of work on positioning and brand, culminating in a 2020 campaign that will cultivate and harness cross-campus excellence and diversity. • A Customer Relationship Management (CRM) tool is being implemented by ITS.</td>
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ANU 4.3 We will make ANU collections and the cultural life and amenity of our campus more accessible to the national capital community and beyond

| GE 6 | ANU will develop a Culture and Events Strategy, in coordination with the National Cultural Institutions and other national capital institutions, to grow the exhibition and performance program both on campus and online to reach a larger and broader public audience and to play a great role in the attraction of visitors to the national capital as a vibrant cultural and intellectual centre. [ANU 4.2 & 4.3] | • Culture and Events Strategy in place Q4 2018. • Discussions ongoing with national cultural Institutions and ACT Government, including around ANU 2019 involvement with the Multicultural Festival, and return involvement in Enlighten and Canberra Writers Festival. • Launch events for Kambri 2019 socialised Q4 2018, positioning Kambri as the cultural epicentre of campus. • Strategic Initiatives Communications Manager to be onboarded by SCAPA in Q1 2019 as a dedicated resource to drive more coordinated delivery. | T10 | Q1 2017 - Q4 2018 |

| GE 7 | Explore and implement ways of building the profile of ANU Collections and making them accessible on campus or through alternative platforms. [ANU 4.2 & 4.3] | • ANU Press had 2,318,682 downloads as at Q3 2018, an increase of 27% on Q3 2017. Results can be linked to the significant marketing program undertaken through Q2 and Q3 2018. • ANU Repository registered 1,512,673 downloads as at Q3 2018, including conference papers, journal articles, book chapters and data to support publications. • The ANU Archives exhibition Forgotten Trades, highlighting selected records of early Australian trade unions, was launched Q4 2018. Alongside showcasing rare items from the Archives, the exhibition included a world first connecting ANU students and researchers to the international data management plan service DMPTool using EduGAIN to support new capabilities for research. | T29 | |

ANU 4.4 A renewed philanthropy strategy will grow engagement with the University’s supporters, existing and new

| ANU 4.5 The University’s diverse international student and staff mix will be cultivated and harnessed as a key asset to ANU | ANU Marketing & Student Recruitment will change. Executive approved a proposal for implementation 2018-2020. Student Recruitment will refocus on selective future student engagement pursuing diversity and excellence, supported by Country Plans. Proposed IARU Future Research Scholar Program received initial funding from IARU. It will support five ANU students undertaking a placement with IARU partner institutions, and reciprocal arrangements for colleagues returning to ANU. International Strategy and Partnerships to be expanded and refocused Q4 2018 – Q1 2019 to better support ANU capabilities in partnership development, compliance, business intelligence and briefings. | | T9/T27 | ongoing |

| GE 8 | Enable access to ANU programs by a more diverse range of international students by developing ANU capabilities and expanding international education partnerships and pathways. [ANU 4.4 & 4.5] | • The China Liaison Office (CLO) was launched February 2017. • The Southeast Asia Liaison Office in Singapore (SALOS) was officially opened September 2018. • Initial scoping recommended postponing plans to establish an office in India, approach to be revisited Q1 2019. | T9/T27 | Q1 2017 - Q1 2018 |

| GE 9 | Establish the China Liaison Office and conduct feasibility studies on the establishment of Liaison Offices in India and Singapore. [ANU 4.4 & 4.5] | • Scholarships developed and launched on schedule. • The conditions of award and administration of the scholarship program are being reviewed to better meet the strategic aims of the scholarship program, for implementation S2 2019. | T9/T27 | Q4 2017 |
EXECUTIVE PLAN:
Societal Transformation – Key priorities progress

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<td><strong>FULFILLING OUR RESPONSIBILITY AS THE NATIONAL UNIVERSITY</strong></td>
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| ANU 2.1 We will embed public servants at ANU and our academics within government, emphasising co-creation of policy and broadening policy-related research | Goal-based NIG review:  
  - Full cycle, including feedback and review, completed. Suite of documents including NIG Policy, NIG Procedure and NIG Bid Guidelines created to support and fully embed this annual process, including ongoing feedback and consultation with Colleges and Executive.  
Incentives to engage:  
  - Progress is slower than anticipated. A working group has been established, chaired by the CAP Dean. Discussion of appropriate incentives is underway between the PPSIH Director, COO and Executive.  
Two-way policy engagement:  
  - The PPSIH has engaged Dr Subho Banerjee, former Deputy Secretary, Dept of Education, to develop recommendations to relaunch the ANU Public Policy Fellows Program. The proposed re-design has been accepted by SMSG, with further consultation of ANU and APS staff to be undertaken in Q1-2 2019.  
  - Renewed MoU with Sir Roland Wilson Foundation signed, and closer engagement with the SRWF Board, has been a Q4 priority | T38 2018 | A      |
| ST 1 ANU will build a culture among staff, students and alumni that encourages participation in shaping public policy. We will use drivers such as promotion and reward criteria that recognise impactful engagement, and simplified regulation that supports partnerships with government and the two-way exchange of academics and public policy practitioners. [ANU 2.1] | ANU will build a culture among staff, students and alumni that encourages participation in shaping public policy. We will use drivers such as promotion and reward criteria that recognise impactful engagement, and simplified regulation that supports partnerships with government and the two-way exchange of academics and public policy practitioners. |                                                                 |          |        |
| ST 2 Through the Policy and Societal Transformation Hub, we will increase the alignment of ANU research to public policy priorities, by providing financial incentives, building capability and providing an intellectually stimulating environment for students and staff. Our research will be cross-disciplinary, accessible and useful to policymakers/media. [ANU 2.2] | Through the Policy and Societal Transformation Hub, we will increase the alignment of ANU research to public policy priorities, by providing financial incentives, building capability and providing an intellectually stimulating environment for students and staff. Our research will be cross-disciplinary, accessible and useful to policymakers/media. | T11 2018/19 | R      |
| ANU 2.2 we will build the nation’s leading policy incubator by harnessing the research breadth of ANU, offering solutions to complex policy issues confronting the nation and our region – both known and unimagined | PPSI Hub progress:  
  - The impact of the PPSIH has not met expectations, and acceleration will be prioritised in 2019. Measurable alignment to national policy agenda has been limited.  
Policy Greenhouse:  
  - An initiative to incubate new ideas: the Green Paper outlining an operating model has been accepted by the ANU Executive with further work on a White Paper underway for submission in Q1 2019.  
Policy Gateway:  
  - An analysis of existing websites from all ANU policy centres has been completed and a proposed approach for the Gateway has been prepared. Discussions are underway regarding the technical build of the Gateway. This remains a priority.  
Index of key challenges:  
  - The PPSIH is developing a methodology to produce the ‘Index of Key Challenges’. This methodology involves drawing on available data from ANU Poll, the Australian Election Study, the World Values Study, and a survey of ANU Crawford Leadership Forum invitees. Implementation will commence in Q1 2019 with a view to an initial Index being launched in Q1-2 2019.  
  - The PPSIH will publish an annual report that will include the Index, short papers and snapshots on selected challenges in Q2 2019. |                                                                 |          |        |
| ANU 2.6 Fifty years on from the 1967 Referendum that gave the national government power to legislate for Indigenous Australia, ANU will play an active role in national debate about recognition of Australia’s first peoples in our Constitution | Faith Bandler Lecture:  
  - A follow-on event from the First Nations Governance Forum, the Faith Bandler Lecture was given by Geoffrey Robertson QC with over 1,000 people in attendance.  
  - Discussions are underway to make the Lecture an annual event.  
  - Mr Robertson has been appointed an Honorary Professor within NCIS.  
The Reconciliation Action Plan:  
  - Aden Ridgeway has been engaged to assess the University’s progress against the RAP and the final report is due in Q1 2019.  
The Conference on Treaty:  
  - Discussion is underway led by the NCIS Acting Director regarding a proposal to host a conference on Treaty in Q3/4 2019. | T35 2018 | G      |
| ST 3 ANU will work with policymakers, the media and society to build Australia’s engagement with the issues and options relating to Indigenous recognition. We will be a platform – both physical and digital – for a national discussion. [ANU 2.6] | ANU will work with policymakers, the media and society to build Australia’s engagement with the issues and options relating to Indigenous recognition. We will be a platform – both physical and digital – for a national discussion. |                                                                 |          |        |
| ANU 2.7 ANU will set the agenda in national and international discourse about our region |                                                                                               |                                                                      |          |        |
### ANU will use its expertise and national role to promote evidence-based views about Asia and the Pacific. We will position the University as the natural home for discussion and debate on our region, and will optimise our networks to ensure ANU has impact.  

**[ANU 2.7]**

<table>
<thead>
<tr>
<th>DFAT Indo-Asia Pacific engagement:</th>
</tr>
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<tbody>
<tr>
<td>• CAP is continuing work with DFAT to review ANU Indo-Asia Pacific expertise against a skills matrix that is matched to current government priorities. Q2 2019</td>
</tr>
<tr>
<td>• CAP has submitted a bid to DFAT to host the Australia Pacific Security College. The bid is for $18.5m over three years in the first phase with possible continuation for a further 4 years thereafter with additional funding.</td>
</tr>
<tr>
<td>• Planning underway for VC to visit Suva and other Pacific locations in June 2019.</td>
</tr>
</tbody>
</table>

**High profile visitors:**  
• The National Security College hosted James Clapper and Nicholas Rasmussen as VC’s Distinguished Professors in 2018 – both had significant impact.

**Australian Centre for China in the World:**  
• ANU Council has noted the new structure for the Centre as an academic hub for China Studies, with a much broader disciplinary reach.
<p>| |</p>
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<tbody>
<tr>
<td>New Board Chair appointed, and recruitment for Director and academic leadership roles is underway.</td>
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</table>

### OTHER SOCIETAL TRANSFORMATION INITIATIVES

<table>
<thead>
<tr>
<th>Indigenous health and wellbeing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans are advanced to fund via competitive process an Indigenous Health &amp; Wellbeing Initiative in 2019 with approximately $10 million of funding over 5 years.</td>
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</table>

**ANU Indigenous Research strategy:**  
• The inaugural ANU Indigenous Research Forum held in November 2018 bringing together Indigenous researchers with Aboriginal and Torres Strait Islander leaders to discuss collaborative research priorities.
<p>| |</p>
<table>
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<tbody>
<tr>
<td>• A Compendium of ANU Indigenous Research and a Directory of ANU Researchers working on Indigenous matters were launched at the Forum. This resource is now available for wider use.</td>
</tr>
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</table>

**NCIS:**  
• Recruitment for the NCIS Director advanced. Several candidates have met the VC.
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<tr>
<td>• Appointment of a new Undergraduate Indigenous Studies Convenor and Graduate Indigenous Studies Convenor completed – will help build new ANU Indigenous Studies courses and work across campus to integrate Indigenous knowledges and perspectives into ANU curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACLF 2019:</th>
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<tbody>
<tr>
<td>• The 2019 ACLF theme is Global Realities, Domestic Choices: Seizing opportunities in a time of rapid change. Confirmed speakers include: Justin Yifu Lin (former World Bank Chief Economist), Jean-Marie Guehenno (former CEO of the International Crisis Group), Catherine Mann (Global Chief Economist, Citi) and Gideon Rachman (Chief Foreign Affairs Columnist, Financial Times).</td>
</tr>
</tbody>
</table>

**Belt-and-Road:**  
• An invitation only Belt & Road Forum was held on 26 November 2018, facilitated by Gordon De Brouwer and was attended by key academics, policy makers and business people.
<p>| |</p>
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<tr>
<td>• On 13 December, CAP announced the extension of its partnership with Open Universities Australia in the delivery of less-commonly-taught Asian and Pacific Languages, and the new ANU commitment of $11.8M over five years to the advancement of the teaching of Asian and Pacific languages.</td>
</tr>
</tbody>
</table>

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**ATTACHMENT 10.1**

**STRATEGIC PLAN - EXECUTIVE & COLLEGE PLANS - PROGRESS REPORTS 2018**

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**T39 2018/19 A**

**T41 2018 A**

**T35 2018/19 A**
EXECUTIVE PLAN:
University Experience – Key priorities progress

### FULFILLING OUR RESPONSIBILITY AS THE NATIONAL UNIVERSITY

#### ANU 2.4
In collaboration with the Tjabal Centre, develop comprehensive support systems for Indigenous students at all levels and increase the Indigenous student cohort to at least 1.8% by 2021. New support systems will include the establishment of an undergraduate research support program, a scholarship for Indigenous Honours students, a mentoring scheme, and the development of an Indigenous education strategy. [ANU 2.4]

- Review of existing support procedures for undergraduates completed. A plan to implement comprehensive support to be developed in collaboration with the Tjabal Centre.
- Strong collaborative student support systems and culturally safe spaces will be developed between NCIS and the Tjabal Centre as informed by the Indigenous Student Statement and NCIS review/consultations (August, 2018).
- The 2019 Indigenous Mentoring program will incorporate peer-to-peer, student-staff and student-alumni mentoring opportunities. In 2018, 2 Indigenous mentees participated in the NECTAR Mentoring Program.
- As part of a targeting Indigenous staff and student recruitment drive in 2018, ANU has recruited several Honours scholars and is in the process of recruiting several Academic Associates/PhD Candidates.
- A review of the Indigenous Studies Major is in progress to facilitate the involvement of Indigenous HDR, Postdoc and staff across ANU for teaching into the Major.

#### UE 1
Develop comprehensive support for Indigenous staff, both academic and professional. An Indigenous staff network, a mentoring program, and an employment and retention strategy will be developed to position ANU as the university of choice for Indigenous staff. The University will strive to increase Indigenous employment across the University to 2% by 2021. [ANU 2.4]

- Indigenous staff and HDR student network established and several meetings held (March, May and November 2018). Staff have been encouraged to develop a more diverse range of network activities in 2019.
- Appointment of the new NCIS Director is currently in progress and this appointment will facilitate the proposed changes to the structure and function of the NCIS as a central hub for ANU Indigenous activities.
- The 2018 Indigenous recruitment included Visiting Fellowships and Indigenous Postdoctoral Fellowships (2).
- Cultural leave capability allowing Indigenous staff to engage with culturally relevant events;
- Include in all job advertisements, ‘Aboriginal and Torres Strait Islander people are encouraged to apply.’
- The Indigenous Professional Staff Grants Program aims to support initiatives committed to developing and implementing effective Aboriginal and Torres Strait Islander employment strategies;
- The Indigenous Professional Staff Traineeship program (in CoS this has been running for a year, with 3 trainees in place for 4-year apprenticeships).

#### UE 2
Revitalise Reconciliation at ANU by furthering research and public awareness of Indigenous issues and by ensuring that ANU is a place where Indigenous Australians can realise their potential and aspirations. This will include convening discussions of national significance with government, policy makers and Indigenous communities in collaboration with the Public Policy and Societal Impact Hub. [ANU 2.4]

- The Reconciliation Action Plan has received broad support across campus.
- The Indigenous Postdoctoral Fellow commenced October 2017. The 2018 Indigenous Postdoctoral Fellowship Program aims to recruit 2 additional Fellows.
- The benchmark annual review of the Reconciliation Action Plan is due to be completed in December 2018.
- First Nations Governance Forum was delivered in early July 2018 to consider Indigenous governance reform and precedents in other jurisdictions including New Zealand, Canada, USA and Scandinavia.
- Geoffrey Robinson AO QC delivered the Faith Bandler Lecture discussing ways to advance the rights of Aboriginal and Torres Strait Islanders.
- The Indigenous Research Forum highlighted a wide range of research, and published the ANU Indigenous Research compendium “Your goals, our strengths”, highlighting Indigenous research activities across the ANU.
- The ANU Repatriation Committee has been established and will meet 2 times per year.

#### UE 3
Develop an integrated training and support program for Indigenous PhD students in partnership with the Tjabal Centre, National Centre for Indigenous Studies and our Indigenous collaborators and partners to improve graduate outcomes and student satisfaction. A fund will be established to provide this support and the development of an Indigenous research strategy will bring together the many activities across ANU with a focus on Indigenous issues. [ANU 2.4]

- Improved completion rates for graduate Indigenous students across the University incorporated into the NCIS review, in collaboration with Tjabal Centre and Indigenous collaborator input and support, creating culturally safe space to connect HDR students across ANU.
- The ANU Indigenous Research Strategy outlines a process and timeline for bringing together the many activities that are relevant to Indigenous research and Aboriginal Australians.
- The community research fund to facilitate partnerships with Aboriginal and Torres Strait Islander communities is yet to be established, but will be discussed in 2019.

### ACHIEVING EQUITY – WITHIN ANU AND IN SOCIETY

#### ANU 3.1
To promote gender equity and diversity across ANU, we will do what is required to achieve an Australian SAGE Athena SWAN Gold award, starting with a Bronze award by 2019, and a Silver award by 2021.

#### UE 5
Review the University’s engagement with, and support provided to potential students and staff, particularly those from disadvantaged or marginalised backgrounds, to ensure that there are no barriers to people of talent coming to ANU. This will include a comprehensive assessment of the provision of scholarships, with the intention of

- The new IDEA Governance Framework will provide campus-wide authority and leadership accountability for Inclusion, Diversity, Equity and Access initiatives, including eg: SAGE, the Reconciliation Action Plan, the Disability Action Plan and the Social Inclusion Action Plan. This will provide for better synthesis and coordination of activity campaus-wide.
- The Social Inclusion Action Plan and Disability Action Plan working groups have been established.

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**Timeline**

- T35 Q4 2018
- T35 Q3 2018
- T35 Q3 2018
- T35 Q4 2018
- T36/T37 Q3 2018
<table>
<thead>
<tr>
<th>ANU 3.2</th>
<th>We will create and modify our practice, policies and culture so that admission, retention, and success for students and staff is based on ability and endeavour, irrespective of personal characteristics.</th>
</tr>
</thead>
</table>
| **UE 6** To assist students reach their potential, establish a scheme for students to be mentored by staff. [ANU 3.2] | - In 2018 the NECTAR mentoring program provided career development tailored to the individual mentoring needs of nearly 100 Mentees.  
- The 2019 Indigenous Mentoring Program will pilot a variety of mentoring styles including peer-to-peer, student to staff and student to alumni.  
- Following a review of the 2019 pilot, an extended scheme will be offered/promoted to all commencing undergraduate students in 2020, incorporating staff-student and peer-peer mentoring capabilities (ie: 3500 students will need 500 staff to volunteer), however, funding will need to be provided to facilitate the broad expansion of the mentoring program. |

**OTHER UNIVERSITY EXPERIENCE INITIATIVES**

| UE 7 | Lead the sector in providing a safe and respectful campus by developing a campus safety plan, a social inclusion access plan and a healthy university strategy and action plan. | - The Healthy University Strategy and Action Plan has been endorsed and will provide a whole-of-campus approach to health and well-being for staff and students.  
- The Campus Safety Plan will leverage off the Health University Strategy and Action Plan in providing a whole-of-campus approach to campus safety.  
- The Social Inclusion and Disability Action Plans will leverage off the Health University Strategy and Action Plan in providing a whole-of-campus approach to inclusion and access.  
- In response to the Australian Human Rights Commission report on sexual assault & sexual harassment in Australian universities, a number of key activities have been completed including an independent review of policies and procedures; extensive consent, disclosure and bystander training; development of web and other resources on supports available; and an update of the Discipline Rule for students. In addition, a number of activities are underway including the development of a Student Code of Conduct and revision of the Staff Code of Conduct.  
- The establishment of the Respectful Relationships Unit will provide a first stop for responding to sexual assaults on campus, centralised data collection, policy and procedures updates and recording for sexual assaults and harassment.  
- The management responses to the ANU Counselling Audit and the Residential Review have been finalised and implementation will be undertaken as part of the RRU. |

| T36 | Q4 2018 | G |
| T36 | Q3 2018 | G |

**ANU 3.1**

- The ANU ASA project is on schedule with the 2018 Roadshows completed, large scale scholarships fundraising work and new engagement events scheduled for early 2019 (See Academic Executive Plan).  
- Engagement with the Male Champions of Change process to promote cultural change in gender equity issues.  
- Science in Australia Gender Equity (SAGE) project in progress, working towards March 2019 submission date. The Self-Assessment team has developed the first draft of ANU’s application for Bronze status. The SAGE project will form part of the standing agenda of the IDEA Governance Framework.

**UE 7**

- In 2018 the NECTAR mentoring program provided career development tailored to the individual mentoring needs of nearly 100 Mentees.  
- The 2019 Indigenous Mentoring Program will pilot a variety of mentoring styles including peer-to-peer, student to staff and student to alumni.  
- Following a review of the 2019 pilot, an extended scheme will be offered/promoted to all commencing undergraduate students in 2020, incorporating staff-student and peer-peer mentoring capabilities (ie: 3500 students will need 500 staff to volunteer), however, funding will need to be provided to facilitate the broad expansion of the mentoring program.
EXECUTIVE PLAN:
Resources – Key priorities progress report

<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
<th>Who</th>
<th>Timeline</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILDING A CULTURE OF COLLEGIALLY &amp; ENGAGEMENT – ACROSS &amp; BEYOND ANU</strong></td>
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<tr>
<td><strong>ANU 4.1</strong> the University will prioritise collegially and cross-unit collaboration in funding and promotion decisions**gado</td>
<td>• Changes to the Research Support Program have been made to improve external collaboration.</td>
<td></td>
<td>COO, CFO</td>
<td>2017</td>
<td>G</td>
</tr>
<tr>
<td><strong>RES 1</strong>  Within the redesign of the overall budget allocation model, we will create incentives for collaboration and external partnerships. [ANU 4.1]**</td>
<td>• Within the redesign of the overall budget allocation model, we will create incentives for collaboration and external partnerships.</td>
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<tr>
<td><strong>CREATING AN UNRIVALLED CAMPUS ENVIRONMENT</strong></td>
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<tr>
<td><strong>ANU 5.1</strong> We will regenerate Union Court as the heart of University life. It will be home to outstanding student and staff services, event spaces, and new sporting and recreation facilities**gado</td>
<td>• The re-arrangement of car parking and optimisation of green space and campus amenity is being delivered through the new Campus Master Plan which is well underway and will be presented to Council in May 2019.</td>
<td></td>
<td>DF&amp;S</td>
<td>2020</td>
<td>G</td>
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<tr>
<td><strong>RES 2</strong>  Rearrange Car Parks on campus to optimise green space and campus amenity. [ANU 5.1 &amp; 5.2]**</td>
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<tr>
<td><strong>RES 3</strong>  Build the long awaited Acton Ridge pedestrian thoroughfare. [ANU 5.1 &amp; 5.2]**</td>
<td>• Works commenced in May with completion scheduled for end 2019.</td>
<td></td>
<td></td>
<td>2019</td>
<td>G</td>
</tr>
<tr>
<td><strong>RES 4</strong>  Transform the digital campus experience for students, staff and alumni, underpinned by a stable infrastructure foundation and capitalising on emerging technologies and innovative solutions. [ANU 5.1 &amp; 5.2]**</td>
<td>Significant progress has been made across a wide range of initiatives which are outlined below. However, the overall status remains Amber as there is still significant work that needs to be undertaken to transform the digital experience. Stable Infrastructure and Foundations: • Data Network refresh complete; Network Security: migration activity complete. • Cyber Security Program of Work in execution. • Outdoor Wi-Fi expansion complete with significant additional area now covered. • Enterprise storage facilities in place, currently in data migration stage. • Multifactor Authentication is used by 51 privledged users. To be expanded. • Development of AV strategy underway including service levels for each tier of AV with a range of upgrades complete in priority rooms. • AV streaming between Copland Theatre and the Tank implemented, providing an innovative solution to accommodating large lecture audiences when a larger venue is not available. User Experience: • Single Sign-On for key applications. • Service Now Portal upgraded and Service Pulse implemented (real time customer feedback for IT) • 85+ manual forms replaced with integrated eForms to date, including University Services Feedback System, Travel Auto Approval implemented, digital solutions for GLC account management and automated systems access under development. • The new curriculum management system went live in October • The Admissions, Scholarships and Accomodation systems are planned to go live in March 2019. • Digital solutions implemented for HDR Exams and Thesis Submissions process (2/5 modules in production). Digital transformation of the HDR Admissions process is underway with the project moving to Execution stage in November. • A Student App working party has been formed to assess the current mobile apps available, understand the Student’s needs and the experience they want, and develop an innovative solution. Smart Precinct - Kambri</td>
<td></td>
<td>DITS DSIG DSIS</td>
<td>2021</td>
<td>A</td>
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### Key Initiatives

<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
<th>Who</th>
<th>Timeline</th>
<th>Status</th>
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</thead>
</table>
| **RES 5** Manage and improve the workplace safety of the university campus. [ANU 5.1 & 5.2] | • Updated WHS policies, procedures & governance completed  
• New system implemented (July) for WHS Incident reporting (FigTree) which includes all students.  
• Workers Compensation Self-Insurance (WCSI) license to go live 1 July 2018.  
• WCSI Statement of Readiness assessed as on track for 1 July 2018.  
• Workers compensation claims improved by 41% over course of 2-years. | T29 | DHR | End 2018 | A |
| **RES 6** Implement new processes for regular infrastructure condition assessment. [ANU 5.1 & 5.2] | Whilst the University has implemented specific areas of good practice, some of which have been outlined below, the University is rating this Amber as it feels we have yet to implement a consolidated management framework with consistent measurement.  
Establishing this overarching framework is currently underway.  
• Refresh of maintenance contracts, with improved contractor performance (ongoing).  
• IT condition assessments for rooms covered by One ANU IT agreement undertaken on a regular basis including information commons room.  
• Tier 1 systems operating on current software version and most Tier 1 and Tier 2 systems with a Product Lifecycle Plan.  
• Process for building asset data capture and condition assessment processes in place and processed commenced. This has been integrated with the new Capital Works Committee process.  
• New Research Infrastructure Fund. ITS has a 10-year plan around infrastructure lifecycle. | T25 | DF&S & DITS | 2019 | A |

### ANU 5.3 We will reduce our carbon emissions intensity over the life of the Plan

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<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
<th>Who</th>
<th>Timeline</th>
<th>Status</th>
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</thead>
</table>
| **RES 7** Continue to reduce our overall consumption of energy. [ANU 5.3] | • Environment Management Plan to be finalised end 2018. Energy Master Plan development underway in conjunction with Acton Campus Master Plan. To be presented to Council for endorsement in May 2019.  
• New reporting developed to link usage from metering to charging. | T20 | DF&S | 2021 | A |

### ANU 5.4 ANU will develop or re-develop internationally-significant, national scale research and teaching infrastructure within the capital management fund

<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
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<th>Timeline</th>
<th>Status</th>
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</thead>
</table>
| **RES 8** Redirect recurrent NIG funds to support new national scale research. [ANU 5.4] | • All schools submitted their goals and presented them to the executive at workshops during May. The goals were aligned to the uses for which the University receives the NIG and sufficiently ambitious to be worthy goals for this Grant.  
• The NIG Performance Framework, Policy and Procedures have been agreed.  
• The current focus is developing the process for how the 12-month review will take place and how to broaden the schools involved. | T24/T32 | COO & DPPM | 2020 | G |
| **RES 9** Every year, we will allocate sufficient resources to buildings and infrastructure to ensure the University’s facilities are world class by 2025. [ANU 5.4] | • Capital management plan bidding process for 2018 completed.  
• 10 year information technology infrastructure plan is being implemented and proceeding as scheduled.  
• Ensuring infrastructure alignment with Acton Campus Master Plan | T26 | COO, DF&S & DITS | 2025 | G |
| **RES 10** Re-evaluate our workshops infrastructure and develop new models for relevant service provision. [ANU 5.4] | • Technical workshops project commenced to create a unified operating model. Work management, equipment register and booking tool selected and implementation scheduled for Q4 2018. The project will involve the design of a unification model and service delivery change in late 2019.  
• A Pricing and Funding green paper is currently in review. This paper addresses the future funding and user pay model for the unified Technical Workshops. A stage gate review of Stage 1 of the project will inform the detailed plan for Stage 2, to begin in early 2019. | T29 | DSIG | 2020 | G |

### OTHER RESOURCES INITIATIVES

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<thead>
<tr>
<th>Key Initiatives</th>
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<th>Timeline</th>
<th>Status</th>
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</table>
| **RES 11** Reduce the absolute cost of administration every year. | UniForum results show a steady reduction in overall business as usual administration efforts from 2013-2018 (reduction in 27 points on normalised cost). Student numbers have increased while staffing numbers have remained static, indicating a more efficient service delivery across the ANU. The design and implementation of a Budget Resource Management Framework (2018-2021) will provide further opportunity to harvest savings and reduce and manage expenditure.  
• Projects completed in Q4 2018 to further improve service delivery, streamline processing and reduce costs; HDR Thesis Submission and Examinations project, GLC Management, Travel Auto Approval, Research Accounting, Curriculum | T20 | COO, CFO, DSIG | 2021 | G |
<table>
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</table>
| RES 12 Reform the budget allocation process to ensure that every year there are new funds to support new initiatives. | • NIG indexation allocated to fund grand challenges program.  
• RBG surplus held for strategic reallocation.  
| RES 13 Develop comprehensive performance data on all our activities and use it in decision making. | • We continue to develop new performance data to underpin University decisions.  
While some of the significant new data sets are outlined below, progress remains Red as there is still important management data sets remaining outstanding.  
• New data sets released since the last update include the rollout of new self service Financial Management Reporting for all ANU Managers, a new 5 year EFTSL projection model to underpin the 5 year financial planning exercises and new reporting on the data captured through the University’s eForm systems.  
• Projects to be delivered in early 2019 including comprehensive HR management reporting, accommodation management reporting, new student analytic cubes and new reporting to support the new student sentiment surveys | T28 | DPPM | 2020 | A |
| ANU 1.1 We will lead the nation in the recruitment, retention, mentoring, management and development of academic and professional staff | | | | | |
| RES 14 Implement a comprehensive workforce planning regime [ANU 1.1]. | • Reporting project underway to shift standardised HR reports into ANU Insight planned delivery in the first half of 2019.  
• Data integrity planning report framework to commence in Q3 2019.  
• Workforce planning report framework to commence in Q3 2019. | T30 | DHR | 2019 | A |
| RES 15 Develop techniques for long term financial forecasting and scenario planning. | • Current year forecasting and income statement reporting delivered.  
• 5 year financial scenario model developed for the University and presented to Council.  
• 5 year student load planning model built to underpin the financial model and support initiatives to manage student growth. | T21/T22/T23/T24 | CFO, DPPM | End 2018 | G |
| RES 16 Build a service culture that is committed to improve our service levels year-on-year. | Progress has been made on these initiatives, as outlined below, but the overall objective will remain Amber until a strategy is agreed - and implementation of that plan is underway. Some specific examples of good practice and positive progress include:  
• Continuous Feedback Framework and system implemented in 2018 with 390 pieces of feedback (ideas for improvement, feedback, compliments) received to date  
• Service Excellence framework under development. Customer Service Retreat held with GMs and SDDs to develop a Customer Service Roadmap and implementation plan. The strategy is currently with stakeholders for review.  
• SDD’s and Service Desk (40 FTE) team is undergoing service excellence training (Phase 2). | T29 | SDDs | 2021 | A |
| RES 17 Re-evaluate the management of the CSS liability. | • Initial project planning and scoping commenced. | T27 | CFO | End 2018 | G |
| RES 18 Manage risk, informed by our accepted risk appetite, the tolerance limits we set and the risk management controls and treatments we put in place. | • Development of the University’s risk appetite statements completed and presented to the November 2017 ARMC and February 2018 Council meetings as a progress update. Work is underway to define quantitative measures (tolerances) for the appetite statements to align with the and Strategic Plans KPIs.  
• Development of templates and artefacts is still in progress for staff to effectively identify and manage risks.  
• The University’s Strategic Risk Register for 2018 was approved by Council on 6 April 2018 and its update approved on 7 December 2018, and been published on CGRO’s Audit and Risk webpage as a resource for strategic risk based decision making. | T34 | DCGRO | End 2018 | G |
<p>| RES 19 Change the delivery model for our business services, to streamline activities and increase engagement, decreasing the effort consumed by transactional processes. | This key initiative remains Amber as there is still substantial progress to be made across key areas including student administration, student recruitment and admissions and research management. Some areas of positive progress since the last report are highlighted below: | T29 | SDDs | 2021 | A |</p>
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Risk</th>
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<th>Timeline</th>
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<tbody>
<tr>
<td>One ANU IT Service Delivery Reform: 34 FTE transferred to ITS. Reduced physical servers across campus by 145, down to 504. Responsibility for significant amount of server infrastructure has transferred to ITS.</td>
<td>• Single Sign-On project in progress. Due to complete by December 2018 with staged rollout on key applications. • Improvements to ServiceNow Purchasing Portal to improve and streamline purchasing processes complete. • Single application process for undergraduate admissions, scholarships and accommodation under development. Due for rollout March 2019. • The education committees have been restructured and new membership established. • The ANU Council adopted the ANU Council Charter in July 2017. This document clearly defined and segregates the roles, responsibilities and authority of the Council from those of the senior executive management of the University. • Projects delivered in 2018 to improve service delivery, streamline processing and reduce cost include; HDR Thesis Exams and Submissions, GLC Management, Travel Auto Approval, Curriculum Management System, Research Accounting and Student Administration process improvements delivered to reduce transactional administrative effort. • The formation of a Graduate Research Office for HDR students is underway for 2019, Projects are underway to streamline transactional workload for Timetabling, Student Enquiry management and HDR Admissions.</td>
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**ANU 4.3 We will make ANU collections and the cultural life and amenity of our campus more accessible to the national capital community and beyond**

**RES 20** Review opportunities to increase community access to library and archive collections, particularly e-books for alumni and support greater research relationships with federal institutions [ANU 4.3].

• Alumni access to Emerald Business, Management and Economics eBook Series over 2,900 titles added in September 2018.

<table>
<thead>
<tr>
<th>RES 21</th>
<th>Continue with the progressive digitisation of our collections and our commitment to open access [ANU 4.3].</th>
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<td>• Theses – of approximately 7000 print theses only 537 remain to be digitised – with significant impact through increased downloads. • Sydney Stock Exchange stock and share lists - Large format bound volumes of the official lists from the close of trading sessions in the call room at the Sydney Stock Exchange from 1900 to 1950 are now available online. 12 terabits of knowledge. • Djugurba: tales from the spirit time - a storybook filled with various myths and legends concerning Djugurba (Spirit Time, or Dreamtime, stories) digitised. • George E. Morrison orations - 70 lectures in ethnology founded by George E. Morrison, a journalist, traveller and political adviser to the Chinese government in the late 19th and early 20th centuries now available online.</td>
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**ANU 1.1 We will lead the nation in the recruitment, retention, mentoring, management and development of academic and professional staff**

**RES 22** Improve the terms and conditions of staff in a reasonable, inclusive and sustainable manner, consistent with the goal of maintaining security in employment and capacity to pay [ANU 1.1].

• Enterprise bargaining complete and staff vote successfully completed. • Agreement lodged with Fair Work Commission approved in March 2018. • Implementation underway and all policy and procedures updates will be completed by 30 June 2018. • Parental leave provisions significantly enhanced and superannuation improvements available under the new agreement and extended via VC announcement on International Womans Day (March 2018). • Further initiatives will be explored in 2019.

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<th>RES 23</th>
<th>Develop a Master Plan for the Clunies-Ross corridor that reimagines the geographical connection to CSIRO and commence work on implementing it. [ANU 5.2].</th>
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<td>• Daley Road Precinct Study complete. • The connections to all neighbouring precincts including the Clunies-Ross Corridor, Acton Peninsular and the Canberra CBD are being considered in the Acton Campus Master Plan which will be presented to Council in May 2019.</td>
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STRATEGIC PRIORITIES PLAN:
ANU College of Arts and Social Sciences

Key Initiatives | Progress | Timeline | Status |
--- | --- | --- | --- |
**BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE**
CASS01 Increase the number of academic staff completing an ANU Higher Education Academy Fellowship. | Michael Martin, PFHEA, is invited to speak to new academic staff twice a year. As part of that discussion, he briefs them on the HEA Fellowship. | Q2 2017 | G |
CASS03 Develop discipline-specific indicators of research excellence (including for the Creative Arts). | Non-Traditional Research Outputs (NTRO) Working Party created performance indicators and research guidelines for NTROs. Document endorsed by College Executive and now being reviewed by other Colleges. Research Excellence indicators for other disciplines drafted and tabled at CASS Strategic Retreat for future submission to CASS Executive. | Q1 2018 | G |
CASS04 Reform the system of research skills training through coursework, strengthening foundational training in research and professional skills, while facilitating greater flexibility in the access to cross-discipline research skills training. | CASS HDR Sub-Committee approved CASS HDR Coursework Review and review recommendations. | Q1 2019 | G |
CASS05 Target recruitment activities in disciplinary priorities for two early and two mid-career researchers to the College per annum under the ANU Futures Scheme. | Six successful Futures Scheme applicants (4 out of 5 are female academics):  
  - Associate Professor Colin Klein (School of Philosophy)  
  - Dr Carmel O'Shanessy (School of Languages, Literature and Linguistics)  
  - Dr Rachael Brown (School of Philosophy)  
  - Dr Jennifer Davis (School of Sociology)  
  - Strategic research priorities developed to guide hiring decisions. | Q3 2017 | A |
CASS06 All staff who receive student evaluations of teaching with overall satisfaction ≤60% twice or ≤40% once will complete training, and be provided a mentor to improve their teaching. | The professional development program delivered by the EDS is available to all academic staff involved in teaching. The educational developers work with any staff interested in modifying their teaching practice. Plans are in hand to redevelop the curriculum of this program for 2019 to increase focus on student engagement activities.  
  - The College is developing a staff peer-mentoring program designed to improve teaching across all areas of the college. The new program will be launched in semester 1, 2019. | Q3 2018 | G |
CASS07 Strengthen research performance by increasing the number of academic staff contributing to ERA 4 or 5 disciplines, and increasing Category 2 – 4 revenue. | Increased engagement and support for Cat 2/3 funding opportunities and dissemination of outputs and impact.  
  - In collaboration with the Joint Colleges of Science, CASS ran an ANU wide Linkage Project half day workshop in Oct 2018.  
  - Facilitated meetings and interactions between industry and academics.  
  - 2018 successful Cat 2-4 grants are currently equal with total for 2017, and therefore expected to exceed 2017 level by the end of 2018. | Q3 2018 | G |

**FULFILLING OUR RESPONSIBILITIES AS THE NATIONAL UNIVERSITY**
CASS08 Further develop our leadership role in the University-wide ‘Australia and the World’ program. | The Australian Studies Institute has established itself as the global leader amongst the worldwide network of Australian Studies Centres and has taken a leading role in developing the ‘Australia and the World’ program within the DVC-GE portfolio.  
  - AuSI has entered into strategic partnership with a large number of national cultural institutions and strategic international research universities (IARU and APRU partners).  
  - AuSI is actively creating opportunities to highlight Australian research across transnational platforms and is creating a portal through which research partners are able to connect to the rest of campus.  
  - As of 2019, AuSI programs will facilitate University-wide fellowship exchange programs; encourage cross-university engagement with Visiting Fellows by hosting monthly Visiting Fellow dinners; and lead and co-host interdisciplinary events on campus and at leading institutions abroad. | Q1 2018 | G |
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| CASS09 Strengthen the Australian National Internship Program (across CASS and CAP) by increasing the percentage of students from across the nation participating in the program (nationally and globally) by drawing on our networks and strategic partnerships in Asia Pacific, Europe and the Americas. | • During 2018, ANIP continued its growth with 189 students undertaking research internships spread across the Commonwealth Parliament, Government Departments, ACT Legislative Assembly, Diplomatic Missions, NGOs and Think-tanks. This included collaborations with ANU's Crawford School of Public Policy, Development Policy Centre, ANU Centre for European Studies, East Asia Bureau of Economic Research (EABER) and Australian National Centre for Latin American Studies.  
• To mark the 25th Anniversary of ANIP, Alumni networking events were held in Melbourne (28 March), Sydney (5 April) and Canberra (18 September). The 25th Anniversary Reception at Parliament House brought together three hundred ANIP Alumni from each of the program's 25 years. The Reception hosted by the Vice-Chancellor and Presiding Officers of Parliament launched ANIP's 25th Anniversary publication that showcased the diversity of ANIP students and the impact the internships have had on their later careers.  
• Increased Indigenous Australian Graduate Scholarship to two per year.  
• A proposal to have two Indigenous trainees on a 12mth rotational program has recently been endorsed by the College. The College has made a successful application to the inaugural ANU Indigenous staff grants and is approved to fund half of the trainees salaries. EOs to be sought from CASS Administration Managers to host a trainee for a 4 month placement. Trainees anticipated to start early 2019 through ANU preferred provider.  
• Ongoing collaborations with Australian and international partners. Recent public policy engagement has focused on migration, politics, healthcare communication, and heritage and culture.  
• The ANU Centre for Social Research and Methods have contributed a Policy Paper, showcasing their leading efforts to use policy modelling to improve our welfare system and reduce poverty (A/Prof Ben Phillips; Prof Matthew Gray).  
• CASS academics are collaborating with a JCS led proposal to establish a "Tackling Indigenous Smoking" program, which is being funded by the Department of Health.  
• In collaboration with CECS, CASS have submitted a proposal to the Commonwealth Department of Defence, Australian Signals Directorate to fund a project looking into teaching collaborative and reproducible workflows for data-intensive language analyses (Drs Jane Simpson; Hanna Suominen). | Q1 2018 | G     |

**ACHIEVING EQUITY – WITHIN AND BEYOND ANU**

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<td>CASS12 Identify and develop programs targeting lower SES secondary schools in our annual program of school visits.</td>
<td>• Pending impact of ASA rollout.</td>
<td>Q4 2017</td>
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<td>CASS13 To support achieving bronze accreditation in SAGE Athena Swan we will develop, implement and promote a College Diversity Policy that is representative of ad supports the student and staff cohorts.</td>
<td>• In progress</td>
<td>Q3 2017</td>
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| CASS14 Encourage promotion and advancement of female staff through a mentoring program focussing on women at levels D and E. | • Promotion applicants meet one on one with the Dean in preparation for interview.  
• CASS and CoS ran a mock interview program for all Level E applicants in Sep/Oct 2018. Reponses from applicants were extremley positive and a review of this process is currently being conducted with the goal of running it again in the future (non-gender specific).  
• CASS HR provided female level D names to the UPC for inclusion into the mentoring program coordinated at a central level (3 people confirmed). | Q3 2017 | G     |
| CASS15 Develop CASS support scheme for Indigenous students and staff, including increasing the number of Indigenous college funded scholarships. | • Increased Indigenous Australian Graduate Scholarship to two per year.  
• A proposal to have two Indigenous trainees on a 12mth rotational program has recently been endorsed by the College. The College has made a successful application to the inaugural ANU Indigenous staff grants and is approved to fund half of the trainees salaries. EOs to be sought from CASS Administration Managers to host a trainee for a 4 month placement. Trainees anticipated to start early 2019 through ANU preferred provider.  
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• In collaboration with CECS, CASS have submitted a proposal to the Commonwealth Department of Defence, Australian Signals Directorate to fund a project looking into teaching collaborative and reproducible workflows for data-intensive language analyses (Drs Jane Simpson; Hanna Suominen). | Q3 2017 | G     |

**BUILDING A CULTURE OF COLLEGIALLY & ENGAGEMENT – ACROSS AND BEYOND ANU**

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<td>CASS16 Encourage all Level D and E academics to affiliate with a residential College and participate in College.</td>
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<td>Q2 2017</td>
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<td>Key Initiatives</td>
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| CASS17  Work with ANU Enterprise and international partners to develop professional training courses (e.g. Smithsonian, British Museum and Capital Cultural Institutions). | • Work with ANU Enterprise and international partners to develop professional training courses (e.g. Smithsonian, British Museum and Capital Cultural Institutions).  
  • Professional training courses successfully delivered by ANUCES, CRSM, SPIR and others. | - Q4 2020       | A      |
| CASS18  Facilitate the development of opportunities for relevant industry engagement and entrepreneurship in PhD programs within the social sciences and humanities disciplines. | A.D. Hope replacement building tender has been approved and the College has commenced discussions with the architects regarding the creation of a cultural precinct as part of this new structure, in collaboration with the Kambri build. | Q1 2018 - Q4 2020 | G      |
| CASS19  Take a lead role in developing Union Court and HASS arts-museum precinct drawing on and building on our relationships with the national cultural institutions. | RSSS Building construction has commenced and the ground slab laid. The build is currently on time and within budget.  
  A.D. Hope replacement building tender has been approved and the College and architects are currently collaborating on documenting the cultural and the state-of-the-art facilities infrastructure requirements. | Q2 2017 - Q4 2020 | G      |
| CASS20  Complete construction of RSSS building and secure funding for the demolition and rebuilding of the A.D. Hope Building to create a precinct that provides state-of-the-art infrastructure requirements for our digital and physical future, including laboratories, museums and a digital humanities exhibition space, improved storage and security for fragile collections. | In collaboration with the Joint Colleges of Science, CASS ran an ANU wide Linkage Project half day workshop in Oct 2018  
  College representation on the Banking Special Interest Group  
  Facilitated a HASS Research Showcase in conjunction with SPP, ANU and TTO. Future plans to hold these quarterly in 2019.  
  Continued growth of the MMMNet (the ANU migration network).  
  ANU Migration Update held in Oct 2018  
  Seminar scheduled with International presenter, Alex R. Piquero, for 20 Nov 2018. | Q2 2017 - Q1 2018 | G      |

### OTHER COLLEGE INITIATIVE(S)

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<td>CASS21  Facilitate the development of opportunities for relevant industry engagement and entrepreneurship for staff and PhD students.</td>
<td>Planning is being incorporated into the staff evaluation/resource flexibility in the new RSSS and A.D.Hope replacement buildings.</td>
<td>Q4 2018 - Q4 2020</td>
<td>G</td>
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| CASS22  Complete (with CAP) our extensive program of appropriate storage and repatriation of Indigenous remains and cultural artefacts. | In collaboration with the Joint Colleges of Science, CASS ran an ANU wide Linkage Project half day workshop in Oct 2018  
  College representation on the Banking Special Interest Group  
  Facilitated a HASS Research Showcase in conjunction with SPP, ANU and TTO. Future plans to hold these quarterly in 2019.  
  Continued growth of the MMMNet (the ANU migration network).  
  ANU Migration Update held in Oct 2018  
  Seminar scheduled with International presenter, Alex R. Piquero, for 20 Nov 2018. | Q2 2017 - Q1 2018 | G      |
| CASS23  Continually evaluate staffing and financial sustainability aiming to provide resource flexibility and alignment to strategic priorities. | Planning is being incorporated into the staff evaluation/resource flexibility in the new RSSS and A.D.Hope replacement buildings. | Q4 2018 - Q4 2020 | G      |

### CROSS-COLLEGE INITIATIVE(S)

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| CASS24  Successfully complete the CASS CAP Governance Project | The Project has initiated the development of new majors, new courses and new programs, as well as the restructuring of existing ones to allow more collaboration and variety within the disciplines for both academics and students.  
  Marketing to prospective students has been done by discipline instead of by Colleges at Open Days, Program Guides and specialised Showcases. This displays the breadth of world leading disciplines ANU has in a way that previous marketing did not.  
  The CAP/CASS Governance Project has opened the path for more collaboration across the HASS Colleges (e.g. the ANU HASS Impact Framework; and the National Indigenous Summer School).  
  Current report due to Chancellor on project successes; working towards a final report to Council at the end of 2018 to finish the project. | Q2 2017 - Q4 2018 | G      |
| CASS25  Lead the development of a large ANU-wide theme on the topic of Migration | Continued growth of the MMMNet (the ANU migration network).  
  ANU Migration Update held in Oct 2018  
  Seminar scheduled with International presenter, Alex R. Piquero, for 20 Nov 2018. | Q2 2017 - Q1 2018 | G      |
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| CASS26: Develop ‘Data Analytics – Digital Humanities’ teaching, research and public policy program with CECS.                                   | • New course on ‘network science’ (COMP4880) developed between CECS/RSSS (Tim Graham, Lexing Xie), as part of the emerging cross-college research program in Computational Social Science. It will be offered in S1 2019.  
• In collaboration with CECS, CASS have submitted a proposal to the Commonwealth Department of Defence, Australian Signals Directorate to fund a project looking into Teaching collaborative and reproducible workflows for data-intensive language analyses (Drs Jane Simpson; Hanna Suominen). | Q1 2018 | A      |
### STRATEGIC PRIORITIES PLAN:
**ANU College of Asia & the Pacific**

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<th>Key Initiatives</th>
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<td><strong>BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE</strong></td>
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| CAP1 | Articulate and socialise the meaning of excellence across the College; put in place strategies for attaining, measuring and rewarding excellence, including requiring teaching, research and impact portfolios to inform PDRs and promotions processes. Review the College’s Academic Performance Guidelines using global best practice, and define performance indicators for research, teaching, impact and service. | - RegNet is encouraging all academic staff to become Higher Education Fellows  
- CAP is leading the Academic Incentives Working Group for the ANU, which recognises the need to continue to incentivise high performance and use resources in a way that optimises outcomes for teaching and research | Q2 2018  
Q4 2018 | G |
| CAP2 | Review recruitment strategies and entry requirements to grow CAP’s HDR and high performing students, and ensure course content is innovative with explicit career-outcomes and has flexible learning and teaching opportunities. | - CAP has undertaken the following key initiatives from the Research Training Operation Plan: integration of college HDR Administration, HDR skills training workshops, cross-college flexible coursework options and integration with Dean of HDR inductions | Q2 2018  
Q4 2019 | G |
| CAP3 | Use targeted recruitment strategies to identify and recruit outstanding staff commensurate with the world’s greatest universities. | - HR processes are currently being reviewed | Q2 2018  
Q4 2019 | G |
| CAP4 | Target strategic research funding (including ANU Global Challenges Scheme and ANU Futures Scheme) to recruit early and mid-career researchers. Provide competitive funding for CAP staff with the highest potential for achieving a step-change in research and innovation performance. | - Through CAP’s internal funding scheme, APIP, 40 CAP grants have been allocated to support research projects  
- CAP continues to encourage academics to apply for Futures Schemes and Global Challenges grants | Q2 2018  
Q4 2019 | G |
| **FULFILLING OUR RESPONSIBILITIES AS THE NATIONAL UNIVERSITY** | | | |
| CAP5 | Building partnerships with key centres of academic excellence, across the University, nationally, in the Asia Pacific region and globally, by building strategic relationships around innovative programs. Further enhancing our reputation for public policy expertise by fostering deeper engagement with external partners, including through reciprocal staff placements. | - Bell School signed a MOU with the Leverhulme Centre for the Future of Intelligence (CFI), Cambridge University, UK (Sept 2018)  
- RegNet routinely engages with and provides research for international, national and sub-state governments and agencies including: the governments of Australia; Indonesia; China; South Korea; PNG; the United States. RegNet has engaged in policy briefings and consultations with intergovernmental, government and NGO officials domestically and internationally  
- RegNet has extensive engagement with the Australian Federal Police particularly through the secondment of an Assistant Commissioner into the RegNet Crime Observatory. The ACT Chief Health Officer is also a Visiting Fellow in RegNet, working on a collaborative research project with Sharon Friel and has enabled greater engagement with that sector  
- Continuing to offer Strategic Partner Development Grants to incentivise CAP academics to collaborate with partner institutions or initiate new ones  
- ANU academic exchange to Ritsumeikan University in early 2019  
- CAP is a co-sponsor of the new Kings College, London agreement that will fund CAP academic staff to visit Kings for a period of 1-6 months in 2019  
- National Parliamentary Fellowship Program commenced in 2018/19 with agreements in China, Japan and India  
- New internship program with The Asia Foundation to host CAP students in their regional offices across Asia and the Pacific. Commencing in 2019  
- Hosted the inaugural German-Asia Pacific Dialogue in 2018 in collaboration in Konrad Adenauer Stiftung. Plans in place for second Dialogue to be hosted in Berlin in 2019  
- New partnership between ANU and China Matters to develop a range of activities and initiatives on aspects of the Australia-China relationship  
- Continuing academic exchange program with Peking University  
- Crawford School have a Double Degree MPP with UTokyo and an exchange agreement with Hertie School  
- Signed MOU with PwC and continuation of nationwide Masterclasses | Q2 2018  
Q4 2018 | G |
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<td><strong>CAP 6</strong></td>
<td>Strengthen our reputation as a world-leading centre on the Asia-Pacific and public policy through hosting strategic events, and resourcing and empowering our Schools and Institutes to drive agenda-setting discussions. Finalise and socialise our framework for building impact measures into humanities and social science research.</td>
<td>• CAP led the development of the HASS Impact Framework, which has been socialised across the sector&lt;br&gt;• The College continues to host a number of strategic events including: 2018 Global Update, the State of the Pacific Conference, the Women in International Security Seminar Series 2018, Redress series on mass atrocities, Organised Crime Research Forum, Codification and Creation of Community &amp; Customary Laws in the South Pacific and Beyond conference, Disruptions Seminar Series&lt;br&gt;• Successful bid from the Bell School to host the Oceanic Conference on International Studies (OCIS) in July 2020&lt;br&gt;• Redesigned internal funding scheme APIP to incentivise agenda-setting discussions</td>
<td>Q2 2018</td>
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<td><strong>CAP 7</strong></td>
<td>Widen engagement with Indigenous communities through the CAP/CASS Reconciliation Action and Repatriation Project.</td>
<td>• RegNet has supported Dr Virginia Marshall, ANU Indigenous Postdoctoral Fellow to host 2 Indigenous student empowerment events and hosted Gurruru Visiting Scholars Eugene &amp; Carl Bargo in September which included 3 events across campus&lt;br&gt;• Collated and summarised research being done on Indigenous research within CAP&lt;br&gt;• Ongoing consultation with indigenous communities regarding repatriation of ancestral remains held at ANU (in CAP and CASS). One Indigenous Liaison Officer employed to facilitate repatriation in cases where the community request this going forward. Repatriation Committee (originally CAP-CASS) is elevated to University central to cover all areas of the University (November meeting 2018)&lt;br&gt;• Development of collaborative and participatory education and research programs with communities in Tasmania, Victoria, Northern Territory and Western Australia. Facilitated through investment in community consultation events and activities of the two ARC Centres of Excellence in CHL (COE for Dynamics of Languages, COE for Australian Biodiversity and Heritage)</td>
<td>Q2 2018</td>
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<td><strong>ACHIEVING EQUITY – WITHIN AND BEYOND ANU</strong></td>
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<td><strong>CAP8</strong></td>
<td>Increase women applying for, and succeeding in, academic appointment and promotions to at least 47% by reviewing recruitment and mentoring practices.</td>
<td>• Recruited three academic women in 2018 in SDSC&lt;br&gt;• RegNet has hired Dr Mai Sato, an expert in Asian crime and justice, to be the new Fellow and convenor of the MCJR Program&lt;br&gt;• The CAP Operational Plan for Investing in Our Expertise outlines a number of initiatives to assist academics including mentoring; reviewing of PDRs and promotions criteria&lt;br&gt;• CAP Female Academic Promotions Forum held every year prior to promotions round to support academics applying for promotion</td>
<td>Q2 2018</td>
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<td><strong>CAP9</strong></td>
<td>Increase the proportion of indigenous staff to at least 1% through identified positions and using alternative recruitment methods.</td>
<td>• RegNet is proud to have Dr Virginia Marshall, ANU Indigenous Postdoctoral Fellow as part of our academic unit. RegNet has also signed a 2 yr contract for an Indigenous trainee in our professional staff team&lt;br&gt;• The Gurruru Employment Strategy is currently being reviewed&lt;br&gt;• Working with Tjabal Centre and NCIS to formulate a targeted recruitment strategy for Indigenous candidates</td>
<td>Q2 2018</td>
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<td><strong>CAP10</strong></td>
<td>Increase the proportion of staff and students of Asian and Pacific backgrounds to at least 20% through targeted recruitment campaigns.</td>
<td>• The College continues to appoint staff and students from Asian and Pacific backgrounds. 30% of RegNet PhD candidates in 2018 are from across the Asia &amp; Pacific region&lt;br&gt;• The College is currently undertaking a review of recruitment plans</td>
<td>Q2 2018</td>
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<tr>
<td><strong>BUILDING A CULTURE OF COLLEGIALITY &amp; ENGAGEMENT – ACROSS AND BEYOND ANU</strong></td>
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CAP Strategic Priorities Plan: Progress Report to University Council February 2019
### Key Initiatives

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<td>Energise the College’s support for interdisciplinary and cross-college research especially around big, transformative projects and undertake projects that address specific national priorities such as cybersecurity. Increase the number and range of research and public policy partnerships with government, business and civil society organisations in Australia and the Asia Pacific. Expand the range and scope of our public policy work and partnerships through engaging extensively with the ANU Policy Innovator and Public Policy and Societal Impact Hub.</td>
<td>The Grand Challenges bid on Humanising Machine Intelligence involved collaboration between Bell School, CECs and Philosophy (CASS). This project will continue over the next five years with ANU and external funding. Four new FTE (Language Champions) to be employed by CHL as part of the the University’s five year investment in the LCTL. Innovative software development to be developed in 2019 through tender with private contractor. Four Flash Programs aligned with CHL’s NIG goals to further demonstrate our delivery of national priorities. Working with ANU Enterprise and PwC on developing a number of new initiatives. New Science, Technology and Public Policy course for public servants commences in January 2019. The College is continuing to explore collaboration opportunities between Harvard, ANZSOG and ANU. The College is collaborating with the PPSTH to deliver a round table on the Belt and Road Initiative (28 November).</td>
<td>Q2 2018  Q4 2019</td>
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| CAP12                                      | Successful bid for multi-year New Colombo Plan (NCP) funding to support a new UG study tour to run for the first time in 2019 – Southeast Asia’s Security Choices. 98% of CAP Undergraduate students have an international learning experience. CAP ran the IARU Summer School for 2018. | Q2 2018  Q4 2018 |

| CAP13                                      | RegNet hosts weekly lunchtime seminars inviting all staff and students to join as well as present their work/research. PhD candidates are also included in this program, presenting their Thesis TPRs and MTRs, as well as student-let panels. CHL to host mutiple events over 2018 and 2019 calendar year to celebrate significant holidays across all of our taught languages. This a new initiative which will also be open to local community groups. The College is reviewing the Asia Pacific Week for 2020 to enhance its cross College collaboration. | Q2 2018  Q4 2018 |

| CAP14                                      | The Coombs Refurbishment Project commenced on 1 July 2018 and is expected to take two years. | Q2 2017  Q4 2018 |

| CAP15                                      | CAP honours program structure aligned with common HASS structure with CASS for 2019. CAP and CASS in discussion for a common PhB program for 2020. Year in Asia program expanded to 7 degrees including CASS, CoS and CAP. CAP and CoS convening joint and micro-credentialed Vice-Chancellor’s course on Science Policy in partnership with government departments from 2019. BINS close collaboration between CAP CASS. CAP CASS project has been successful and the final report has been provided to Council. Discussions are continuing with CoS and CECS on developing a program for their students to have an international experience as part of their degree. | Q2 2017  Q4 2018 |

| CAP16                                      | The CAP/CASS Repatriation Project is now a Central University Committee embracing members from across the University. CAP is Chaising the Committee. | Q2 2017  Q4 2018 |

| CAP17                                      | RegNet offered the MPP Specialisation in Regulation for the first time in 2018. | Q2 2017  Q4 2018 |

### CREATING AN UNRIVALLED CAMPUS EXPERIENCE

| CAP13 Integrate international and domestic student communities into the intellectual and cultural life of the College by developing a range of appropriate on-campus engagement activities. Expand Asia Pacific Week to bring the community on to campus to celebrate Asia and the Pacific at ANU. | • RegNet hosts weekly lunchtime seminars inviting all staff and students to join as well as present their work/research. PhD candidates are also included in this program, presenting their Thesis TPRs and MTRs, as well as student-let panels. CHL to host multiple events over 2018 and 2019 calendar year to celebrate significant holidays across all of our taught languages. This a new initiative which will also be open to local community groups. The College is reviewing the Asia Pacific Week for 2020 to enhance its cross College collaboration. | Q2 2018  Q4 2018 |

| CAP14 Provide more collaborative and creative staff and student spaces, and improve the teaching and research facilities, to increase the attractiveness of the College and University to prospective students and staff. | • The Coombs Refurbishment Project commenced on 1 July 2018 and is expected to take two years. | Q2 2017  Q4 2018 |

### CROSS-COLLEGE INITIATIVE(S)

| CAP15 Operationalise the priorities for the CAP/CASS Project and expand Asia-Pacific and policy-engagement experiences to all ANU students. | • CAP honours program structure aligned with common HASS structure with CASS for 2019. • CAP and CASS in discussion for a common PhB program for 2020. • Year in Asia program expanded to 7 degrees including CASS, CoS and CAP. • CAP and CoS convening joint and micro-credentialed Vice-Chancellor’s course on Science Policy in partnership with government departments from 2019. • BINS close collaboration between CAP CASS. • CAP CASS project has been successful and the final report has been provided to Council. • Discussions are continuing with CoS and CECS on developing a program for their students to have an international experience as part of their degree. | Q2 2017  Q4 2018 |

| CAP16 On-going management of repatriation plan for Indigenous Ancestral Remains through the cross-College Repatriation Working Party. | • The CAP/CASS Repatriation Project is now a Central University Committee embracing members from across the University. CAP is Chaising the Committee. | Q2 2017  Q4 2018 |

| CAP17 Delivery of the new masters of public policy course involves cross-college delivery of the specialisations and greater range of students will be eligible to undertake the course. | • RegNet offered the MPP Specialisation in Regulation for the first time in 2018. | Q2 2017  Q4 2018 |

### OTHER COLLEGE INITIATIVE(S)

CAP Strategic Priorities Plan: Progress Report to University Council February 2019
<table>
<thead>
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</table>
| CAP18 | Currently developing a new strategic plan for the College which will identify other College initiatives. | • HASS Indigenous Summer School will run parallel with the STEM Indigenous Summer School from December 2018. This initiative is being driven by CAP, and includes CASS/CBE/COL.  
• The student intake for the new cross College Masters of Criminology commenced in 2018.  
• Development of a new Science Technology and Public Policy microaccreditation course for public servants. This initiative is being driven by CAP and includes CECS/COS/CPAS.  
• Increased number of Alumni and prospective donors at all events and activities | Q4 2018 | G |
### STRATEGIC PRIORITIES PLAN:
**ANU College of Business and Economics**

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<tr>
<td><strong>BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE</strong></td>
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<tr>
<td>CBE1 Implement the recommendations of the 2016 Teach and Learning Eminence Committee; including reconvening the group to examine further evidence.</td>
<td>• This was put on hold until a permanent Dean was appointed. Now this has occurred, discussions can resume as to how to move forward with this.</td>
<td>Q3 2017</td>
<td>Q3 2018</td>
</tr>
<tr>
<td>CBE2 Engage a Student Experience Co-ordinator to implement strategies outside courses to enhance student experience.</td>
<td>• New Student Experience Co-ordinator has been appointed and multiple activities are now ongoing.</td>
<td>Q2 2017</td>
<td>Q4 2020</td>
</tr>
<tr>
<td>CBE3 Implement the Peer Review Network to support new teachers develop a reflective practice.</td>
<td>• Pilot program completed in Semester 2 2017. There was limited uptake by academics, broader discussions amongst the academic staff within the College is recommended to gauge the level of interest and determine the best structure for the program.</td>
<td>Q1 2017</td>
<td>Q4 2020</td>
</tr>
<tr>
<td>CBE4 Instigate a series of Educational focus seminars at the College level with focus on innovation in teaching, to be held in conjunction with CBE teaching events such as Tips and Tricks.</td>
<td>• No update</td>
<td>Q3 2017</td>
<td>Q4 2020</td>
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<tr>
<td>CBE5 Develop and implement ‘flagship’ CBE PhD program that considers facilities, funds and streamlined processes to attract the best possible students.</td>
<td>• Previously on hold pending the outcomes of the “Redefining the ANU PhD” Committee of Inquiry. Following the “Redefining the ANU PhD” Green Paper release and discussion forums the purpose to establish a “flagship” ANU PhD has been discontinued and accordingly the purpose to establish a “flagship” CBE PhD should be discontinued as well (CBE PhD programs currently among top programs in respective disciplines in Australia)</td>
<td>Q2 2017</td>
<td>Q4 2020</td>
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<td>CBE6 Continue to identify training needs and deliver tailored solutions to supervisors &amp; HDR students i.e. Interview skills training to support students compete in job market.</td>
<td>• CBE supervisors &amp; HDR students training program currently among top training programs at ANU. A suite of new CBE HDR writing training workshops (6 workshops on research project management, thesis proposal reviews, thesis structures and introductions, literature reviews, journal article writing and editing), as well as new CBE Writing Retreats, were first offered in 2017. After evaluation they were re-offered in 2018 and are planned for 2019. Working to embed interview and presentation skills in the training program.</td>
<td>Q2 2017</td>
<td>Q4 2020</td>
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| CBE7 Review College-level research training and incentive schemes to ensure both are geared towards rewarding both high-quality and high-impact research outcomes. | • Review of College-level research support completed with the following changes implemented:  
  • Introduced a new External Research Co-Funding Scheme;  
  • Introduced a new Mid-Career Researcher Grant Scheme;  
  • Increase of funds available to existing Gender Equity and Indigenous Grant Schemes.  
  • Final preparations underway for the introduction of General Participant Pools aimed at supporting the use of the CBE Behavioural Labs. | Q3 2018 | Q4 2020 |
<p>| CBE8 Develop mechanisms for incentivising high impact Research &amp; education – enhance promotion criteria accordingly. | • No update | Q3 2017 | Q2 2018 |
| <strong>FULFILLING OUR RESPONSIBILITIES AS THE NATIONAL UNIVERSITY</strong> | | | |
| CBE9 Explore opportunities for multi-disciplinary initiatives which focus on transforming organisations. | • Discussions being held regarding CBE’s involvement in the Centre for Agri-Technology (CEAT) | Q3 2017 | Q4 2017 |
| CBE10 Create a holistic cultures and values framework for all CBE Staff. | • External consultancy have been working with CBE staff to collate data. A draft framework is currently underway. | Q3 2018 | Q1 2019 |</p>
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<td>CBE11 Progress gender equity actions through the College Gender Equity Committee.</td>
<td>- Implementation of Strategic Gender Equity Academic Appointments (SGEAA) scheme, providing funding to support Research Schools with gender specific appointments when there is an imbalance of gender equity. Q1 2018</td>
</tr>
<tr>
<td>CBE12 Explore ATSI employment opportunities through graduate programs.</td>
<td>- Investment in 2 Indigenous professional staff trainees. - Working with central HR Division on mandatory professional staff position advertising in Indigenous media outlets and guaranteed interview scheme for applicants who identify as Indigenous. Q1 2018 Q4 2020</td>
</tr>
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<td>CBE13 Develop a major gift pipeline in China where Chinese major donors set up their own named scholarships – using the international equity scholarship.</td>
<td>- One named scholarship (Jesse Chang) and a suitable recipient was identified for 2018. - Ongoing challenges with measuring/assessing equity eligibility in an international context so discussions are ongoing about the sustainability and implementation of these scholarships. Q2 2017 Q4 2020</td>
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<td><strong>BUILDING A CULTURE OF COLLEGIALITY &amp; ENGAGEMENT – ACROSS AND BEYOND ANU</strong></td>
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<tr>
<td>CBE14 Map current HDR Industry engagement and leverage further opportunities including HDR internship opportunities.</td>
<td>- Map of current HDR industry engagement in progress as part of the university wide E593 Data Collection for HDR Students on research end-user engagement activities [CBE HDR Professional Staff part of a team who worked to improve collection of data on research end-user engagement activities]; work on HDR internship opportunities in progress [2 CBE Academic Staff members of the University HDR Industry Working Group]. -</td>
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<tr>
<td>CBE15 Increase external research engagement through the formation of College-level research partnerships aligned to strategic direction.</td>
<td>- Discussions being held with financial regulators exploring CBE’s role in increasing financial literacy and inclusion of all Australian. - Discussions being held with Westpac’s Venture Capital arm, Re-inventure, regarding the formation of an AI Accelerator. Q2 2017 Q4 2020</td>
</tr>
<tr>
<td>CBE16 Encourage cross-disciplinary research collaborations through the development of College-level incentives and supports.</td>
<td>- Introduction of the External Research Co-Funding Grant on 01/01/2019. - Grant on 01/01/2019 - Final preparations underway for the pilot launch of the CBE Venture Lab over the summer break, followed by a formal launch in Semester 1, 2019. Q1 2018 Q4 2020</td>
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<tr>
<td>CBE17 Develop and administer diversity &amp; equity scholarships which particularly target students from low SES backgrounds.</td>
<td>- Several diversity and equity scholarships in place (including Dixon-Walsh, Bhavita Patel, Changing Futures, D. Brownbill) and have been awarded in 2018. - From 2019 there will be three more diversity/equity scholarships – CBE Access, CBE Rural and Regional, RSFAS Student Managed Fund - Discussions taking place to finalise implementation of two new philanthropic scholarships from 2020 – one will be the first female only scholarship for an RSE UG student (donor funded) and the other will be a Rural and Regional (donor funded) scholarship Q1 2017 Q2 2017</td>
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<tr>
<td><strong>CREATING AN UNRIVALLED CAMPUS EXPERIENCE / OTHER COLLEGE INITIATIVES</strong></td>
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<td>CBE18 Developing a distinctive College Strategy.</td>
<td>- College culture and values project in progress for implementation in 2019. - College vision project to commence in 2019. Q1 2019 Q1 2018</td>
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<td>CBE19 Improve the project management capability of professional staff across CBE.</td>
<td>- Complete. Prince 2 training delivered to 35 staff in November 2017 and March 2018. College project management framework introduced following training. Q2 2018 Q4 2020</td>
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<td>CBE20 Explore capital build opportunities to support and optimise engagement initiatives.</td>
<td>- Lyons have established the committee and inaugural meeting to commence design concepts. Q1 2017 Q1 2020</td>
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<td>CBE21 Develop a CBE cross unit pilot project (EOI register for professional staff who are interested in working in other areas of the College).</td>
<td>- Developed and Implemented Q2 2017 Q2 2018</td>
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<td>CROSS-COLLEGE INITIATIVE(S)</td>
<td>Support and engage with One ANU IT agenda.</td>
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<td>• GM – Precinct IT Manager established regular meetings.</td>
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## Key Initiatives

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<td><strong>CECS01</strong> Develop a College culture of contemporary excellence in academic engineering and computing excellence through an integrated, evidence-based, people development strategy. That strategy will focus on fit-for-purpose career development and will have inclusion principles &quot;baked in&quot;.</td>
<td>• The College has not made the progress it had expected to. College and School level plans, including ‘reimagining project’ will inform this further. The College is working with ANU HR Culture and Performance Development team and the SAGE Self-assessment team on gender and indigenous issues.</td>
<td>2017 ongoing</td>
<td>R</td>
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| **CECS02** Develop and implement an engineering education improvement plan. | • A range of initiatives have been implemented, including:  
  - Appointment of Assoc Prof Kim Blackmore as Engineering Education Strategist from June 2018.  
  - Peer Assisted Teaching and Learning Scheme (PATS, currently running).  
  - the hiring of teaching intensive academics; pairing junior academics with senior academics.  
  - re-establishment of leadership in the core.  
  - injecting industry professionals into core subjects.  
  - introduction of tutor awards. | 2017 2017 | G |
| **CECS03** Work to achieve the professional accreditation of our postgraduate courses that will ensure quality and excellence both domestically and globally. | • Engineers Australia review of Master of Engineering programs (Renewable Energy, Mechatronics, Digital Systems and Telecoms) took place on 27/28 Nov 2017. Verbal feedback and draft report from review panel indicates that all three programs will be recommended for provisional accreditation. The Accreditation Board met in May 2018 and we are awaiting the outcome.  
• MCOMP is accredited. | 2017 2019 | G |
| **CECS04** Increase staff engagement with training and leadership programs including peer mentoring, executive leadership and cross college initiatives such as the ECR development scheme (CoS). | • With a target of six, the College had nine people register as mentors for the NECTAR Mentor Program.  
• The Future Engineering Research Leadership (FERL) scheme has a budget set aside for 2018 to provide leadership activities. There is a similar initiative in the Computer Science ‘Futures Fellow’ Scheme – the first appointment will arrive in Nov 2018.  
• Staff are completing coaching, training and professional development activities inhouse and externally, which is continually being encouraged. | 2017 2020 | G |
| **CECS05** Strengthen the number, quality and diversity of our HDR student cohort and their experience through developing institutional HDR partnerships with peer universities worldwide, improving HDR recruitment processes and strengthening support and guidance to HDR students and their supervisors through various phases of the HDR lifecycle. | • RSACS implemented a ‘flexi’ scholarship scheme to speed up scholarship offers for high quality candidates between main scholarship rounds, and also allocated a HDR scholarship to all academic staff members to encourage growth in numbers.  
• College-funded scholarships have been awarded to domestic students in ‘mini’ rounds to enable faster enrolment – these students encouraged to apply for RTP round as current student, so cost to college is minimal.  
• The College holds quarterly new HDR student inductions which focus on local academic and administrative support structures for the College.  
• HDRs, with strong emphasis on importance of supervision relationship. Resources are provided to students to enable them to have effective communication with supervisors, and are encouraged to seek guidance when they need to.  
• Every new student receives one-on-one induction with College HDR admin and School administrators.  
• HDR Admin team works closely with ANU Research Training to ensure high College participation in central research training opportunities (inductions, writing programs, support groups, etc.).  
• HDR Student experience issues to be handled by HDR Committee, which is well placed to anticipate and managed HDR-specific student experience issues. | 2017 Ongoing | G |
### FULFILLING OUR RESPONSIBILITIES AS THE NATIONAL UNIVERSITY

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| **CECS06**  
Increase our role as one of the key disciplinary “gateways” through which ANU has impact. This will include participation in the new ANU public policy hub, ECI and leadership seen through ANU experts in Cyber, Data Security and new energy to have societal impact particularly through tripartite partnerships between ANU, Government & Industry. | • RSCS, MSI, ASD building has been completed and RSCS academics will be moved in by the end of June. There have been a series of workshops with ASD (Aust Signals Directorate), across Colleges, to match-up researchers from ASD and academics from across ANU to form collaborative teams, that commenced in April 2018. These teams will have the opportunity to make proposals to get funding through ANU-ASD ‘Joint Research Facility’ with projects to be commenced from 1 July.  
• The College will have a CEO for the Cyber Institute shortly.  
• Dr Lachlan Blackhall has been appointed to lead an international research program to improve battery storage. This is jointly funded by the ACT Government and ANU (including ECI and CECS).  
• The College continue to engage with government and industry around its data analytics programs. There are advisory and stakeholder committees driving this collaboration.  
• The 3A Institute is driving a collaborative and synergistic research/engagement agenda. The 3A team is building an initial program of collaborative, ethnographic field studies with the Royal Australian Air Force, the Australian Institute of Marine Science, the German Federal Government, Caltech and the Royal Shakespeare Company – to study the emergence of Cyber-Physical Systems in a range of activity sectors, workplaces and cultures. Comparative analysis of the results will provide 3AI and each partner with a “big picture” understanding of internal and external opportunities, challenges and approaches to workplace readiness and strategy setting.  
• The 3A Institute is also pursuing early conversations regarding innovative ways to share and transfer the new body of knowledge it is building with a range of partners in industry and government.  
• The 3A Institute hosted Lama Nachman, Intel Fellow and Director of the Anticipatory Computing Lab for 1 week in May 2018. Dr Nachman gave a series of presentations, including a sold-out CECS Dean’s Colloquium talk during her stay on campus.  
• Genevieve Bell gave keynote lectures in the US in May 2018 (Apple University, Intel AI DevCon, Intel ISEF, Intel ICAP) showcasing the foundational work of the 3A Institute to a range of audiences.  
• Elanor Huntington has been keynote speaker at seven high profile conferences/symposiums in the last 3 months. | 2017  
2022 |
| **CECS07**  
Over a 5-year timeframe, reposition the budgets of both research schools to deploy the National Institutes Grant in a reportable way to ensure the College is fulfilling its responsibility in Nation building. | • Alligned with the NIG consultation process of the University, RSEng had a series of consultations that led to several ideas. RSEng submitted two of those ideas as plans to the University.  
• RSCS had similar activities which lead to the submission of NIG plans. The focus being on NIG aligned with Australian Signals Directorate (ASD) and Austrac.  
• Plan completed. | 2017  
ongoing |
| **CECS08**  
Take the lead in providing access to Canberra (as the national capital), its influence networks and professional societies to Australian Engineering & IT discipline faculty through participation in G08, ACED & ACDICT. | • The College is a active participant in all of these. We are also working into the ACT through things like techlauncher and participation in cyber security node of growth network. We are working with ASD on the new building and engagement plan. We are working with the Australian Computer Society on internships.  
• We continue to participate in these activities. We will also be participating in the Asian Engineering Dean’s Congress in addition to taking an active role in ACED, ACDICT and Go8 Deans meetings/conferences.  
• The College is a member of the Australian Information Industry Association. | 2017  
ongoing |

### ACHIEVING EQUITY – WITHIN AND BEYOND ANU
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<td><strong>CES09</strong></td>
<td><strong>APPOINT AN AD-DI, WITH RESPONSIBILITY FOR DEVELOPING AND OVERSEEING AN EVIDENCE-BASED STRATEGY FOR DIVERSITY AND INCLUSION WITH A SPECIFIC FOCUS ON INDIGENOUS ENGAGEMENT AND THE ATTRACTION AND RETENTION OF FEMALE STAFF AND STUDENTS. INCLUDING INITIATIVES SUCH AS ATHENA SWAN/SAGE PROGRAM; ENSURING ALL COLLEGE/SCHOOL EVENTS HAVE 50:50 TARGET OF FEMALE PARTICIPATION.</strong></td>
<td><strong>AD-DI APPOINTED MAY 2018. CO-ORDINATORS FROM BOTH RESEARCH SCHOOLS HAVE BEEN APPOINTED, AND A COMMITTEE HAS BEEN FORMED. THE COLLEGE IS AN ACTIVE CONTRIBUTOR TO SAGE ATHENA SWAN, AND RAP INITIATIVES. THE COLLEGE IS WORKING WITH A/PROF NAOMI PRIEST FROM RSSS, CASS. HER RESEARCH IS ON CULTURAL CHANGE AND D&amp;I. SHE WILL LEAD A READING GROUP AND HELP UPSKILL US. THE FIRST PAPER RECEIVED.</strong></td>
<td><strong>2017</strong></td>
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<td><strong>CECS10</strong></td>
<td><strong>WORK WITH OTHER COLLEGES AND THE TJABAL CENTRE TO DEVELOP INITIATIVES THAT PROMOTE INDIGENOUS PARTICIPATION SUCH AS SUMMER PROGRAMS; INDIGENOUS TEACHER'S SUMMER SCHOOL; AND INDIGENOUS ADJUSTMENT PROGRAMS.</strong></td>
<td><strong>THE COLLEGE CONTRIBUTES SIGNIFICANTLY TO THE SUCCESSFUL INDIGENOUS SCIENCE AND ENGINEERING SUMMER SCHOOL. THE COLLEGE HAS A PROPOSAL TO APPOINT A MINIMUM OF ONE INDIGENOUS ADMINISTRATIVE TRAINEE IN 2019. THE COLLEGE IS IN THE FINAL STAGES OF APPROVING A STEM SCHOLARSHIP FOR 2ND YEAR STUDENTS, IN CONJUNCTION WITH COLLEGES OF SCIENCE AND TJABAL.</strong></td>
<td><strong>2017</strong></td>
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<td><strong>CECS11</strong></td>
<td><strong>INTRODUCE STRATEGIES THAT ADDRESS THE GENDER ISSUES WITHIN STEM DISCIPLINES. SPECIFICALLY INITIATIVES SUCH AS 30% (OR MINIMUM 2) WOMEN SHORTLISTING AND &quot;IF NOT, WHY NOT&quot; REPORTING.</strong></td>
<td><strong>THE PRINCIPLES THAT THE COLLEGE INTRODUCED AND THAT GUIDE THE ACADEMIC RECRUITMENT PROCESS ARE IN PLACE. THIS INCLUDES INITIATIVES THAT REQUIRE A MINIMUM OF TWO FEMALES SHORTLISTED AND IF NOT, WHY NOT.</strong></td>
<td><strong>2017</strong></td>
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**BUILDING A CULTURE OF COLLEGIALITY & ENGAGEMENT – ACROSS AND BEYOND ANU**

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<td><strong>CECS12</strong></td>
<td><strong>BUILD ON AND STRENGTHEN OUR RELATIONSHIPS WITH CSIRO/DATA61 ON BEHALF OF ANU TO DEVELOP FUTURE RESEARCH COLLABORATIONS</strong></td>
<td><strong>EXISTING LINKS TO DATA61 THROUGH RESENG AND RSCS IS CONTINUING. 3AI IS RAMPING UP THE COLLABORATION WITH DATA61 BY DRIVING THE HIRED SECONDMENT OF A SECOND RESEARCH FELLOW, TO BE BASED IN MELBOURNE. AS PART OF THE 2018 BUDGET, DATA61 HAS BEEN TASKED AND FUNDED WITH BUILDING AUSTRALIA’S ARTIFICIAL INTELLIGENCE (AI) CAPABILITY, WHICH INCLUDES BUILDING A NATIONAL AI ETHICS FRAMEWORK. THERE IS SCOPE TO FURTHER EXPAND OUR COLLABORATION WITH DATA61.</strong></td>
<td><strong>2017</strong></td>
</tr>
<tr>
<td><strong>CECS13</strong></td>
<td><strong>COMPLETE AND BUILD ON THE ASD PARTNERSHIP.</strong></td>
<td><strong>A STRATEGIC RELATIONSHIP MANAGER HAS BEEN APPOINTED IN COLLABORATION WITH THE COLLEGE OF SCIENCE AND SUPPORTED BY THE DVC-R. ASD WILL HAVE A SERIES OF WORKSHOPS AT ANU TO MATCH-UP RESEARCHERS FROM ASD AND ACADEMICS FROM ANU TO FORM COLLABORATIVE TEAMS IN APRIL 2018. THESE TEAMS WILL HAVE THE OPPORTUNITY TO MAKE PROPOSALS TO GET FUNDING THROUGH ANU-ASD ‘JOINT RESEARCH FACILITY’ WITH PROJECTS TO BE COMMANCED FROM 1 JULY.</strong></td>
<td><strong>2017</strong></td>
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<td><strong>CECS14</strong></td>
<td><strong>WORK WITH OTHER COLLEGES TO DEVELOP A SUITE OF POSTGRADUATE MASTERS COURSES THAT BUILDS AND EXPANDS ON EXISTING PROGRAMS AND PARTNERSHIPS SUCH AS THE MADA/BADA/ CYBER/ DIGITAL ANALYTICS/DIGITAL HUMANITIES.</strong></td>
<td><strong>THE COLLEGE IS CURRENTLY LOOKING AT MASTERS PROGRAMS INITIATIVES IN THE AREA OF INTELLIGENT AGRICULTURAL TECHNOLOGIES WITH THE ANU CENTRE OF EXCELLENCE IN AGRICULTURAL TECHNOLOGIES WITHIN THE RESEARCH SCHOOL OF BIOLOGY. THERE IS A CONVERSATION BEING HELD WITH THE RESEARCH SCHOOL OF CHEMISTRY TO LOOK AT COMBINING WITH THE RESEARCH SCHOOL OF ENGINEERING IN DEVELOPING MASTERS PROGRAMS IN BOTH MATERIALS ENGINEERING AND CHEMICAL ENGINEERING. 3AI IS IN DISCUSSION ABOUT CROSS DISCIPLINARY COURSES AND PROGRAMS FOR INTRODUCTION IN 2019/2020.</strong></td>
<td><strong>2017</strong></td>
</tr>
<tr>
<td><strong>CES 15</strong></td>
<td><strong>BUILD ALUMNI RELATIONSHIPS BOTH NATIONALLY AND INTERNATIONALLY BY THE DEVELOPMENT OF AN OVERARCHING STRATEGY THAT CREATES OPPORTUNITIES AT EVERY LEVEL FOR ENGAGEMENT.</strong></td>
<td><strong>THE ALUMNI STRATEGY HAS BEEN DELAYED AS THE POSITION HAS BEEN VACANT FOR MUCH OF THE LAST YEAR. THE OVERARCHING STRATEGY IS STILL IN DEVELOPMENT BUT A DRAFT SHOULD BE DELIVERED BY THE END OF Q2, 2018. THE COLLEGE IS ALSO WAITING ON ARRIVAL OF THE VP ADVANCEMENT, MS BARBARA MILES, AND THE DEVELOPMENT OF AN ANU STRATEGY. SOCIAL MEDIA ALUMNI GROUP MEMBERSHIP HAS INCREASED 10% WITH FACEBOOK, AND 5% WITH LINKED IN, FOR THE 12 MONTHS FROM JUN 2017 TO MAY 2018.</strong></td>
<td><strong>Q2.2017</strong></td>
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| **CECS 16** Development and expand our outreach to industry and government on behalf of ANU to increase institutional collaboration. Supported by the establishment of an "External Advisory Board." | • The College Business Development team has been involved in $4.33 million total value of proposal and grant submissions during the first four months of 2018  
• The number of academics actively engaged in external business development for the first four months of 2018 has already exceeded the numbers for the whole of 2017  
• The number of external organisations that the College is engaging with was 146 in 2017 and is 52 Jan-Apr 2018  
• The College External Advisory Board met in Dec 2017 and has 6-8 weekly Skype meetings. Both Research Schools have industry advisory boards which meet twice yearly.  
• There are regular meetings with Australian Signals Directorate (ASD) regarding the collaboration agreement  
• Two meetings have occurred in 2018 with stakeholders regarding the Applied Data Analytics, including external bodies (ASD, DHS, DSS, ATO) | - | *Q3 2017 |
| **CECS 17** Foster increased, innovative engagement with industry for staff, HDR students and professionally oriented coursework students. | • The College has established a mechanism to support Staff and PhD student led start-ups, and is engaged in PhD internship schemes with several external parties.  
• Internship/industry engagement opportunities are regularly distributed to HDR students and we have a number of students participating. University and College processes for HDR internships are a barrier to student participation and College procedures will be reviewed by the end of 2018. | 2017 ongoing | G |

**CREATING AN UNRIVALLED CAMPUS EXPERIENCE / OTHER COLLEGE INITIATIVES**

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| **CECS 18** Complete the CECS precinct plan to optimise use of the space and introduce more innovative and creative student, teaching & research facilities. This includes completion of the CS/MSI/ASD building and the development and construction of the CECS 2 capital works program. | • Building 145, (RSCS/MSI/ASD) has been completed and will be occupied by the end of June. The building has been designed to facilitate/encourage collaboration between the three parties occupying the building.  
• The College Precinct plan tender process is under development with F&S and input from COO. | Q4 2017 | G |
| **CECS19** The Sub-Dean Engaged Learning and Student experience conveners will develop action plans that develop and enhance the overall student experience, ensuring all student cohorts needs are considered and addressed. The focus to be on student experience and employability, starting with participation and leadership in cross college initiatives. | • An audit of the College mentoring activities is being finalised.  
• The College internship program will be reviewed during 2018 to make it more scalable – currently participation is relatively low.  
• A mobility fund for student conference attendance is being created.  
• A review of the College Tutor Quality Program is to be initiated in the coming months.  
• A student ‘safe space’ is in the process of being established.  
• A new Sub-Dean (Academic Support) role has been created and will be occupied from July 1. Key duties for this role are currently being prioritised. | - | **2018/20** |

**OTHER COLLEGE INITIATIVE(S)**

<table>
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<tr>
<th>Key Initiatives</th>
<th>Progress</th>
<th>Timeline</th>
<th>Status</th>
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</table>
| **CECS20** Undertake a robust strategic planning process at college and school levels that will deliver excellence and key objectives for the College on behalf of ANU. | • The College Strategic Planning processes are continuing.  
• A draft Strategic Intent has been completed for the Professional Services team.  
• A Green Paper exists on the College Strategic Intent.  
• Three of five Strategic Intents from Associate Deans are completed and a further two are in progress. | Q3 2017 | A |
| **CECS21** Implement strong operational plans that will stabilise BAU operations, given that everything is under strain. | • The Operational Plan for the Professional Services Group (PSG) has not been finalised though a draft Strategic Intent has been completed and service charters exist. The development of the Operational Plan has been waiting on a new GM and further clarity about College/School level Plans, and a PSG review that will occur later in 2018. | 2017 ongoing | A |
| **CECS22** Participation in the development of a university wide HDR flagship program that will increase the overall HDR student experience. | • Four discipline-targeted ASLC workshops being run per year for CECS HDR students | 2017 ongoing | G |

**CROSS-COLLEGE INITIATIVE(S)**
<table>
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</table>
| **CECS23** Cross-college workshops to explore interdisciplinary research initiatives triggered by the Grand Challenges and Innovation Institutes but not constrained by them. Lead “intelligent systems” working groups as well as co-lead initiatives that leverage the “Engineering-Science nexus”. | • Academics lead by Antonio Tricoli are playing key roles in the first Grand challenge which drives collaborations across the university.  
• The 3A Institute has experimented with new ways to generate knowledge through organising four “Collaboratorium” workshops in Canberra on December 6, 13 2017, January 17 and March 1 2018, tackling the topics of Autonomy, Agency, Assurance and Engagement respectively. These successful workshops have brought together and engaged a diverse community of 25 ANU and Canberra-based researchers to explore each topic from a range of perspectives through a series of facilitated, hands-on activities.  
• The 3A Institute, CPS and RSSS co-funded and co-badged a conference titled “Philosophy, AI, and our responsibility to the Future”, held at the Shine Dome on 28 March, featuring Cambridge Professor Huw Price.  
• The 3A Institute has documented and widely shared its 4-step academic hiring process within the university. The document has been well received and the process is being taken up within CECS and other Colleges/Schools  
• There are a series of workshops with ASD, across Colleges, to match-up researchers from ASD and academics from across ANU to form collaborative teams, that commenced in April 2018. | Q2.2017  
2018 | **G** |
| **CECS24** Contribute to and lead HDR interdisciplinary projects across ANU colleges. | • Discussion around 3Ai HDR processes in progress  
• 3A Institute and Cyber Institute are likely to lead to more interdisciplinary HDR projects, however, a formal mechanism has not been articulated/developed yet. The College is a major part of three ‘Grand Challenge’ proposals which will also facilitate cross-disciplinary projects | 2017  
ongoing | **G** |
## Key Initiatives

### BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE

<table>
<thead>
<tr>
<th>CoL1</th>
<th>Strategic recruitment of outstanding academic staff at all levels, with a 50/50 ‘if not, why not’ gender short-listing policy.</th>
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<tbody>
<tr>
<td>Progress</td>
<td>We are midway through our first academic recruitment round since the implementation of the strategic plan. This policy was implemented and we ultimately shortlisted 5 women and 6 men. This was from an applicant pool that was overwhelmingly male.</td>
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<tr>
<td>Timeline</td>
<td>Q2 2017 - 2019</td>
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<td>Status</td>
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<tr>
<th>CoL2</th>
<th>Increase the volume and quality of HDR enrolments, including indigenous students, and continue to build a well-resourced and supportive environment.</th>
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</table>
| Progress | Work is proceeding on improvements to our HDR cohorts and processes. In the last reporting period we have:  
  - Commenced disestablishment of the Doctor of Juridical Science (SJD) – a poor strategic fit with low market rationale.  
  - Included HDR completion targets for supervisor as part of a draft set of academic level indicators. (see CoL 4)  
  - Commenced more detailed work towards a Professional Doctorate qualification through the ANU National Institutes Grant.  
  - Commenced drafting of a new College Reconciliation Action Plan (which will provide a framework within which to, amongst other items, encourage and retain indigenous HDR students.) |
| Timeline | 2017 - 2019 |
| Status | G |

<table>
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<tr>
<th>CoL3</th>
<th>Build our next generation of Law academics by developing a pathway from PhD to Level A/B, including HEA training and mentoring into a new career (particularly for people who join academic life later in career).</th>
</tr>
</thead>
</table>
| Progress | We are no longer pursuing targeted recruitment of academic staff through our HDR cohort unless in exceptional circumstances.  
  - We are however:  
    - pursuing an audit of current staff mentoring opportunities with a view to rolling out, or taking part in an existing, staff mentoring framework.  
    - including HEA training and membership as part of our draft set of academic level indicators. (see CoL 4)  
    - continuing to ensure high levels of participation in the PDR process.  
    - Drafting 5 year individual research plans for all staff to support them, their PDR supervisors and their mentors in assisting them with career development.  
  - Although benefits accrue to everyone through the PDR process, 5 year research plan and level indicators all disproportionately benefit early career staff.  
  - Continuation of Research Training Seminar Series for all academic staff to increase research capacity and knowledge. |
| Timeline | Q1 2018 - 2019 |
| Status | G |

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<tr>
<th>CoL4</th>
<th>Review research performance indicators for Level A-E academic staff and develop guidance for supervision, promotion and recruitment that promotes more ERA-eligible research outputs.</th>
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</table>
| Progress | Draft Academic Level Indicators are nearing approval by the College Executive Committee.  
  - These indicators focus on every aspect of academic life, but include a significant research section.  
  - We have simultaneously been, through College forums, guiding staff on research specific areas such as ERA eligibility, the impact of SCOPUS indexing and the importance of online bibliometric measurements.  
  - We have employed a casual staff member to assist all academic staff in updating and completing their various online bibliometric profiles (ORCID, SCOPUS, Google Scholar etc) and ensuring all publications are in ARIES.  
  - Reducing over-teaching by addressing assessment volume, timing and type, excessive contact hours and inefficient teaching administration practices. This will allow staff to focus more time towards research. |
<p>| Timeline | Q3 2017 - Q4 2017 |
| Status | G |</p>
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| **CoL5** | Significantly increase staff access to Cat. 1-4 research funding, with emphasis on Cat. 2-4 to diversify our funding base. | • We have so far increased (by roughly 44%) and diversified research funding from a low base in 2017.  
• We have made a significant move forward in becoming part of the University Blockchain Research Initiative (UBRI) which should see HERDC eligible Category 3 incomes of up to $1m USD over 5 years.  
• We are continuing work outlined in *CoL 3 & 4* to raise the overall awareness and capacity of the College to access Cat 1-4 research funding. This not only focuses on research skills but in lowering the overall workload associated with our teaching program. | 2017  
2019 | G |
| **DELIVERING ON OUR UNIQUE NATIONAL RESPONSIBILITIES** | | | |
| **CoL6** | Make CoL a core ‘law and public policy’ resource within ANU, and the ‘go-to’ legal research and practice resource for Federal bodies, esp. on major global issues (e.g. human rights; migration and refugees; environment and climate; rule of law and governance). | • The Professional Doctorate (see *CoL 2*) provides an excellent opportunity for us to develop new relationships at the most senior level of the APS. We aim to open this program to admissions in 2020. Discussions within the ANU are continuing as well as with ANZSOG. | Q3 2017  
2019 | G |
| **CoL7** | Build our excellence in educating practitioners for legal practice through educational innovation and research in legal, military and migration practice. | • The UBRI (see *CoL 5*) is being led within the ANU through the School of Legal Practice. This will form the basis of larger work to develop postgraduate courses in legal/financial technology.  
• The Dean & ADE are also working on a green paper, targeting early 2019, on AI and law and how best to integrate new technologies throughout our educational programs within both schools.  
• 2018 Review of the ANU School of Legal Practice provides an opportunity to review the future direction for excellence in educating practitioners at ANU. | Q2 2017  
2019 | G |
| **CoL8** | With CAP and others, further develop postgrad coursework offerings in Asia-Pacific legal systems, emphasising rule of law and governance. | • Discussions between Law, CAP & CBE have taken place. However they are at an extremely early stage. The ongoing reform of the LLM will provide an important framework for supporting initiatives like this. | Q3 2017  
2019 | |
| **ACHIEVING EQUITY – WITHIN AND BEYOND ANU** | | | |
| **CoL9** | Building on our social justice ethos, give particular attention to recruitment of, and pathways for, law students with indigenous, low SES, remote and regional, and first-in-family backgrounds. | • A refreshed College Reconciliation Plan (See *CoL 2*) is to be drafted in late 2018 that will provide an important framework for initiatives targeting law students from indigenous backgrounds. | Q3 2017  
2019 | |
| **CoL10** | Increased emphasis on indigenous and gender equity in all College operations; establish a College Equity and Diversity Committee. | • The College Access & Equity Committee has been established with two meetings scheduled for completion within 2018.  
• The Chair of the RAP Committee is working closely with the Access & Equity Committee to ensure that both committees complement one another. | Q3 2017  
- | G |
| **BUILDING A CULTURE OF COLLEGIALITY & ENGAGEMENT – ACROSS AND BEYOND ANU** | | | |
| **CoL11** | Work with other Colleges on joint Masters courses and programs, especially in public policy; open more Law Masters to students in other Colleges. | • The refreshed LLM will allow students to take two postgraduate courses from any other ANU College. This new approach will commence in early 2019 and has already been approved by the required ANU committees. More work will be required with other Colleges to identify which options will attract LLM students and to ensure that there are no (local) entry restrictions. | Q2 2017  
- | G |
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<td>CoL12 Grow our engagement with alumni nationally and internationally, in conjunction with development of a cohesive philanthropic plan.</td>
<td>• Significant progress has been made in planning for the 60th anniversary of the College in 2020. This provides a major opportunity for the College to re-engage, or strengthen existing engagements, with alumni. It also offers significant philanthropic potential. A fixed term Project Officer will join the College in 2019 to coordinate this work for the year ahead.</td>
<td>Q2 2017</td>
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<td>• The College Dean has two domestic alumni events scheduled for the remainder of the year – targeting our main, non Canberra, markets in Sydney and Melbourne. This is on top of other international alumni outreach performed earlier in the year. The Sydney event has over 150 alumni attending including 44 major gift prospects.</td>
<td>2019</td>
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<td>CoL13 Promote and encourage collaboration in research activities with domestic and international research partners.</td>
<td>• The UBRI (see Col 5) provides a framework for us to develop ongoing relationships outside of the ANU with financial services, legal and technology companies. The UBRI network includes numerous prestigious universities such as Princeton and MIT.</td>
<td>Q2 2017</td>
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<td>• Our Associate Dean (International) has drafted and commenced implementing a 2018-20 Strategic Action Plan that focuses on strategic partnerships, international student recruitment and a “globally engaged” student experience.</td>
<td>2019</td>
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<td>• An early success from this plan have seen increased collaboration with PKU, most recently in the form of Visiting Professor Aiguo Xu.</td>
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<td>CoL14 Enhance engagement with firms, legal centres, and government bodies (Canberra and nationally), including taking activities to them.</td>
<td>• The Professional Doctorate will greatly enhance our engagement with senior levels of the APS (see Col 2 &amp; Col 6).</td>
<td>Q2 2017</td>
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<td>• We also engage with the APS through graduate teaching – for example in 2018 we will once again engage with DFAT to deliver an International Law course (a 3 day graduate training program for the DFAT Academy).</td>
<td>2019</td>
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<td>• The CIPL monthly seminar series continues to provide an excellent way to engage with local firms and government bodies. Recent seminars have allowed us to engage on topics as diverse as intelligence agency oversight (The 21st Sawyer Lecture delivered by The Hon Margaret Stone FAAL) and Space Law (Frances Adamson, Secretary – DFAT).</td>
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<td>• We have utilised our alumni connected to arrange international internships for our students in Hong Kong, Singapore, Malaysia and London. We seek to expand on that success in 2019.</td>
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<td>CREATING AN UNRIVALLED CAMPUS EXPERIENCE / OTHER COLLEGE INITIATIVES</td>
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<td>CoL15 Work with ANU on continued investment in delivering a world-class digital learning experience for online and on-campus students.</td>
<td>• See ongoing work on a Law &amp; AI education green paper (See Col 7)</td>
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<td>• An academic staff member has recently secured ANU Connect Ventures Translational Funding for Legal Role-Play Simulation Software developed within the College. This funding would provide the opportunity to both commercialise the software as well as support its broader utilisation within the College.</td>
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<td>CoL16 Resource and further develop initiatives designed to address the high incidence of mental ill-health amongst law students.</td>
<td>• The College has recently established a working group to audit and report on student experience within our College. Although this work is broad it will provide useful insights and recommendations for us to work on that will positively impact student mental wellbeing.</td>
<td>2017</td>
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<td>• We are also reviewing our existing student mentorship programs e.g. Come and Have a Talk (CHAT) and Peer Assisted Learning (PAL). These programs focus on easing the transition for first year students into University and helping them to form social groups.</td>
<td>2019</td>
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<td>• The audit will also seek to identify, then communicate, other mentoring opportunities availability elsewhere that our students can take part in.</td>
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<td>• The formation of a College Access &amp; Equity Committee will assist in developing (See Col 7) developing further initiatives going forward.</td>
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<td>CoL17</td>
<td>By 2019 increase proportion of full-fee paying international students by 30% (LLB Hons, JD, and Masters).</td>
<td>• Work continues on increasing the proportion of full-fee paying international students by 30%. Across all programs, as of 5th November, the proportion of our commencing students who are international fee paying has nearly doubled (from ~4% to 7.5%). We have made similar progress in the conversion rate of international applicants (a 500% increase from 2018 to 2019). • Although this work is aimed at increasing the relative proportion of international students and not total number of students it still suffers from the ongoing uncertainty around student capping.</td>
<td>Q3 2017 2019</td>
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<tr>
<td>CoL18</td>
<td>Improve finances by revising and delivering Masters coursework programs that reflect our unique strengths in law, practice and pedagogy, and that respond to a diverse postgraduate market, including international students.</td>
<td>• The Masters level coursework programs – LLM (See CoL 11) &amp; JD have undergone a significant reform in 2018. The JDO has been disestablished with the existing JD incorporating significantly more online courses for the option of online, on campus or mixed delivery. The LLM augmentations have all been disestablished to be (in only some cases) replaced with specialisations within the LLM. The LLM will offer significantly more delivery modes in line with market demand as shown by recent (and ongoing) market research. As above (See CoL 11) this work is to an extent impacted by ongoing uncertainty around student capping.</td>
<td>Q3 2017 2019</td>
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<tr>
<td>CoL19</td>
<td>Further refine the College longitudinal financial models and the overall business operating models of each School and the College, to ensure that the best performance data and evidence base is available to inform College decision making.</td>
<td>• Although preliminary work commenced, initially focusing on the Law School progress on these models has slowed as a result of significant ongoing reform to College educational programs and uncertainty surrounding the overall ANU budget model and student capping.</td>
<td>Q3 2017 2019</td>
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**CROSS-COLLEGE INITIATIVE(S)**

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<tr>
<td>CoL20</td>
<td>With the Fenner and Crawford Schools, develop cross-College Masters in environmental science, law and policy.</td>
<td>• Although no work has commenced on a specific cross-College Masters we have made significant progress in joint educational offerings and opening our programs and courses to other disciplines.</td>
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### Joint Colleges of Science (JCS)

#### BUILDING ON A CULTURE OF ACADEMIC EXCELLENCE

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<tr>
<td><strong>JCS1</strong> Develop outstanding staff and apply performance standards that are commensurate with the world's great universities:</td>
<td>- JCS nominations have secured 20 out of the 29 appointments made under the ANU Futures Scheme (as at 8 November 2018), 11 male and 9 female.</td>
<td>Q3 2017</td>
<td>G</td>
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<tr>
<td>&gt; use strategic and targeted recruitment strategies to identify and attract talent; &gt; staff recruited to the roles of Dean, School Director, Head of Department (or equivalent) and professional staff with management responsibilities will be required to complete leadership and management education and be provided with executive coaching; and &gt; set College-level targets for academic and professional staff PDR coverage; nurture, support and recognize high quality performance; and identify, document and manage underperformance.</td>
<td>- Monthly monitoring of PDR completion rates in all Schools is a standing agenda item on College Executive Committee meetings for both CoS and CHM; discussions continue on what College-level targets for academic and professional staff PDR coverage might look like. - College Executive Committees have been discussing the 'Leadership Development' needs and priorities of School Directors and provided consolidated feedback to the Deputy Vice-Chancellor (Academic) in Q3 2018 to inform the planned delivery of an Academic Leadership Development Program for School Directors at the University [refer to ANU Academic Executive Plan, A3]. - Work on the creation of Academic Performance Guidelines to assist staff in understanding expectations for PDRs, Local Promotions and all forms of conversion to continuing appointments is well underway in the CoS, and is commencing in CHM. The CoS guidelines will be launched in Q1 2019.</td>
<td>Q3 2019</td>
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<tr>
<td><strong>JCS2</strong> Build strategic international research partnerships and deliver exceptional international standards of research performance with: 100 per cent of our 4-digit FoR codes rated ERA 4 or 5; 80 per cent of our academic staff at level C and above being a 'chief investigator' on at least one externally funded grant; and a significant increase in the number of highly cited papers in the Thomson Reuters Essential Science Indicators.</td>
<td>- JCS Executive delegation to India in April 2018 visited leading research institutions to explore research partnerships and launch the new 'Future Research Talent Travel Awards' program, which supports outstanding Indian students from collaborating institutions to undertake 8-12 week research placements in CHM/CoS Schools. 159 applications have been received and are being assessed for 33 placements across 11 Schools. - The Dean CoS visited leading research institutions in Indonesia in September 2018 to explore potential HDR pathways and research relationships. The College is currently considering expanding the Future Research Talent Travel Awards program into Indonesia. - In November 2018, 76.2% of JCS academic staff at level C and above were a CI on at least one externally funded grant; data will be reassessed later in 2018 after major grant round results are known. - The number of JCS academic staff on the Thomas Reuters Hi-Ci list increased from 2 in 2016 to 5 in 2017 [further data on JCS performance trends against the Essential Science Indicators is being developed by PPM].</td>
<td>Q1 2017</td>
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<td>Q1 2019</td>
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Key Initiatives

JCS3
Implement the changes arising from the 2017 JCS consultation process, seeking to establish a structure that integrates health and medical teaching and research; strengthens interfaces with health partners including ACT Health; increases the quality and quantity of clinical and translational research; and broadens the health and medical research funding base.

- A new College of Health and Medicine (CHM), consisting of 4 Schools, and a new College of Science (CoS), consisting of 8 Schools, were established in 2017; a range of administrative and governance arrangements have been successfully implemented, including the establishment of Research Committees for both new Colleges.
- The Bachelor of Health Science degree was successfully launched in 2018, with designated rural places, as a new pathway to the postgraduate Medical program; and a new Masters of Applied Psychology program will be introduced from 2019, which will assist with domestic postgraduate coursework growth and also strengthen clinical ties with ACT Health.
- A high level CHM Vision and Strategy has been developed. Over the coming months, the incoming Dean will work with the CHM Executive Committee to review recent feedback received on the vision and strategy; identify areas for initial focus in 2019; and determine the process for developing a comprehensive strategy and development plan.
- The ACT Health Summit: Research, Teaching and Training, will be held on 13 November which will be an opportunity to bring together some of the key stakeholders from the policy, academic and clinical sectors to agree on ways in which we can collaborate to strengthen the health system here in the ACT and surrounding region. ACT Health are taking the lead on this Summit, in particular the Minister for Health and Wellbeing and Minister for Medical and Health Research, Meegan Fitzharris MLA.
- A bid for a Centre for Innovation and Regional Health (CIRH) is being developed. CIRH are one of the strategic foci of the current roll out of the MRFF. The proposal which include ACT and Southern NSW and Illawara/ Shoalhaven Local Health Districts. The initiative will focus on primary care, care in the community and health service strengthening through a focus on integrated care.
- Professor Russell Gruen has been appointed as the Dean, College of Health and Medicine commencing in February 2019.

JCS4
Assist Research Schools to develop strategies and targets to increase HERDC Category 2-4 funding [see JCS30 below] through: passing the College indirect cost recovery component back to the School under the University’s Costing & Pricing Policy to help incentivise activity (subject to review in those cases in which the College makes a cash contribution to the project); provide data analysis, specialist workshops and seminars; and philanthropic development work with Trusts and Foundation

- The JCS practice of passing the College indirect cost recovery component back to the School under the University’s Costing & Pricing Policy has been established and promulgated. The JCS Research Management team is working closely with ANU Enterprise to target appropriate academics across CHM and CoS for tender bids.
- A specialist Health & Medical research development team is being implemented in CHM on a trial basis in 2018-2019, consisting eventually of three positions aiming to secure MRFF funding and increased levels of Category 2-4 funding (with two positions already filled and active).
- The JCS Research Management team and JCS Advancement Office are working in collaboration with the ANU Strategic Projects and Partnerships (SPP) Office to continue to source funding for the Flagship Sustainable Farms Initiative.
- The CoS has co-invested (with Schools and the Deputy Vice-Chancellor (Research & Innovation)) in the establishment of the ACT Centre for Entrepreneurial Agri-Technology (CEAT) which has attracted significant start-up funds from the ACT Government ($0.5M for year 1) and which aims to attract substantial funding from Category 2-4 sources.
- An External Research Income Funding Analysis (2012-2017) was provided to College incoming Dean will work with the CHM Executive Committee to review recent feedback received on the vision and strategy; identify areas for initial focus in 2019; and determine the process for developing a comprehensive strategy and development plan.

JCS5
Significantly increase staff access to Cat. 1-4 research funding, with emphasis on Cat. 2-4 to diversify our funding base.

- In practice this general initiative has been found to be more directly covered by the specific initiatives outlined in JCS4, JCS6, and JCS20 and is proposed for deletion from the plan.

JCS6
Continue to develop and extend a comprehensive JCS Peer Review Scheme with discipline-specific panels reviewing ARC and NHMRC grants proposals prior to final submission.

- CoS and CHM Research Committees have developed a JCS Peer Review Scheme with discipline specific panels focussing on ARC and NHMRC grant proposals. CoS panels will review ARC proposals and CHM panels will review NHMRC proposals.

Timeline

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<td>A new College of Health and Medicine (CHM), consisting of 4 Schools, and a new College of Science (CoS), consisting of 8 Schools, were established in 2017; a range of administrative and governance arrangements have been successfully implemented, including the establishment of Research Committees for both new Colleges.</td>
<td>Q4 2019</td>
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<td>JCS4</td>
<td>Assist Research Schools to develop strategies and targets to increase HERDC Category 2-4 funding (see JCS30 below) through: passing the College indirect cost recovery component back to the School under the University’s Costing &amp; Pricing Policy to help incentivize activity (subject to review in those cases in which the College makes a cash contribution to the project); provide data analysis, specialist workshops and seminars; and philanthropic development work with Trusts and Foundation</td>
<td>Q2 2017</td>
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<td>The JCS practice of passing the College indirect cost recovery component back to the School under the University’s Costing &amp; Pricing Policy has been established and promulgated. The JCS Research Management team is working closely with ANU Enterprise to target appropriate academics across CHM and CoS for tender bids.</td>
<td>Q2 2019</td>
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<td>JCS5</td>
<td>Significantly increase staff access to Cat. 1-4 research funding, with emphasis on Cat. 2-4 to diversify our funding base.</td>
<td>Q2 2017</td>
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<td>JCS6</td>
<td>Continue to develop and extend a comprehensive JCS Peer Review Scheme with discipline-specific panels reviewing ARC and NHMRC grants proposals prior to final submission.</td>
<td>Q2 2017</td>
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<td>CoS and CHM Research Committees have developed a JCS Peer Review Scheme with discipline specific panels focussing on ARC and NHMRC grant proposals. CoS panels will review ARC proposals and CHM panels will review NHMRC proposals.</td>
<td>Q4 2019</td>
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### Key Initiatives

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<tr>
<th>JCS7</th>
<th>Develop and implement a HDR recruitment strategy that includes:</th>
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<td>• distinctive PhD training pathways with explicit career development outcomes including opportunities for industry placements;</td>
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<td>• continuing to develop the PhD pathway to postgraduate research training and identifying a select number of ‘flagship’ interdisciplinary PhD programs, including some that build on cross-College partnerships to enrich interdisciplinary research, teaching and learning across the whole University;</td>
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<td>• working in international markets with Government-funded HDR scholarship programs (e.g. Indonesia; Latin America) to recruit high quality students; and</td>
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<td>• fostering researcher-to-researcher relationships to secure high quality HDR students from existing partner institutions (e.g. University of Chinese Academy of Sciences; Peking University) and developing additional institutional relationships to recruit high quality HDR students.</td>
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| JCS8 | Provide research-led and career-focused coursework curricula that incorporate work-integrated learning and develop job-ready skills; develop mentoring programs, social-learning and extra-curricular learning opportunities for coursework students; and build an integrated Master of Science program with a suite of specialisations in areas of distinctive research strength. |

| JCS9 | Undertake an externally-led review of the structure and staffing of the Science Teaching & Learning Centre (STLC) to ensure evidence-based innovation in teaching and learning and an enhanced JCS student experience. |

| JCS10| Increase the number of JCS academic staff completing an ANU Higher Education Academy Fellowship (or equivalent) from 105 in 2017 by 10% each year over the life time of the plan; introduce an active rolling review of all teaching activities; provide training and peer mentoring to enhance teaching and learning quality. |

### Progress

- The Career Development Framework for the HDR program in JCS was approved by both College Executives for pilot in 2018 and will launch in Q3 2018 following final development of a Wattle portal to anchor it. Aligned to this and other work-integrated learning initiatives, the appointment of an academic JCS Internships Convenor who will be responsible for managing industry relationships and developing new agreements is underway.
- A proposal is under development with regards to an interdisciplinary HDR program for the new Biological Data Science Institute (BDSI; see JCS34 and JCS35 below); other cross-College discussions have been delayed until the ANU Green Paper "Redefining the ANU PhD" is available.
- Engaging India Strategy developed which includes an HDR Recruitment component. A number of Joint PhD programs with high quality Indian institutions in development. Future Research Talent program implemented (see JCS2)
- A JCS Executive delegation to Indonesia in September 2018 (see JCS2)
- A cohort of high quality undergraduate students from the University of Chinese Academy of Sciences (UCAS), who are interested in HDR study, travelled to ANU in Semester 1, 2018 to experience the education and learning environment, with this partnership now ongoing each year.
- Appointment of an academic JCS Internships Convenor position is being undertaken in the Science Teaching and Learning Centre (STLC) to focus on growth in work-integrated learning opportunities for JCS students; an STLC project has been initiated (Q2 2018) to review all programs in JCS to articulate career pathways and enhance development of job ready skills.
- JCS has broadened the Master of Science program from 2018 with specialisations in Precision Instrumentation, Quantum Technology and Nuclear Science. Further specialisations in Agritechnology and Food Security are under development.
- A new Budget model for the Science Teaching and Learning Centre (STLC), implementing all of the 2017 STLC Review Recommendations, was endorsed by the JCS Budget Plenary (ie, the combined CHM and CoS Executive Committees) in May 2018.
- This resourcing plan provides STLC with the necessary certainty to, among other things: advance a range of HDR projects (eg, HDR Career Development Framework, HDR program reviews); undertake greater engagement with external organisations and negotiation of agreements for work-integrated learning programs; and provide support for the transition of international students to the ANU environment for Science, Health and Medicine study.

### Timeline

- **Q3 2017**
  - Q1 2017
  - Q1 2019
  - Q2 2017
- **Q3 2019**
  - Q2 2018
  - Q2 2019
  - Q4 2019
  - Q4 2018
  - Q2 2017
  - Q1 2017
  - Q1 2018
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| JCS12 | Develop and implement a JCS Reconciliation Action Plan (RAP) that builds multiple sustainable pathways to: STEMM education for Indigenous students; Indigenous researcher pathways through PhD training to postdoctoral appointment; and professional staff careers for Indigenous trainees. | • The JCS-RAP Plan was finalised in early 2018, and a range of RAP programs are being implemented across the Joint Colleges by the JCS-RAP Committee, including:  
  - Indigenous Research Student Support Fund;  
  - Indigenous Honours & Masters Student Scholarship Fund;  
  - Partnerships with Indigenous Organisations & Communities Fund;  
  - National Indigenous Science & Engineering Summer School for High School Students; and  
  - Aboriginal & Torres Strait Islander Traineeship Program for Professional Staff.  
  - JCS has developed a Science Indigenous Apprenticeships Scheme (SIAS) for the Workshops and Technical Services areas that will commence in 2019 with four (4) apprentices across the Electronics, Mechanical and Refrigeration trades based in RSB, RSC, RSES and RSPE  
  - The National Indigenous Science and Engineering Summer School for year 10-11 students was conducted for the second year in December 2017, with 19 student participants, up from 17 in 2016. The 2018 STEM Summer School will be conducted as part of a University wide program in parallel with a HASS stream with 24 STEM and 20 HASS students registered. | Q2 2017  
Q2 2018 |
| JCS13 | Demonstrate leadership in hosting national research infrastructure that attracts world-leading researchers and serves as a significant resource for the Australian higher education sector as a whole, and a gateway to international research collaboration. | • Under the 2018 ARC Linkage Infrastructure, Equipment and Facilities (LIEF) grants round, two ANU led applications were successful (funding awarded of $519,000) and four externally led applications with ANU collaboration were successful (funding awarded of $2,163,746).  
  - For the 2019 LIEF round, 11 ANU led applications have been submitted (with funding requested of $7,792,503) and ANU is collaborating in 17 externally led applications (with funding requested of $20,930,117).  
  - A new ANU Science on Location website has been established to highlight a range of research facilities and field sites that demonstrate the national footprint of the University: go to http://science.anu.edu.au/anu-science-location  
  - JCS data collection and analysis will be undertaken in Q4 2018 to assess national and international research impact and engagement of ANU-led NCRIS facilities (Australian Phenomics Network; Heavy Ion Accelerators; Plasma Fusion Research Facility) and other ANU NCRIS Nodes (such as the Australian National Fabrication Facility and Bioplatforms Australia). | Q1 2017  
Q4 2019 |
| JCS14 | Contribute to the University’s development of public policy as ‘core-business’ for ANU through collaboration with other Colleges and specialist units to identify ‘global challenges’ that could be addressed by JCS research, and by building strategic partnerships with Australian Government departments to influence policy development. | • JCS academic staff were directly involved in 78% of the initial proposals in the ANU “Grand Challenges” scheme in 2017 and the successful Grand Challenge from that inaugural round – “Your Health in Your Hands: Future Personalised Medical Technologies for Sustainable and Effective Healthcare” - has extensive participation (and the lead academics) from CHM and CoS.  
  - JCS academic staff are leading the 2018 successful Grand Challenge – ‘Zero-Carbon Energy for the Asia Pacific’.  
  - Several CHM Schools have joined with a number of Schools in other ANU Colleges to develop a bid, as part of a multi-University consortium, for an independent ’Think Tank on Social Cohesion’ funded by the Victorian Government, to facilitate the design and delivery of research, on problems identified through robust community engagement for public policy impact, to help build community resilience and prevent violent extremism.  
  - In collaboration with CASS, CHM held the International Symposium on Healthcare Communication on 13 February 2013. | Q1 2017  
Q4 2019 |
### Key Initiatives

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<td>JCS15</td>
<td>Work collaboratively with other Colleges to deepen engagement with Asia and the Pacific, including through: joint bids for AusAID Development Projects (and similar); joint applications for New Colombo Plan (NCP) grants; and encouraging JCS students to integrate Asia-Pacific studies into their education programs.</td>
<td>JCS partnership with the Myanmar Research Centre (MRC) in the College of Asia and the Pacific (CAP), to facilitate capacity building activities at the University of Yangon (UY), was extended in 2018, with CoS and other funding, to support the following projects: 1. Understanding the active tectonics and assessing the seismic (earthquake) hazards in Myanmar; 2. Capacity building in nuclear science, research techniques and post-graduate training in Myanmar; 3. Novel chemical transformations of prawn shells, a readily available but under-utilized form of biomass in Myanmar; and 4. Supporting the Science Circus in Myanmar. A proposal is being developed to create an Institute for Integrated Research on Disaster Risk Science (IIRDRS) to be based in RSES, with academic participation from all seven ANU Colleges. Almost half the world’s natural disasters occur in the Asia-Pacific region and establishment of the IIRDRS will allow the ANU to engage with the region’s governments and universities to reduce economic losses and improve societal and ecological outcomes in affected areas.</td>
<td>Q3 2017 - Q3 2019</td>
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### Achieving Equity – Within and Beyond ANU

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<td>JCS16</td>
<td>Build and sustain a STEMM research and teaching workforce with gender equity and cultural diversity, leading to an Australian SAGE Athena SWAN Bronze award by 2019.</td>
<td>A JCS Equity &amp; Diversity Committee was established in 2017 to develop and oversee the implementation of strategies and policies relating to equity, diversity and inclusion. For example, the JCS committee has developed guidelines for promotion committees on assessing merit relative to opportunity which have now been incorporated into University policy. Additional support for women across JCS applying for promotion to senior levels (D and E) in the 2018 promotion round is being provided through a pre-application meeting with the relevant Dean and a former Promotion Committee member meeting to discuss how they might make strong applications, with 22 such meetings held; 14 women proceeded with promotion applications. A number of JCS Schools are conducting women-only recruitment rounds (e.g., Hanna Neumann Fellowships in the Mathematical Sciences Institute and the Rita Cornforth Fellowships in the Research School of Chemistry) and other Schools are considering similar strategies. A writing workshop for 32 female EMCRs was held with co-funding from the Gender Institute, hosted by the JCS Equity and Diversity Committee. A Women Speaking workshop was hosted for staff from 6 of the 7 ANU Colleges</td>
<td>Q1 2017 - Q3 2019</td>
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### Building a Culture of Collegiality & Engagement – Across and Beyond ANU

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<td>JCS17</td>
<td>Introduce and monitor a 50/50 ‘if not, why not?’ shortlisting policy for all recruitment processes in JCS (excluding women-only appointment rounds) with a review of impact completed by 30 September 2019.</td>
<td>50/50 ‘if not, why not?’ shortlisting guidelines implemented as JCS policy in 2017 and communicated to all staff in both Colleges; policy being enforced/monitored through College HR team with a review of impact/outcomes scheduled for 2019.</td>
<td>Q3 2017 - Q3 2018</td>
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<td>JCS18</td>
<td>Develop and implement a ‘Young Women in STEMM’ outreach program for ACT and regional schools in targeted areas of NSW/Victoria, drawing on the talents and leadership of undergraduate female students in JCS (as part of the ANU+ co-curricular award program) and partner with existing Australian Government initiatives where opportunity allows.</td>
<td>Exclusive university sponsorship of the ‘Curious Minds’ Program (2019-2020) in collaboration with CECS. This program provides a training and mentoring program for female secondary school students with an aptitude for STEM subjects. The program will be run at ANU during the period of sponsorship.</td>
<td>Q1 2018 - Q1 2019</td>
<td>G</td>
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<td>JCS19</td>
<td>Develop and implement a multi-source travel grant funding scheme through the Science Teaching &amp; Learning Centre (STLC) that enables JCS undergraduate students to undertake short-term and semester-long global learning opportunities so that ‘capacity to pay’ is no barrier.</td>
<td>114 JCS students participated in a range of custom-designed short-term and semester-long outward mobility projects under the JCS Global Learning Program in 2018, with travel grant funding from multiple sources including: New Colombo Plan (NCP) grants, ANU Fund Disbursement 2017, and JCS strategic funding allocation.</td>
<td>Q1 2017 - Q3 2017</td>
<td>G</td>
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### Key Initiatives

| JCS20 | Increase engagement with business, industry and government through collaborative research and student internship programs by:  
> increasing the number of ITRP (Industrial Transformation Research Program), ITTC (Industrial Transformation Training Centres), ARC Linkage, and NHMRC Partnership grant applications over the next three years;  
> enabling students to be involved in work-integrated learning and research projects that impact public policy; and  
> ensuring effective JCS academic engagement with the ANU Public Policy and Societal Transformation Hub. |
| JCS21 | Strengthen and extend JCS relationships with CSIRO through: the continuing development of the National Agricultural and Environmental Sciences Precinct; research collaborations such as the Centre for Genomics, Metabolomics and Bioinformatics; and opportunities for joint ITRP/ITTC bids. |
| JCS22 | Develop a strategy to engage productively with external stakeholders in the health sector, including ACT Health, the Commonwealth, other agencies and non-governmental organisations, and regional and global health authorities in research, education and policy; develop a strategy to diversify and maximise funding, including through the Medical Research Future Fund, focusing on translational research that has impact on the health and well-being of the population. |
| JCS23 | Establish a single JCS Advancement Office that balances a strategic focus on major gifts with activities aimed at cultivating smaller gifts and facilitating longer-term donor pipeline development. |

### Progress

| JCS20 | JCS submitted one (1) ANU-led application (RSPE) and two (2) external applications under the Industrial Transformation Program. The ANU-led ITTC (Training Centre) was awarded and is the first ANU led successful project (ARC Training Centre for Multiscale 3D Imaging, Modelling and Manufacturing – Prof Mark Knackstedt $3,981, 223)).  
Rolling deadlines: Six (6) ANU-led ARC Linkage applications submitted in 2017 with one (1) awarded ($645K). At November 2018, five (5) ANU-Led ARC Linkage applications submitted in 2018 and are still under assessment  
The ACT Government has committed significant funding through the Key Capability Area Grants Funding Program in support both of the establishment of the ACT Centre for Entrepreneurial Agri-Technology (CEAT) and of a national space test facility.  
Development of further industry partnerships has continued to occur with opportunities for internships through to Q2 2018. The appointment of an academic JCS Internships Convener position is underway in STLC to accelerate and coordinate these activities. |
| JCS21 | JCS continues to work effectively with CSIRO to develop the National Agricultural & Environmental Sciences Precinct at the Acton Campus/Black Mountain interface. The Centre for Entrepreneurial Agri-Technology (CEAT), a partnership between ANU, CSIRO, the ACT Government and a number of donors, was launched in August 2018. CEAT will aim to create and sustain a culture of entrepreneurial activity and awareness in the agricultural sciences, and in doing so, strengthen the National Agricultural & Environmental Sciences Precinct and diversify the local and regional economy.  
The Centre for Biodiversity Analysis (CBA), a partnership between ANU and CSIRO to exploit new and emerging capabilities in the discovery, understanding and conservation of Australia’s unique biodiversity, had its funding renewed in 2017, and new activities will include targeted recruitment of joint ANU-CSIRO Honours and PhD students.  
The ANU Biological Data Sciences Institute (BDSI) was approved for establishment by the Vice- Chancellor in September with significant involvement of CSIRO as well as ACT Health. The BDSI subsumes the role of the CGMB, and further expands the research collaborations around biological data science with CSIRO. |
| JCS22 | CHM engaged an external consultant to define a Vision and Strategy for the College, guide interactions with external stakeholders and position the College and University to access a broader range of health and medical funding and enhance the impact of translational research in wider community.  
CHM Dean now has regular meetings with the Provost and ACT Health Director General/Deputy DG.  
In August 2018 a delegation from ANU, University of Canberra and ACT Health travelled to New Zealand to investigate partnership models between the higher education and health sectors.  
CHM working on a Centre for Innovation in Regional Health bid: the vision for this is patient-centred care across the region.  
CHM has established strategic positions in research development, MRFF and partnership management.  
The ACT Health Summit: Research, Teaching and Training, will be held on 13 November 2018 which will be an opportunity to bring together some of the key stakeholders from the policy, academic and clinical sectors to agree on ways in which we can collaborate to strengthen the health system here in the ACT and surrounding region. |
| JCS23 | The JCS Advancement Office was successfully established in 2017, in partnership with the ANU Division of Alumni Relations and Philanthropy (AR&P).  
A new Senior Advancement Manager commenced in April 2018 to lead the JCS team.  
Bianual monitoring reports on advancement activities provided to College Executives. |
### Key Initiatives

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<tr>
<td>JCS24</td>
<td>Fully implement the JCS International Education Strategy (2016-2020) and enable access to JCS programs by a more diverse range of international students through expanding international education partnerships and pathways and by refocusing postgraduate coursework programs in line with 2017 market research findings; establish and build the ANU Science Global Learning Program with a target of 120 outbound students participating each year by 2019.</td>
<td>In line with the existing JCS strategy for income diversification and growth, international student commencements in CHM/CoS programs reached 27% of the total commencing cohort in Semester 1, 2018. The JCS International Education Strategy (2016-2020) and international student enrolment targets are being reviewed and realigned with the University load planning strategy.</td>
<td>Q1 2017</td>
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- In line with the existing JCS strategy for income diversification and growth, international student commencements in CHM/CoS programs reached 27% of the total commencing cohort in Semester 1, 2018. The JCS International Education Strategy (2016-2020) and international student enrolment targets are being reviewed and realigned with the University load planning strategy.
- The appointment of a JCS Associate Dean (International) is currently being undertaken to lead the review of the JCS International Education Strategy (2016-2020) and to promote international research and education partnerships. A total of 120 international student commencements, across various CHM/CoS programs and levels, were achieved from international education partnerships in 2018; with the introduction of student load caps from 2019, and the need to diversify international source markets for international students, no further partnership programs will be pursued in China and College support will focus on maintaining existing China partnerships. Starting in 2019, there will be articulation agreements in place with 12 Chinese universities, providing 21 pathway arrangements covering 7 JCS Research Schools and aiming to reach an annual capped commencement target of 100 students by 2021.
- JCS has broadened the Master of Science program from 2018 with specialisations in Precision Instrumentation, Quantum Technology and Nuclear Science. Further specialisations in Agri-technology and Food Security are under development.
- A JCS ‘Engaging India Strategy 2018-2020’ is being implemented (see JCS2).
- 114 JCS students participated in a range of custom-designed short-term and semester-long outward mobility projects under the JCS Global Learning Program in 2018, with travel grant funding from multiple sources including: New Colombo Plan (NCP) grants, ANU Fund Disbursement 2017, and JCS strategic funding allocation.

### Creating an Unrivalled Campus Experience / Other College Initiatives

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<td>JCS25</td>
<td>Prioritise infrastructure redevelopment and renewal of the Physics precinct in all major capital funding bids over the next 3 years in line with the Physics Master Plan. The precinct will incorporate innovative and flexible teaching spaces that enhance the student experience.</td>
<td>With the long-term Physics Precinct Master Plan endorsed by Council, the first of three stages was designed in detail and $114M was requested from the University’s capital development pool in 2017. In addition to the 2014 round award of $50M, a total of $74M was allocated in the 2017 round and Stage 1 was scaled back to Stage 1a, which will deliver about one third of the offices and half of the lab space as envisioned in a complete Stage 1. The Stage 1a project has recently been tendered and construction of Stage 1a is due to start mid-2018 with completion scheduled for mid-2020. Consequently, $40M will need to be sourced elsewhere otherwise additional costs of $10-15M will be incurred if Stage 1b is commenced after Stage 1a is complete. Sources of external funding are being considered. Stage 2 is not yet fully costed but will deliver consolidated workshops and repurposed studio teaching space for the Physics precinct (also for CHM and RSES use) and enable Quantum Science to fully vacate the future CECS precinct and consolidate RSPE in one precinct.</td>
<td>Q1 2017</td>
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With the long-term Physics Precinct Master Plan endorsed by Council, the first of three stages was designed in detail and $114M was requested from the University’s capital development pool in 2017. In addition to the 2014 round award of $50M, a total of $74M was allocated in the 2017 round and Stage 1 was scaled back to Stage 1a, which will deliver about one third of the offices and half of the lab space as envisioned in a complete Stage 1. The Stage 1a project has recently been tendered and construction of Stage 1a is due to start mid-2018 with completion scheduled for mid-2020. Consequently, $40M will need to be sourced elsewhere otherwise additional costs of $10-15M will be incurred if Stage 1b is commenced after Stage 1a is complete. Sources of external funding are being considered. Stage 2 is not yet fully costed but will deliver consolidated workshops and repurposed studio teaching space for the Physics precinct (also for CHM and RSES use) and enable Quantum Science to fully vacate the future CECS precinct and consolidate RSPE in one precinct.
Key Initiatives | Progress | Timeline | Status
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JCS26 | Support the University’s review of workshops and develop new models of integrated high-quality workshop service provision in JCS, including a consistent pricing and management model, an enterprise-level Equipment Register and Booking System, and the provision of educational opportunities for students. • The Technical Workshops project is divided into three stages: Stage 1 will implement a work management system that aims to unify, standardise and improve processes and workflows in the technical workshops. Data captured in stage 1 will be used to inform decision making in the later stages of the project. Stage 2 will develop a technical services catalogue and implement a standard funding and user pays operating model, while stage 3 will explore options for unifying the technical workforce into a single Workshops team within a single reporting structure as well as options for a consolidated physical footprint and reduction of duplicated equipment. • The work management system will provide a single point of access for all Workshop service requests across the ANU as well as the ability for customers to track the progress and spend on their job. The system will enable Workshop technicians to improve the prioritisation and scheduling of their work. Other features include improved information capture on the types of services delivered, the distribution of customers across campus and the types of research that the Workshops are supporting. Eight (8) systems were evaluated in 2017-2018 to serve these purposes, and the ‘Idea Elan Infinity’ tool was deemed the most suitable system to meet the current and future needs of the University and is currently being implemented. • A green paper examining the cost of delivering workshop services and propose pricing and cost recovery models has been developed and circulated. • The Dean CoS Chairs the project steering committee | Q1 2017 | G
Q1 2018 | G
JCS27 | Explore a renewable energy strategy designed to reduce resource consumption and related costs through development of a ‘green campus’ for Mt Stromlo, in partnership with the Facilities and Services Division. • In collaboration with the Energy Change Institute and Facilities and Services Division, a proposal to develop and construct a solar PV farm at Mt Stromlo has been developed by company CWP Renewables and is currently under consideration. | Q3 2017 | G
Q3 2018 | G
JCS28 | Continue to develop and deepen the JCS ‘best practice’ culture of WHS management and ensure a comprehensive framework for training and development of staff and students in workplace safety. • Health & Safety Representative (HSR) training was conducted for 11 staff from across JCS in 2017, with additional HSR training currently being planned for 2018. • JCS is liaising with the Work Environment Group (WEG) to ensure that WHS Improvement Plans are in place in all JCS Schools in 2018. • ANUMS underwent internal WHS auditing in Q2 2018 and received recommendations for follow up action. | Q1 2017 | G
Q1 2019 | G
Q3 2019 | G
OTHER COLLEGE INITIATIVE(S)
JCS29 | Increase full-fee-paying international student enrolments progressively to 26-30% of the student cohort in accordance with the JCS International Education Strategy (2016-2020). • The JCS International Education Strategy (2016-2020) and international student enrolment targets are being reviewed and realigned with the University load planning strategy. | Q1 2017 | A
Q4 2019 | A
JCS30 | Grow non-HERDC Category 1 research income across the JCS to a target of $42M pa [from $34M in 2015] by 2019 and $50M pa by 2021. • HERDC Category 2-4 research income in JCS increased from $37M in 2016 to $39M in 2017. | Q1 2017 | G
Q 4 2019 | G
JCS31 | Grow fundraising capability and philanthropic income in JCS to an annual target of $7.5M by 2021 (following an evaluation of progress in 2019). • Philanthropic income for 2018 (at November) is $9.8M, up from $7.5M in 2017 | Q2 2017 | G
Q2 2019 | G
CROSS-COLLEGE INITIATIVE(S)
JCS32 | Introduce a Science Early Career Academic (ECA) Development Scheme, with the aim of enhancing the competence and competitiveness of ECA staff in the three STEMM Colleges. • The Science Early Career Academic (ECA) Development Scheme was established and run successfully in 2016-2017, with the program now scaled-up to a whole-of-University level and being conducted (with College input and funding) as the ANU NECTAR Early Career Academic Development Mentoring Program. | Q1 2017 | C
Q1 2019 | C
CS33 | Continue to develop and grow the annual STEMM Summer School for Indigenous Students initiative in partnership with CECS and the Tjabal Centre. • The National Indigenous Science and Engineering Summer School for year 10-11 students was conducted for the second year in December 2017, with 19 student participants, up from 17 in 2016. The 2018 STEM Summer School will be conducted as part of a University wide program in parallel with a HASS stream with 24 STEM and 20 HASS students registered. | Q2 2017 | G
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<td>JCS34</td>
<td>Responding to concerns raised in the 2016 Staff Engagement Survey, work to remove structural, policy and cultural barriers and work silos to maximise internal collaboration; start by including a HASS representative on all JCS Local Promotion Committees (LPCs).</td>
<td>• HASS representatives were included on both CHM and CoS Local Promotions Committees in 2017 and will continue to form part of those committees into the future.</td>
<td>Q3 2017</td>
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<td>• The CoS, in collaboration with CASS, established a ‘mock’ promotions panel to assist staff in preparing for interviews for promotion to Level E.</td>
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<td>• The CoS also lead the establishment of multiple cross-School/cross-College initiatives, including the Biological Data Sciences Institute (BDISI) and the ACT Centre for Entrepreneurial Agri-Technology (CEAT) in the second half of 2018. This has necessitated (ongoing) discussions at the University level to help remove structural and policy barriers to enable income flows and facilitate collaboration.</td>
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<td>• Several CHM Schools have joined with a number of Schools in other ANU Colleges to develop a bid, as part of a multi-University consortium, for an independent 'Think Tank on Social Cohesion' funded by the Victorian Government to facilitate the design and delivery of research on community resilience and preventing violent extremism.</td>
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<td>• JCS, in collaboration with CAP, established a lunchtime seminar series focusing on writing ARC proposals.</td>
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<td>JCS35</td>
<td>Deans to lead discussions with other Colleges on large-scale, cross-campus initiatives focussed on: Indigenous health, wellbeing and land management; food security; and new technologies.</td>
<td>• A business plan is in the advanced stages of development for 'ANU InSpace' - an ANU Innovation Institute - as a clear and credible cross-campus &quot;front door&quot; to the entirety of the University’s space related capabilities and initiatives across multiple Colleges. ANU InSpace will actively engage with and professionally serve Australian industry and the wider space community, while also promoting the capabilities of the University and our industry partners to Government and other key stakeholders, including the new Australian Space Agency.</td>
<td>Q3 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussions advancing well in the area of Indigenous health and wellbeing – see JCS11 above.</td>
<td>Q3 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The ACT Centre for Entrepreneurial Agri-Technology has been established with the aim of creating and sustaining a culture of entrepreneurial activity and awareness in the agricultural sciences. The Centre has been established with an investment of $0.5M from the ACT Government for Year 1 of its operation, matched by $0.5M from the ANU. The Centre involves multiple Schools from multiple Colleges. The Centre's interests will encompass issues relating to food security.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The ANU Biological Data Sciences Institute (BDISI) is in the process of being established, with significant resources committed from Schools in multiple Colleges, as well as from the Centre of the University.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A business plan for the establishment of an Institute for Integrated Research on Disaster Risk Science (IIRDRS) is in the advanced stages of development, with significant resources expected to be committed from Schools and Colleges across the University. (see JCS15).</td>
<td></td>
</tr>
</tbody>
</table>
KPI 1: Improvement in the proportion of academic staff contributing to ERA level-4 and level-5 results

- 2010: 70%
- 2012: 75%
- 2015: 79%

KPI 2: Annual increase in the quantity of research income, and diversity of sources of this income, relative to the quantity and sources available

<table>
<thead>
<tr>
<th>Year</th>
<th>ANU</th>
<th>Adelaide</th>
<th>Sydney</th>
<th>UWA</th>
<th>World Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>$101.7M</td>
<td>$119.7M</td>
<td>$28.8M</td>
<td>$1.3M</td>
<td>$251.5M</td>
</tr>
<tr>
<td>2014</td>
<td>$104.4M</td>
<td>$132.8M</td>
<td>$33.5M</td>
<td>$1.8M</td>
<td>$272.4M</td>
</tr>
<tr>
<td>2015</td>
<td>$88.6M</td>
<td>$147.3M</td>
<td>$37.3M</td>
<td>$1.4M</td>
<td>$274.6M</td>
</tr>
<tr>
<td>2016</td>
<td>$84.7M</td>
<td>$160.4M</td>
<td>$42.7M</td>
<td>$0.9M</td>
<td>$288.7M</td>
</tr>
<tr>
<td>2017</td>
<td>$91.3M</td>
<td>$171.2M</td>
<td>$41.8M</td>
<td>$0.9M</td>
<td>$305.2M</td>
</tr>
</tbody>
</table>

KPI 3: Increase in category normalised citation impact (top-3 Go8 counterparts shown)

<table>
<thead>
<tr>
<th>Year</th>
<th>ANU</th>
<th>Go8</th>
<th>National</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>3.4</td>
<td>3.4</td>
<td>3.3</td>
<td>3.7</td>
</tr>
<tr>
<td>2015</td>
<td>3.0</td>
<td>3.0</td>
<td>2.8</td>
<td>3.1</td>
</tr>
<tr>
<td>2016</td>
<td>2.8</td>
<td>2.7</td>
<td>2.9</td>
<td>2.8</td>
</tr>
<tr>
<td>2017</td>
<td>2.6</td>
<td>2.5</td>
<td>2.6</td>
<td>2.7</td>
</tr>
</tbody>
</table>

KPI 4: Increase in the ratio of domestic undergraduate student applicants to enrolments.

<table>
<thead>
<tr>
<th>Year</th>
<th>ANU</th>
<th>Go8</th>
<th>National</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>0.98</td>
<td>0.98</td>
<td>0.99</td>
<td>0.99</td>
</tr>
<tr>
<td>2013</td>
<td>0.98</td>
<td>0.98</td>
<td>0.97</td>
<td>0.97</td>
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<tr>
<td>2014</td>
<td>0.98</td>
<td>0.98</td>
<td>0.98</td>
<td>0.98</td>
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<tr>
<td>2015</td>
<td>0.98</td>
<td>0.98</td>
<td>0.98</td>
<td>0.98</td>
</tr>
</tbody>
</table>

KPI 5: Improvement in the overall satisfaction of ANU students (Student Barometer Survey)

<table>
<thead>
<tr>
<th>Year</th>
<th>ANU</th>
<th>Go8</th>
<th>National</th>
<th>Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>88.0</td>
<td>88.0</td>
<td>88.0</td>
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<tr>
<td>2013</td>
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<td>2014</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
<td>90.0</td>
</tr>
<tr>
<td>2015</td>
<td>91.0</td>
<td>91.0</td>
<td>91.0</td>
<td>91.0</td>
</tr>
</tbody>
</table>

KPI 6: Annual independent evaluations of ANU impact in public policy and Asia and the Pacific, demonstrating improvement year-on-year

This KPI seeks to measure the ANU impact in terms of its distinctive role as the National University in the delivery of scholarship in relation to public policy and Asia and the Pacific.

The Nous Group have undertaken a preliminary assessment of Public Policy Impact across ANU. The preliminary assessment found ANU to be ahead of other Australian Universities in developing a systematic approach to pursuing and assessing “public policy impact”. Establishment of the Public Policy and Societal Impact Hub and initiatives in areas like CAP, Crawford School, Fenner School and the Research School of Population Health were seen as positive. Asia-Pacific was seen as standing out in its impact. However, progress across the university is uneven and substantial potential exists for ANU to increase the impact of its activities.

A final assessment will be available in February. This assessment will include a methodology that will enable assessments to be made at the University and College/School level. Once completed, strategies for undertaking on going measurement and for achieving the “year on year” improvements in public policy impact.
The ANU Reconciliation Action Plan (RAP) is one of the key initiatives of the ANU Strategic Plan 2017-2021, where we set out to renew our existing strengths in Indigenous research and education and build on our history of engagement with Indigenous Australians and their diverse communities. To ensure the effective implementation of the ANU RAP, in 2018 we have undertaken a review of progress to date, led by Aden Ridgeway, which has established a benchmark for future annual reviews of the RAP and an accountability framework of delivery priorities in facilitating a year-on-year improvement on ANU’s commitment to Indigenous Australia. This preliminary review will be followed by a comprehensive review in 2019 which will also be Indigenous led and include national and international representatives.

The SAGE Athena SWAN Pilot was launched in September 2016. Overseen by a Steering Committee chaired by the Vice-Chancellor, the project has a Self-Assessment Team (SAT). Significant stakeholder consultation is ongoing to strengthen university-wide understanding and engagement with gender equity, diversity and inclusion issues. Specialist Sub-Groups have been established and are actively reviewing the University’s understanding and experience of and commitment to supporting the intersection of gender and other factors going forward. Significant progress has been made and is continuing in developing and growing a workable and relevant gender equity governance framework at the ANU. Significant progress has been made toward identifying gender equity issues and solutions for inclusion in 4-year equity & diversity action plan as part of the SAGE Athena Swan accreditation submission. Continued liaison with and researched the ACT Regional Network and successful UK accreditation applications to identify recommended style and format of the ANU application. Draft application will be finalised by end of November 2018.
ANU Strategic Plan 2017-2021
Key Performance Indicators Definitions

December 2017

Key Performance Indicator | What the performance indicator assesses | Source | Comments
--- | --- | --- | ---
KPI 1: Improvement in the proportion of academic staff contributing to ERA level-4 and level-5 results | This KPI measures the Excellence of our Research and the breadth of ANU Staff contributing to world class research. The greater the spread of staff contributing to ratings 4 or 5 the higher the proportion of ANU staff researching at a world leading standard. | Research Paper ERA 2015 - ANU Outcomes Summary: Researcher and Research Output Performance | Excellence in Research for Australia (ERRA) is Australia’s national research evaluation framework. ERRA identifies and promotes excellence across the full spectrum of research activity in Australia’s higher education institutions by comparing Australia’s university research effort against international benchmarks, creating incentives to improve the quality of research and identifying emerging research areas and opportunities for further development. The next round of ERA will take place in 2018. http://www.arsc.gov.au/excellence-research-australia

KPI 2: Annual increase in the quantity of research income, and diversity of sources of this income, relative to the quantity and sources available. | This KPI assesses the University’s effectiveness in generating additional research revenue. Historically the ANU has relied heavily on category 1 income (Australian Competitive Grants - ARC and NHMRC funding). In particular under this strategic plan the University is interested in increasing the amount and proportion of Category 3 income, industry and other Income and Category 2 Income, Other public sector research income. | Higher Education Research Data Collection [Research Data Collection used in Research Block Grant (RBG) funding formulae] https://www.education.gov.au/data-used-research-block-grant-rbg-funding-formula | DNS is a valuable and unbiased indicator of impact irrespective of age, subject focus or document type. Therefore, it allows comparisons between entities of different sizes and different subject mixes. The Top 3 institutions from the Group of 8, in addition to the Australian National University are chosen as benchmark comparators

KPI 3: Increase in citations normalised to subject areas | This KPI seeks to assess the relevance and quality of the published research of the University. Research publications are referenced in other academics work. High citation rates usually reflect quality research, published in quality journals which is relevant to other researchers within the field. Citations vary significantly by discipline and the normalisation assists in managing this variation. | Dataset: TR (Clarivate) InCites Dataset Subject Category Normalised Citation Impact (citations per paper) normalised for subject, year and document type | Data capture in this database commenced in 2017, historical trends are not available.

KPI 4: Increase in the ratio of domestic undergraduate student applicants to enrolments | This KPI seeks to measure the demand for places at the University for the domestic undergraduate cohort. Strong demand represents the quality of the educational offering and the reputation of the university both in terms of its academic reputation and graduate outcomes. The University’s goal is that demand should outstrip our ability to offer qualified candidates places, consume in the comparative situation at the world’s highest ranked universities such as Harvard, MIT, Oxford and Cambridge. | Student Barometer Survey: Overall satisfaction | With the appointment of Sean Innis the new Director of the new Public Policy and Societal Impact Hub and the completion of the review into the current public policy approach within the ANU undertaken by Robert Gruev from the NOUS group, work will now commence on the establishment of the first independent evaluation which will provide a baseline against which future improvement can be measured.

KPI 5: Improvement in the overall satisfaction of ANU student | This KPI seeks to measure the overall sentiment of students currently enrolled at the Australian National University. The Barometer has been chosen for this as it can be internationally benchmarked, is responded to by all groups of ANU students and encompasses their entire University experience from recruitment, enrolment, support services and educational quality. | Student Barometer Survey: displayed every 2-years | The University has launched the development of a new Reconciliation Action Plan (RAP) and associated consultation. The draft plan sets out the strategies for delivering on our responsibilities to Indigenous Australia including the establishment of the baseline for measuring the impact and success of our partnership with Indigenous Australia.

KPI 6: Annual independent evaluations of ANU impact in public policy and Asia and Pacific, demonstrating improvement year-on-year | This KPI seeks to measure the ANU Impact in terms of its distinctive role as the National University in the delivery of scholarship in relation to public policy and Asia and the Pacific | ANU Domestic UG 2013-17 data from ANU Insight Data Warehouse 2013-2016 data are as at E0Y 2017 data are as at 21/08/2017. | The University has established its Self-Evaluation Team and is working towards its submission for application to the Bronze Award.

KPI 7: Annual independent evaluations of ANU meeting its responsibilities to Indigenous Australia, demonstrating improvement year-on-year | This KPI seeks to measure the ANU Impact in terms of its responsibilities to Indigenous Australia. | The University has launched the development of a new Reconciliation Action Plan (RAP) and associated consultation. The draft plan sets out the strategies for delivering on our responsibilities to Indigenous Australia including the establishment of the baseline for measuring the impact and success of our partnership with Indigenous Australia.

KPI 8: Achievement of Bronze, then Silver, and subsequently Gold recognition within the SAGE: Athena SWAN program | This KPI seeks to measure our success in meeting our equity obligations to staff, particularly regarding gender equity initiatives. | The University has established its Self-Evaluation Team and is working towards its submission for application to the Bronze Award. | The University has established its Self-Evaluation Team and is working towards its submission for application to the Bronze Award.

KPI 9: Increase in the proportion of commencing domestic undergraduate students from low SES, Indigenous, regional, and remote backgrounds | This KPI seeks to measure the University’s success in increasing the diversity of its student population to ultimately be more representative of the Nation which it serves. | ANU Equity Data for Domestic Students 2012 - 2016 Based on DET Submissions and Enrolment data | DET determines Regional and Remoteness by a student’s home postcode, according to the Australian Bureau of Statistics (ABS) 2006 Australian Standard Geographical Classification (ASGC). DET determines socio-economic status using the ABS Socio-Economic Indexes for Areas (SEIFA). This product ranks areas in Australia according to relative socio-economic advantage and disadvantage.

KPI 10: Improve collegiality as indicated by the ‘participation cluster’ results in the VOICE survey | This KPI seeks to measure the University’s success in establishing a culture which will actively encourage cross unit collaboration across the university and engagement with our communities beyond the university. Such a culture specifically assists the ANU in delivering on its unique national responsibilities and utilising its distinctive discipline mix to the benefit of the nation. | VOICE survey | All items of this cluster are represented as written. “Cross unit cooperation” and “Community Engagement” are the specific items within this cluster which specifically represent Collegiality and Engagement

KPI 11: Increased number of engaged alumni year-on-year | This KPI seeks to ensure the ANU actively engages its Alumni to draw on their unique skills, ideas, expertise and support to partner with the University in realisation of its strategy and the execution of its national responsibilities. | Raisers Edge database Source: ANU Alumni Engagement Report | Data capture in this database commenced in 2017, historical trends are not available.

KPI 12: Demand for on-campus student accommodation met by 2021 | As the national University a significant number of the University’s student population are required to move interstate or inter country in order to attend the University. Being able to accommodate these students on campus in an environment where their welfare is well supported and they are provided unique opportunities for the development of connections across our diverse student population. | Urbis Report and Division of Student Life Accommodation data | The University has brought the new S56 accommodation online. In addition construction is underway regarding the new S48 accommodation and additional accommodation in union court.

However new strategies such as the changes to admissions and growth in international students continue to drive additional demand for student accommodation and the University is working on its accommodation strategy to ensure future development keeps pace with this increasing demand.
BRIEFING PAPER

TITLE ANU MELBOURNE OFFICE 2018 REPORT

DATE 16 January 2019

AUTHORS Professor the Hon Gareth Evans AC QC, Chancellor
Jieh-Yung Lo, Executive Officer to the Chancellor and Manager of Melbourne Office

Introduction

The purpose of this report is to provide a summary of activities undertaken by the Chancellor and the ANU Melbourne Office in the 2018 calendar year.

Administration

Staff

- Jieh-Yung Lo, Executive Officer to the Chancellor and Manager of ANU Melbourne Office completed his two year contract on 31 December 2018. The Chancellor, in consultation with the Director of Corporate Governance and Risk Office, extended his contract to 31 December 2019 to coincide with the Chancellor’s end of term.

- In September 2018, the ANU appointed Professor Glyn Davis AC as a Distinguished Professor of the Crawford School of Public Policy with a range of research, teaching, engagement and outreach activities. He will be primarily based at ANU House in Melbourne.

Chancellor’s activity

- During the 2018 calendar year, the Chancellor has initiated and been involved in a number of meetings with corporate, government, academic, philanthropic and diplomatic representatives in Melbourne and Canberra. The Chancellor has also spoken at a variety of public forums, roundtables and events. Key 2018 highlights include:
  
  - Cambodia on the Brink: Towards the 2018 Elections (hosted by ANU CAP) - keynote speech (Canberra, 9 March)
  - ANZSOG Value for Money book launch – launch speech (Canberra, 19 March)
  - ANU SDSC ROK conference and dinner (Canberra, 26 March)
  - University of Melbourne Asia Institute Korea forum – keynote speech (Melbourne, 12 April)
  - 2018 Symposium on Australia-Korea Relations – keynote speech (Adelaide, 20 April)
  - Amnesty-ANU College of Law 2018 Speaker Series on the Responsibility to Protect - keynote (Canberra, 23 May)
  - 2018 ANU Crawford Leadership Forum – welcome and panels (Canberra, 24-26 June)
  - Australia-Iran Dialogue – host and speaker (Melbourne, 8-10 July)
  - Inaugural ‘Australia and the World’ Annual Lecture – keynote (Canberra, 10 July)
o International Conference on Higher Education at Tsinghua University – opening speech (Beijing, 13 July)

o Australia-China relations roundtable hosted by Peking University and coordinated by ANU Melbourne Office and ANU China office – guest and speaker (Beijing, 13 July)

o Australian Foreign Affairs publication Issue 3 launch – keynote speech (Melbourne, 23 July)

o Alexander Puskin bust unveiling and presentation of commemorative medal – speech (Canberra, 31 July)

o Australian Institute of Company Directors University Chancellors Council dinner – panel (Melbourne, 20 September)

o Victoria University Michael Kirby Justice Oration – keynote (Melbourne, 26 September)

o University Chancellors Council 11th National Conference on University Governance Chancellor’s Oration – oration/keynote (Adelaide, 4 October)

o Q&A forum with Schwarzman College at Tsinghua University (Beijing, 26 October)

o Launch of Marty Natalegawa’s book Does ASEAN matter? – launch speech (Canberra, 1 November)

o Summit on Academic Freedom and Academic Autonomy – welcome address and panel (Canberra, 4-5 December)

o 2018 ANU Melbourne Alumni Gala Dinner – host and moderator (Melbourne, 7 December)

Budget and finance

- The 2018 calendar year, total expenditure (excluding late honorarium payments for 2016 2017 and significant overseas conference travel costs subsequently reimbursed by external donors) was $245,911.09. It was agreed that the Melbourne Office budget/Chancellor expenses account be moved from the Office of the Vice-Chancellor (OVC) to the Corporate Governance and Risk Office (CGRO) given CGRO has been responsible for overseeing and approving all forms of expenditure.

Office facilities

- The ANU Melbourne office toilets on level 11 were refurbished by the current building owners. In September 2018, 52 Collins St was sold and acquired by Dexus. While settlement is expected to occur in July 2019, Dexus has not provided any clear indication of its future plans. ANU’s five year lease ends on 31 August 2020.

- Planning on minor works took place with the ANU Facilities and Services Division in the second half of 2018 to provide Professor Glyn Davis with a suitable office space. It is anticipated that works will commence in mid-February 2019 for completion by mid-March.

Public policy engagement

- The Melbourne office continues to deliver a high quality public policy engagement and outreach program aimed at engaging the business, professional, government, academic, NGO and philanthropic communities in Melbourne.
In addition to discussing and debating the major policy issues facing Australia, the purpose of these policy dialogues is to showcase ANU research and expertise to key Melbourne stakeholders and sectors. The following policy dialogues and events under the branding of ‘ANU House Forums’ were successfully held in 2018, in collaboration with ANU Melbourne’s long term partner the Centre for Policy Development (CPD), and new partner, the Australian Institute of International Affairs (AIIA) Victoria:

**ANU-CPD Policy Dialogues:**

- *Decentralisation and democratic renewal*, featuring Mark Birrell (former Chair of Infrastructure Australia), Professor Glenn Withers (ANU), Simon Pryor (Executive Director Policy, Business Council of Australia) and Nadine Flood (National Secretary, Community and Public Sector Union) (29 March)

- *Leader or laggard – How does Australia’s budget stack up against the rest of the world?*, featuring Greg Smith (Chairperson at Commonwealth Grants Commission), Miranda Stewart (Professor, University of Melbourne Law School and former Director of ANU Tax and Transfer Policy Institute, Peter Whiteford (Professor, Crawford School of Public Policy, ANU) and moderated by Sam Mostyn (10 May)

- *Global Realities, Domestic Choices: How to adapt Australia’s trade policies to climate change*, featuring Dr Craig Emerson (former Australian Minister for Trade and Competitiveness), Caroline Lambert (European Union’s Climate and Environment Counsellor in Australia) and moderated by Bob McMullan (former Minister for Trade, and Adjunct Professor at the Crawford School of Public Policy) (22 June)

- *Big Australia – do we need a population policy?*, featuring Professor McDonald (Emeritus Professor of Demography, Crawford School of Public Policy) and Kelly Grigsby (CEO, Wyndham City Council) (27 September)

- *Energy transitions: Leadership in a climate of disruptive change*, featuring Professor Frank Jotzo (Professor at the Crawford School of Public Policy; Co-director of the Australian-German Energy Transition Hub), Clare Savage (Deputy Chair, Energy Security Board), Dr Tim Nelson (Chief Economist, AGL) and moderated by Dr Don Russell (Board Member, CPD) (7 November)

**ANU-AIIA Victoria Foreign Policy Series:**

- *ASEAN-Australia relations – challenges and opportunities*, featuring the Chancellor and Professor John Blaxland (Director of the Southeast Asia Institute and Head of the Strategic and Defence Studies Centre, ANU) (11 April)

- *An outlook on Australia-India relations*, featuring the Chancellor and Emeritus Professor Ramesh Thakur (Director of the Centre for Nuclear Non-Proliferation and Disarmament ANU) (25 July)

- *Defence and security in the Asia-Pacific – implications for Australia*, featuring the Chancellor and Brendan Taylor (Associate Professor of Strategic Studies, ANU) (10 October)

- *Australian Foreign Policy: 2018 reflections and priorities for 2019 and beyond*, featuring the Chancellor and Allan Gyngell (National President, Australia Institute of International Affairs) (21 November)

ANU House Forums were well attended in 2018 with senior-level participants including Terry Moran (Chair, CPD), Cheri Ong (Chair, Asian Australian Foundation), Tom Harley (Managing Director, Draganman), Martine Letts (CEO, Committee for Melbourne), Ian Howie (President, United Nations Association of Australia Victoria Division), Rohan
Alumni Relations

- The Victorian based alumni are some of the University’s most highly engaged. There are 7,735 alumni in Victoria. 1,215 of alumni in Victoria are over 60 years; 3,278 are mid-career alumni (36-59 years); and 3,103 are 35 or younger. The majority of Victorian alumni community are graduates of the ANU College of Law (2,815) and CASS (2,173). 51 per cent of graduates in Victoria hold an ANU undergraduate degree; 57 per cent of graduates have a postgraduate qualification (10 per cent in research).

- The ANU Melbourne Alumni Network is a volunteer-led network that coordinates social, academic and networking events in Melbourne catering to ANU alumni living and working in Melbourne. The network, with support and assistance from the Executive Officer to the Chancellor/Manager of Melbourne Office and ANU Advancement held the following events in 2018:

  - **Australian National Internships Program alumni reception** (28 March), a reception held at ANU House with Melbourne based alumni of the ANIP program to celebrate the 25th anniversary of ANIP.

  - **ANU Alumni and Friends reception, donor and prospect dinner** (4 September), a reception and dinner with Melbourne based alumni, donors and prospects to discuss the impact and importance of the new admissions process and how philanthropy can support it.

  - **David Lindenmayer lecture with ANU Melbourne alumni** (13 November), lecture delivered by Professor David Lindenmayer on the key new insights from 20-year ANU-led research on the biodiversity of Australian farmland and the launch of Professor Lindenmayer’s new book on woodland restoration.

  - **2018 ANU Melbourne Alumni Network Gala Dinner** (7 December). The annual ANU Melbourne Alumni Gala Dinner provides an opportunity to bring together the ANU Victoria-based alumni to re-connect with former classmates and meet other members of the Melbourne alumni community. The 2018 dinner featured ‘in conversation’ between the Chancellor and former President of the Australian Human Rights Commission and Chair of Justice Connect Emeritus Professor Gillian Triggs. The event was well attended and continues to serve as the flagship ANU event in Melbourne.
The ANU Melbourne Alumni Network Steering Committee experienced a period of inactivity and change due to the departing of long serving volunteer committee members in 2018. The Melbourne office, with support and assistance from ANU Advancement, introduced an expression of interest process to identify and recruit new committee members. The meeting of the new steering committee is scheduled to take place in early 2019.

International delegations:

- The Chancellor hosted the following international delegations in the Melbourne office in 2018:
  - Meeting and lunch with China’s Central Party School delegation visit to Australia (22 January)
  - Australia-Iran Dialogue 2018 (8-10 July), an annual dialogue between The Centre for Arab and Islamic Studies ANU and The Institute for Political and International Students in Tehran

Student engagement:

- The Melbourne office continued to provide support for the Chancellor’s Scholars Program. The program aims to attract more of Victoria’s best and brightest high school students to study at the ANU. The 2018 group is the third cohort of Chancellor scholars. Participants applied to the program mid-way through 2017 as year 11 students and were selected on the basis of their academic and community service achievements. Part of the application process included support from their school through the confirmation of their extensive community involvement and academic achievements.

  The program consists of two parts: the first providing students with a fully paid trip to Canberra for ANU’s Open Day and the second a three-day intensive course run by ANU staff at ANU House in Melbourne to discuss topics such as leadership and teamwork. Upon completion of the program and workshops, students will be eligible for 5 bonus points to assist them to gain entry to their preferred ANU program.

  Due to changes in ANU admissions process, the Chancellors Scholars program in its current form will not take place in 2019. Applications will reopen once further clarity is provided on how the program will fit within the new admissions model. Given the positive feedback received from student participants and their schools, the Executive Officer/Manager will continue to liaise with the student recruitment team to seek further updates.

- Professor Paul Pickering (Director of the Research School of Humanities and the Arts) has continued to host well received monthly meetings with ANU PhD students in Melbourne. The Executive Officer/Manager actively sought to persuade ANU academics and researchers to utilise ANU House for their Melbourne based activities.

Gareth Evans
Jieh-Yung Lo
Melbourne, 16 January 2019
Introduction

The purpose of this report is to provide a summary of proposed activities and initiatives in 2019 to engage with relevant stakeholders and strengthen the ANU’s profile in Victoria.

Public policy engagement

2019 ANU House Forums

To build on the Melbourne office’s successful outreach and engagement programs, the 2019 ANU House Forums will be delivered in two major streams with two partners in the Centre for Policy Development (CPD) and the Australian Institute of International Affairs (AIIA) Victoria:

- **ANU-CPD Policy Dialogues** – Co-hosted by ANU and CPD, the policy dialogues are an opportunity for business, government, professional, academic, NGO and philanthropic community leaders to connect and discuss key domestic policy issues. ANU and CPD have co-hosted joint policy events in Melbourne since 2015.

- **ANU-AIIA Victoria Foreign Policy Series** – Co-hosted by ANU and AIIA Victoria, the series aims to explore the foreign policy challenges and opportunities facing Australia and the world. The collaboration and partnership with AIIA Victoria will be entering its second year after positive feedback from stakeholders in 2018.

It is anticipated that these streams be conducted primarily in a ‘in conversation with’ format.

2019 Event Program

<table>
<thead>
<tr>
<th>Partner and co-host</th>
<th>Dates</th>
<th>Topics for consideration</th>
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<tbody>
<tr>
<td>CPD</td>
<td>14 March&lt;br&gt;24 April&lt;br&gt;19 June&lt;br&gt;21 or 28 August&lt;br&gt;16 October&lt;br&gt;December</td>
<td>Political communication and messaging, Australian soft power, transport and infrastructure, Federal budget, climate change, migration</td>
</tr>
<tr>
<td>AIIA Victoria</td>
<td>20 March&lt;br&gt;22 May&lt;br&gt;31 July&lt;br&gt;25 September&lt;br&gt;20 November</td>
<td>Papua New Guinea, Australia and the Pacific, Australia-China relations, Iran, nuclear proliferation and disarmament, multilateralism, Australian foreign policy 2020 priorities</td>
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</tbody>
</table>

1 The topics and guest speakers proposed in this report are subject to change.
To ensure the 2019 ANU House Forums are effectively delivered, the Melbourne Office through the Executive Officer/Manager will work with CPD and AIIA Victoria to undertake the following:

- Contribute to a targeted marketing strategy to promote the ANU House Forums to key stakeholders in the business, government, academic, NGO and philanthropic communities, including the ANU alumni network, ANU donors, prospects, CPD and AIIA Victoria members and stakeholders
- Undertake research to develop policy dialogue topics and themes and identify relevant keynote and panel speakers
- Organise invitations, liaise with speakers and manage RSVPs
- Organise venue, catering and provide logistical event and administrative support where appropriate

ANU through the Melbourne office budget will continue to cover catering and speaker travel, and if necessary accommodation, expenses for the ANU-CPD Policy Dialogues and for the ANU-AIIA Victoria Foreign Policy Series.

Alumni Relations

- **ANU Melbourne Alumni Network Steering Committee.** A priority for 2019 is the establishment of a new steering committee to guide, shape and deliver activities and projects to support, engage and connect with ANU’s alumni community in Melbourne. The current acting Chair of the ANU Melbourne Alumni Network, Jessica Bartik has accepted the invitation to serve as Chair of the steering committee.

- **2019 ANU Melbourne Alumni Network Gala Dinner** (6 December). The Executive Officer/Manager recommends that the 2019 ANU Melbourne Alumni Network Gala Dinner, in addition to Melbourne based ANU alumni, donors and prospects, invitations be extended to key stakeholders and representatives in Melbourne to join in acknowledging the Chancellor’s outstanding years of service to the ANU. The special guest speaker proposed for 2019 is The Hon Michael Kirby AC CMG.

Potential partnership opportunities

- To further expand ANU’s profile in Melbourne, the Melbourne office is exploring new initiatives such as a forum on trust in politics and the public service featuring Professor Glyn Davis and Dr Martin Parkinson in partnership with PwC Australia and potential new strategic partnership with the Australia New Zealand School of Government (ANZSOG) to deliver joint events and projects.

- The Melbourne office is currently in discussions with Asialink to co-host the following initiatives in 2019:
  - High-level forum and roundtable on Australia’s role in nuclear disarmament
  - **Asian-Australian Leadership Forum** (September). A two-day forum to discuss the absence of Asian-Australians in senior leadership positions, how Asian culture and mindset impact on decision making within Australian institutions and identify practical solutions to breaking the ‘bamboo ceiling’. Invitations will be sent to approx. 50 Asian-Australian professionals from business, government, academia, media and NGOs to participate in the forum. PwC Australia has expressed an interest in providing sponsorship support

Gareth Evans

Jieh-Yung Lo

Melbourne, 16 January 2019
<table>
<thead>
<tr>
<th>Month</th>
<th>Venue</th>
<th>Host Area</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-Sep</td>
<td>The Hall, University House</td>
<td>ANU Enterprise</td>
<td>China Scholarship Council Student Affairs program welcome dinner. Chinese Ambassador attended dinner.</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Australian Centre on China in the World</td>
<td>OVC</td>
<td>Vice-Chancellor hosted 2018 Grand Challenge Final.</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Finkel Theatre</td>
<td>Department of Quantum Science</td>
<td>Dr Peter Riggs delivered public lecture on <em>Interstellar Journeys within a Human Lifetime: Possibilities and Practicalities</em>. Approx. 230 people attended.</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Llewellyn Hall</td>
<td>OVC</td>
<td>Vice-Chancellor hosted The Faith Bandler Lecture delivered by Geoffrey Robertson AO QC. Approx. 900 people attended.</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Hedley Bull atrium</td>
<td>Coral Bell</td>
<td>Thinking in public - International Relations Symposium. Diplomat Dennis Richardson AO delivered address.</td>
</tr>
<tr>
<td>21-Sep</td>
<td>VC’s Residence</td>
<td>OVC</td>
<td>Vice-Chancellor hosted celebratory drinks.</td>
</tr>
<tr>
<td>25-Sep</td>
<td>Government House</td>
<td>SCAPA/Tuckwell office</td>
<td>Governor-General hosted reception for Tuckwell Scholars.</td>
</tr>
<tr>
<td>26-Sep</td>
<td>National University Singapore</td>
<td></td>
<td>Vice-Chancellor attended World Academic Summit.</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Crawford School of Public Policy</td>
<td>SCAPA</td>
<td>Meet the Author event: Peter Mares in conversation with Andrew Leigh MP. Approx. 200 people attended.</td>
</tr>
<tr>
<td>27-Sep</td>
<td>University House</td>
<td>Research School of Population Health</td>
<td>Provost hosted <em>Our Health in our hands</em> project launch with Minister Meegan Fitzharris MLA.</td>
</tr>
<tr>
<td>2-Oct</td>
<td>Finkel Theatre</td>
<td>National Security College</td>
<td>Women in International Security (WIIS) seminar. Frances Adamson, Secretary DFAT delivered keynote address.</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Organiser</td>
<td>Event Description</td>
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</tr>
<tr>
<td>4-Oct</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA</td>
<td>Meet the Author event: Tim Flannery in conversation with David Lindenmayer</td>
</tr>
<tr>
<td>5-Oct</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA</td>
<td>Meet the Author event: Laura Tingle in conversation with Fleur Anderson</td>
</tr>
<tr>
<td>8-Oct</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA</td>
<td>Meet the Author event: In conversation with Nadia Wheatley &amp; Marion Halligan.</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Allan Barton Forum, CBE</td>
<td>SCAPA/Counselling</td>
<td>Pro Vice-Chancellor (University Experience) hosted Mental Health Day lunchtime panel.</td>
</tr>
<tr>
<td>10-Oct</td>
<td>SA 5 Building</td>
<td>SCAPA</td>
<td>Vice-Chancellor opened Wamburun Hall, Student Accommodation 5 Building</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Llewellyn Hall</td>
<td>School of Music</td>
<td>Vice-Chancellor awarded Mick Jones the Distinguished Music Award.</td>
</tr>
<tr>
<td>10-Oct</td>
<td>BKSS, Melville Hall</td>
<td>SCAPA</td>
<td>Vice-Chancellor hosted <em>Pizza with Brian</em> with undergraduate students.</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Coombs</td>
<td>SCAPA</td>
<td>Meet the Author event: In conversation with Gillian Triggs &amp; Skye Saunders.</td>
</tr>
<tr>
<td>12-Oct</td>
<td>VC’s Residence</td>
<td>OVC</td>
<td>Vice-Chancellor hosted celebratory drinks.</td>
</tr>
<tr>
<td>15-Oct</td>
<td>OVC Boardroom</td>
<td>German Embassy</td>
<td>Vice-Chancellor hosted the President of German Bundesrat delegation.</td>
</tr>
<tr>
<td>15-Oct</td>
<td>Boat House</td>
<td>German Embassy</td>
<td>Provost attended cocktail reception for German Bundesrat delegation.</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA</td>
<td>Meet the Author event: In conversation with Robyn Williams &amp; Alex Sloan.</td>
</tr>
<tr>
<td>17-Oct</td>
<td>Parliament House</td>
<td>ANU/Ian Potter Foundation</td>
<td>Provost hosted Sustainable Farms Initiative, launched by the Hon David Littleproud MP, Minister for Agriculture and Water Resources.</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Event Description</td>
<td>Attendance</td>
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</tr>
<tr>
<td>18-Oct</td>
<td>Swiss Embassy</td>
<td>Pro Vice-Chancellor (Innovation) attended Swiss Prize presentation.</td>
<td></td>
</tr>
<tr>
<td>18-Oct</td>
<td>Parliament House</td>
<td>Provost delivered welcome address at <em>End of Life Care: A National Conversation</em> event, co-hosted by The Conversation. The Hon Ken Wyatt MP delivered address. Approx. 300 people attended.</td>
<td></td>
</tr>
<tr>
<td>21-Oct</td>
<td>University House</td>
<td>ANU Executive attended APRU - Risk, Resilience and Reconstruction conference.</td>
<td></td>
</tr>
<tr>
<td>22-Oct</td>
<td>University House</td>
<td>Vice-Chancellor delivered address at Canberra Convention Network.</td>
<td></td>
</tr>
<tr>
<td>22-Oct</td>
<td>Finkel Theatre</td>
<td>Vice-Chancellor hosted Professor Mark Kendall’s Inaugural Address on <em>WearOptimo and ANU: towards a healthcare future within the fourth industrial revolution</em>. Approx. 200 people attended.</td>
<td></td>
</tr>
<tr>
<td>23-Oct</td>
<td>University House</td>
<td>Provost delivered address at Women in Economics Student Mentoring Program.</td>
<td></td>
</tr>
<tr>
<td>23-Oct</td>
<td>Senate Alcove, Parliament House</td>
<td>Vice-Chancellor hosted ANU Institute for Space – InSpace Launch, launched by the Hon Karen Andrews. Approx. 75 people attended.</td>
<td></td>
</tr>
<tr>
<td>24-Oct</td>
<td>Hyatt Hotel</td>
<td>Vice-Chancellor delivered welcome address at 2018 Women in National Security conference. VIP speakers included: Hon Julie Bishop MP, Frances Adamson, DFAT Secretary, Senator Linda Reynolds CSC, Assistant Minister for Home Affairs, Angus Campbell AO DSC, Chief of the Defence Force</td>
<td></td>
</tr>
<tr>
<td>25-Oct</td>
<td>Australian Centre on China in the world</td>
<td>Meet the Author event: In conversation with Kerry-Anne Walsh &amp; Karen Middleton. Approx. 120 people attended.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Organiser</td>
<td>Event Description</td>
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<tr>
<td>26-Oct</td>
<td>Crawford (Brindabella Theatre)</td>
<td>PARSA</td>
<td>Vice-Chancellor hosted postgraduate student forum, <em>Sandwiches with Brian</em>.</td>
</tr>
<tr>
<td>26-Oct</td>
<td>National Convention Centre</td>
<td>OVC/SCAPA</td>
<td>Vice-Chancellor delivered Nisbet Oration at the Royal Australian and New Zealand College of Radiologists Annual Scientific Meeting.</td>
</tr>
<tr>
<td>27-Oct</td>
<td>University House</td>
<td>SCAPA</td>
<td>Eat, Drink and be Literary Dinner with Richard Glover. 104 people attended dinner.</td>
</tr>
<tr>
<td>30-Oct</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA</td>
<td>Meet the Author event: Elizabeth Kleinhenz &amp; Chris Wallace in conversation. Approx. 100 people attended.</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Crowne Plaza</td>
<td>SCAPA/Hindmarsh</td>
<td>Provost delivered speech at Significant Capital Ventures launch, co-hosted by Hindmarsh Group.</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Molonglo Theatre</td>
<td>SCAPA</td>
<td>Meet the Author: In conversation with David Speers and Mark Kenny. Approx. 230 people attended.</td>
</tr>
<tr>
<td>31-Oct</td>
<td>Finkel Theatre</td>
<td>College of Law</td>
<td>Lionel Murphy Foundation lecture.</td>
</tr>
<tr>
<td>1-Nov</td>
<td>University House</td>
<td>ANU Indonesia Project</td>
<td>Chancellor and Provost delivered speeches at Marty Natalegawa book launch.</td>
</tr>
<tr>
<td>2-3 Nov</td>
<td>Australian Centre on China in the World</td>
<td>ANU College of Law</td>
<td>Public Law Weekend.</td>
</tr>
<tr>
<td>5-Nov</td>
<td>University House</td>
<td>ANUCES</td>
<td>Provost hosted German delegation – DAAD.</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Copland Theatre</td>
<td>SCAPA</td>
<td>Meet the Author: Jane Harper and Alex Sloan. Approx. 350 people attended.</td>
</tr>
<tr>
<td>12 - 16 Nov</td>
<td>Regional Queensland (Cairns, Townsville, Home Hill, Mackay, Rockhampton)</td>
<td>SCAPA/Student Recruitment</td>
<td>ANU on Tour – Dr Brad Tucker and other ANU staff visited high schools followed by public lectures and stargazing in regional north Queensland.</td>
</tr>
<tr>
<td>12-Nov</td>
<td>Old Canberra House</td>
<td>ANU Enterprise</td>
<td>Minister Meegan Fitzharris delivered China Scholarship Council.</td>
</tr>
<tr>
<td>12-Nov</td>
<td>CIW</td>
<td>SCAPA</td>
<td>Meet the Author event: Minette Walters &amp; Alex Sloan. Approx. 150 people attended.</td>
</tr>
<tr>
<td>15-Nov</td>
<td>Hedley Bull theatre 1</td>
<td>ANU CAP</td>
<td>Indian High Commissioner delivered 2018 India Update welcome address.</td>
</tr>
<tr>
<td>15-Nov</td>
<td>SRW Building</td>
<td>ANU Medical School</td>
<td>Minister Ken Wyatt delivered address on <em>The importance of developing Indigenous health measurement tools</em>.</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Event Details</td>
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</tr>
<tr>
<td>15-Nov</td>
<td>University House</td>
<td>Centre for European Studies&lt;br&gt;Professor Sir Christopher Clark delivered Konrad Adenauer Lecture Series.</td>
<td></td>
</tr>
<tr>
<td>16-Nov</td>
<td>Llewellyn Hall</td>
<td>SCAPA&lt;br&gt;Meet the Author event: in conversation with Kerry O’Brien &amp; Karen Middleton. Approx. 700 people attended.</td>
<td></td>
</tr>
<tr>
<td>16-Nov</td>
<td>University House</td>
<td>Vice-Chancellor delivered speech at Indigenous Research Forum.</td>
<td></td>
</tr>
<tr>
<td>16-Nov</td>
<td>University House</td>
<td>Provost hosted Annual Indigenous Research Forum Lunch.</td>
<td></td>
</tr>
<tr>
<td>16-Nov</td>
<td>Common Room, University House</td>
<td>Advancement&lt;br&gt;Vice-Chancellor hosted Indigenous Gala Dinner.</td>
<td></td>
</tr>
<tr>
<td>19-Nov</td>
<td>National Museum of Australia</td>
<td>HR/SCAPA&lt;br&gt;Vice-Chancellor hosted Vice-Chancellor’s Annual Awards Gala Dinner. ANU Executive attended.</td>
<td></td>
</tr>
<tr>
<td>20-Nov</td>
<td>Hedley Bull Lecture</td>
<td>Coral Bell&lt;br&gt;John Gee Memorial Lecture hosted by the Chancellor, delivered by Dr Lassina Zerbo, Executive Secretary of the Comprehensive Nuclear-Test-Ban Treaty Organisation.</td>
<td></td>
</tr>
<tr>
<td>22-Nov</td>
<td>Canberra Innovation Network HQ</td>
<td>Government Relations&lt;br&gt;Vice-Chancellor attended ACT VC’s Forum.</td>
<td></td>
</tr>
<tr>
<td>22-Nov</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA&lt;br&gt;Meet the Author event: David Marr &amp; Frank Bongiorno. Approx. 220 people attended.</td>
<td></td>
</tr>
<tr>
<td>22-Nov</td>
<td>Questacon</td>
<td>SCAPA/OVC&lt;br&gt;Vice-Chancellor delivered address at Questacon 30th Anniversary.</td>
<td></td>
</tr>
<tr>
<td>23-Nov</td>
<td>VC’s Residence</td>
<td>OVC&lt;br&gt;Vice-Chancellor hosted Celebratory Drinks.</td>
<td></td>
</tr>
<tr>
<td>26-Nov</td>
<td>Hedley Bull Atrium</td>
<td>Department of Pacific Affairs&lt;br&gt;High Commissioner of Vanuatu delivered welcome at 2018 Pacific Research Colloquium.</td>
<td></td>
</tr>
<tr>
<td>26-Nov</td>
<td>Government House, Yarralumla</td>
<td>DVC(A)&lt;br&gt;Deputy Vice-Chancellor (Academic) attended Governor-General the Rhodes Australia-at-large pre-interview dinner.</td>
<td></td>
</tr>
<tr>
<td>26-29 Nov</td>
<td>Western Australia (Karratha and Port Hedland)</td>
<td>SCAPA/Student recruitment&lt;br&gt;ANU on Tour – Dr Brad Tucker and other ANU staff visited high schools followed by a public lecture and stargazing in Pilbara region.</td>
<td></td>
</tr>
<tr>
<td>27-Nov</td>
<td>National Arboretum</td>
<td>Vice-Chancellor attended 56th Australian Export Awards.</td>
<td></td>
</tr>
<tr>
<td>28-Nov</td>
<td>Llewellyn Hall</td>
<td>SCAPA&lt;br&gt;Vice-Chancellor hosted Meet the Author event with Eric Idle in conversation with Alex Sloan. Approx. 1000 people attended.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Organizer</td>
<td>Event Description</td>
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</tr>
<tr>
<td>29-Nov</td>
<td>Copland Theatre ECI</td>
<td></td>
<td>2018 Energy Change Update. AGL CEO deliver keynote address.</td>
</tr>
<tr>
<td>29-Nov</td>
<td>Copland Theatre ANU ECI</td>
<td></td>
<td>Ivor Frischknecht delivered 2018 Solar Oration.</td>
</tr>
<tr>
<td>3-Dec</td>
<td>Climate Change Institute</td>
<td></td>
<td>Vice-Chancellor hosted Tuvalu Prime Minister visit.</td>
</tr>
<tr>
<td>4-Dec</td>
<td>Australian Centre on China in the World</td>
<td>SCAPA</td>
<td>Glyn Davis delivered keynote speech at Academic Freedom and Academic Autonomy summit.</td>
</tr>
<tr>
<td>5-Dec</td>
<td>University House SCAPA</td>
<td></td>
<td>Chancellor and Vice-Chancellor delivered addresses at Academic Freedom and Academic Autonomy day summit. Approx. 180 people attended.</td>
</tr>
<tr>
<td>5-Dec</td>
<td>National Gallery of Australia</td>
<td>Sir Roland Wilson Foundation</td>
<td>Vice-Chancellor hosted Sir Roland Wilson Foundation Pat Turner Scholarship Program.</td>
</tr>
<tr>
<td>6-Dec</td>
<td>RG Casey Building, DFAT</td>
<td></td>
<td>Vice-Chancellor attended DFAT Business Leaders discussion.</td>
</tr>
<tr>
<td>6-Dec</td>
<td>National Press Club SCAPA</td>
<td></td>
<td>Vice-President (Engagement and Corporate Affairs) hosted Defining Moments of 2018: Events that shaped our world, moderated by Cath McGrath. 200 people attended.</td>
</tr>
<tr>
<td>7-Dec</td>
<td>ADFA ADFA</td>
<td></td>
<td>Provost attended Graduation Ceremony for Military and Defence Studies.</td>
</tr>
<tr>
<td>7-Dec</td>
<td>Melbourne Advancement</td>
<td></td>
<td>Chancellor and Vice-Chancellor Melbourne Alumni Network Dinner.</td>
</tr>
<tr>
<td>9-Dec</td>
<td>Llewellyn Hall SCAPA</td>
<td></td>
<td>Vice-Chancellor hosted Chat 10 Looks 3 with Annabel Crabb and Leigh Sales. Approx. 1300 people attended.</td>
</tr>
<tr>
<td>12-Dec</td>
<td>University House CAP</td>
<td></td>
<td>Provost launched online language programs funded by NIG.</td>
</tr>
<tr>
<td>13-Dec</td>
<td>University House Graduation Office/Advancement/SCAPA</td>
<td></td>
<td>Chancellor hosted Conferral Dinner.</td>
</tr>
<tr>
<td>14-Dec</td>
<td>VC’s Residence OVC</td>
<td></td>
<td>Vice-Chancellor hosted Celebratory Drinks.</td>
</tr>
<tr>
<td>11-14 Dec</td>
<td>Llewelyn Hall Graduations team</td>
<td></td>
<td>Chancellor and Vice-Chancellor hosted end of year Graduation.</td>
</tr>
<tr>
<td>10-Dec</td>
<td>QT Hotel Marketing Recruitment</td>
<td></td>
<td>Vice-Chancellor delivered welcome address at Beyond Year 12 Conference.</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Activity</td>
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</tr>
<tr>
<td>10-Dec</td>
<td>ANZAC Hall, Australian War Memorial</td>
<td>Recruitment Provison hosted Beyond Year 12 Conference Gala Dinner.</td>
<td></td>
</tr>
<tr>
<td>5- Jan 2019</td>
<td>Ursula Hall</td>
<td>Vice-Chancellor delivered welcome to 2019 Australian Science Olympians Summer School.</td>
<td></td>
</tr>
</tbody>
</table>

The Hon Dan Tehan MP, Minister for Education, and Meegan Fitzharris MLA delivered keynote speeches.
Australian National University - Research Services Division

Grants and Consultancies
Awarded between 15 November 2018 and 17 January 2019

College of Arts and Social Science................................................................................................................................... 2
College of Asia and the Pacific............................................................................................................................................... 3
College of Business and Economics ................................................................................................................................... 5
College of Engineering and Computer Science ................................................................................................................ 6
College of Health and Medicine ....................................................................................................................................... 8
College of Law................................................................................................................................................................ 10
College of Science .......................................................................................................................................................... 10
Administrative Division.................................................................................................................................................. 19

Caveats:
1. The amount shown reflects the funds that were awarded for the entire grant/consultancy, grouped against the primary funds provider.
2. Although many grants/consultancies are collaborative efforts involving more than one area of the ANU, they are reported under the college of the primary department.
3. All amounts reported are in Australian dollars.
4. In a few cases the amount reported is shown as “funding amount TBC”. This can be for a variety of reasons, such as the contract is still under negotiation.
<table>
<thead>
<tr>
<th>Primary Funds Provider</th>
<th>Primary Investigator</th>
<th>Title</th>
<th>Total Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Prof Colin Tatz</td>
<td>Pride, Resilience and Identity: Reimagining Aboriginal Sport History</td>
<td>TBC</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Mr Colin Klein</td>
<td>Trust in a Social and Digital World</td>
<td>$300,000</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Dr Justyna Miszkiewicz</td>
<td>Bone metabolism change with lifestyle in ancient Asia-Pacific populations</td>
<td>$381,268</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Dr Guillaume Molle</td>
<td>Ethnoarchaeological investigation of religious systems in Ancient Polynesia</td>
<td>$391,950</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Dr Jennifer (Jenny) Davis</td>
<td>The social dynamics of digital design: Building an ethics-based industry</td>
<td>$359,000</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Dr Raihan Ismail</td>
<td>Transnational Networks of Salafi Clerics: Contestation and Cooperation</td>
<td>$377,402</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Dr Robert Wellington</td>
<td>Travelling objects: art and cultural diplomacy</td>
<td>$413,745</td>
</tr>
<tr>
<td>Australian Research Council (ARC)</td>
<td>Dr Katie Sutton</td>
<td>Visual evidence: transforming modern sex research (1880s - 1930s)</td>
<td>TBC</td>
</tr>
<tr>
<td>Commonwealth Department of Defence, Defence Science and Technology Group (DSTG)</td>
<td>Prof Catherine Travis</td>
<td>Accented Australian English for Acoustic Modelling</td>
<td>TBC</td>
</tr>
<tr>
<td>College of Arts and Social Science</td>
<td>Primary Funds Provider</td>
<td>Primary Investigator</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------------------------</td>
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<tr>
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<td>ACT Government - Transport Canberra</td>
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### College of Asia and the Pacific

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### College of Science

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<td>QLD CA: Schedule 4: Guidelines for Queensland Modelling</td>
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<td>Indian Institute of Tropical Meteorology</td>
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<td>Various donors (RA Use Only)</td>
<td>Prof Michael Cardew-Hall</td>
<td>VC Venture Capital</td>
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THE AUSTRALIAN NATIONAL UNIVERSITY

Research Awards Rule 2018

I, Professor Brian P. Schmidt, Vice-Chancellor, make the following rule.

Dated 13 December 2018

[Signature]

Professor Brian P. Schmidt AC FAA FRS
Vice-Chancellor
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Part 1—Preliminary

Division 1.1—General

1 Name

This is the Research Awards Rule 2018.

2 Commencement

This instrument commences on 30 December 2018.

3 Authority

This instrument is made under the Vice-Chancellorship Statute 2013, section.9.5.

4 Definitions

In this instrument:

appealable decision: see section 98.

approved form means a form approved under section 104 (Approved forms).

Associate Dean, in relation to an ANU College, means a person who is appointed as an Associate Dean for the college.

course means a subject of scholarly study, whether it is taught:
(a) in a connected series of classes or demonstrations; or
(b) by means of practical work, including, for example, the production by students of essays, theses or case studies or the attendance and participation by students in seminars or workshops; or
(c) by clinical or professional practice; or
(d) in another way or in a combination of ways.

coursework means the courses, and other written or oral work (if any), undertaken by a student for the coursework component (if any) of a program for a research award.

[Note: The content of the coursework component of a program for a research award is approved by the Delegated Authority under section 28 (Coursework component).]

credit: see section 8.

Delegated Authority, in relation to a program offered by an ANU College for a research award, means a person who is appointed under section 106 (Appointment etc. of Delegated Authorities) as a Delegated Authority for the program.

exercise a function includes perform the function.

function includes duty and power.

in alternative format: a thesis is in alternative format if it includes video recordings, film or other works of visual or sonic arts, computer software, digital material or other non-written material.

person affected:
(a) by an appealable decision: see section 99; or
(b) by a reviewable decision: see section 93.

professional doctorate means a Doctor of Juridical Science or a Doctor of Psychology (Clinical).

research award: see section 6.

reviewable decision: see section 92.

unit: see section 9.

working day means a day that is not a Saturday, a Sunday, a public holiday in the Australian Capital Territory, or a University holiday.

[Note: The Australian National University (Interpretation) Statute defines the following terms that are relevant to this instrument:
• ANU College
• College Dean.]

5 Application of instrument to programs

This instrument applies to programs for research awards and other programs:
(a) that were commenced, but had not ended, before the commencement of this instrument; or
(b) that are commenced after the commencement of this instrument.

Division 1.2—Important concepts

6 Research awards

A research award is a degree that, under section 10 (Research degrees conferred by University), may be conferred by the University.

7 Programs for research awards generally

(1) To qualify for a research award a student must undertake a program for the award in accordance with this instrument and any requirements applying to the program that are determined by the University and published on its website.

(2) The program may:
(a) consist of research or research and coursework; and
(b) be undertaken by full-time or part-time study.

8 What is credit

For a person admitted to be enrolled, or enrolled, in a program for a research award, credit is the recognition, towards completion of the program, of:
(a) a course, or other relevant graduate or undergraduate studies, undertaken at the University or another university or tertiary education institution otherwise than as part of the program; or
(b) clinical or professional experience;

and includes advanced standing and recognition of prior learning.
9 What is a unit

(1) A unit is a measure of the work undertaken, or required to be undertaken, by a student for a program for a research award.

(2) One unit is equivalent to:
   (a) 1 week, if the program is being undertaken full-time; and
   (b) 2 weeks, if the program is being undertaken part-time.
Part 2—Research degrees

10 Research degrees conferred by University

(1) This section specifies under section 3 of the Programs and Awards Statute 2013 the research degrees that the University may confer.

(2) The University may confer the following research degrees:
   (a) Doctor of Philosophy (PhD);
   (b) Doctor of Philosophy (Clinical Psychology) (PhD);
   (c) Doctor of Juridical Science (SJD);
   (d) Doctor of Psychology (Clinical) (DPsych(Clinical));
   (e) Master of Philosophy (MPhil).

(3) The University may confer a research degree jointly with another university or institution with which it has an agreement for the joint conferral of research degrees.

(4) In this section:

   research degree means:
   (a) the degree of Doctor of Philosophy or a professional doctorate by research; or
   (b) the degree of Master of Philosophy.

11 Joint or dual programs with other institutions etc.

(1) A provision of this instrument has no effect to the extent to which it is inconsistent with an agreement between the University and another university or institution that makes provision for or in relation to joint or dual programs offered by them (including cotutelle), or the joint or dual conferral of degrees or other awards by them, for students or a particular student.

(2) For subsection (1), a provision of this instrument is not inconsistent with a provision of an agreement mentioned in that subsection to the extent to which both provisions can operate concurrently.
Part 3—Program admissions, enrolments and transfers

Division 3.1—Admission requirements and limitations: research awards

12 Minimum qualification requirement: doctoral programs

The minimum qualification requirement for admission to a program for a Doctor of Philosophy or professional doctorate is:

(a) a degree of bachelor with first class honours, or upper second class honours, from an Australian university; or

(b) another qualification that the Delegated Authority is satisfied is equivalent or superior to a degree mentioned in paragraph (a); or

(c) a combination of qualifications and professional experience that the Delegated Authority is satisfied is equivalent or superior to a degree mentioned in paragraph (a).

13 Minimum qualification requirement: Master of Philosophy

The minimum qualification requirement for admission to a program for a Master of Philosophy is:

(a) a degree of bachelor, with an overall grade of distinction or higher, from an Australian university; or

(b) another qualification that the Delegated Authority is satisfied is equivalent or superior to a degree mentioned in paragraph (a); or

(c) a combination of qualifications and professional experience that the Delegated Authority is satisfied is equivalent or superior to a degree mentioned in paragraph (a).

14 English language and other program requirements

The Deputy Vice-Chancellor may, in writing, determine English language and other requirements (including higher qualification requirements) for admission to a program for a research award.

15 Limits on places in programs

The College Dean for an ANU College may, in writing, determine the maximum number of students that may be admitted in any period to a program offered by the college for a research award.

Division 3.2—Admission process: research awards

16 Application for admission

(1) A person may apply to the Registrar to be admitted to a program for a research award.

(2) The application must:

(a) be in writing; and

(b) state the program for which admission is sought; and

(c) include complete details of the person's qualifications and, if relevant, professional experience.
17 Decision on application for admission

(1) This section applies if a person makes an application under section 16 for admission to a program for a research award.

(2) The Delegated Authority must decide the application.

(3) However, the Delegated Authority may, by written notice given to the applicant, require the applicant to provide any information or document that the Delegated Authority reasonably needs to decide the application.

(4) If the Delegated Authority requires the applicant to provide information or a document, the Delegated Authority need not consider the application until the applicant complies with the requirement.

(5) After the Delegated Authority decides the application, the Registrar must, by written notice given to the applicant, tell the applicant:

   (a) whether the applicant has been admitted to the program; and

   (b) if the applicant has been admitted to the program—about any conditions imposed by the Delegated Authority on the applicant’s admission.

[Note: A decision not to admit the applicant to the program is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(6) If the Delegated Authority does not admit the applicant to the program, the Registrar’s notice must include, or be accompanied by, a statement of reasons for the decision.

18 Admission having regard to minimum admission requirements

(1) The Delegated Authority may, under this subsection, admit the applicant to the program for the research award if satisfied that the applicant meets the following requirements (the admission requirements):

   (a) the minimum qualification requirement applying to the program under section 12 (Minimum qualification requirement: doctoral programs) or section 13 (Minimum qualification requirement: Master of Philosophy);

   (b) the English language and other requirements (if any) determined for admission to the program under section 14 (English language and other program requirements).

(2) To remove any doubt, the Delegated Authority is not obliged to admit the applicant to the program under subsection (1) even if the Delegated Authority is satisfied that the applicant meets the admission requirements.

(3) Despite subsection (1), the Delegated Authority must refuse to admit the applicant to the program under that subsection if the admission of the applicant to the program would result in the number of students being admitted to the program in any period exceeding the maximum number of students determined under section 15 (Limits on places in programs) for the program for the period.

(4) Also, despite subsection (1), the Delegated Authority:
(a) may admit the applicant to the program under this subsection even though the Delegated Authority is not satisfied that the applicant meets the admission requirements; but

(b) if the Delegated Authority admits the applicant to the program under this subsection, the Delegated Authority may impose conditions on the admission.

(5) This section is subject to section 20 (False or misleading statements in applications for admission etc.).

19 Admission for certain staff members of University

(1) The Delegated Authority may, under this section, admit the applicant to the program for the research award if:

(a) the program is for the degree of Doctor of Philosophy; and

(b) the applicant is a staff member of the University and, during the previous 10 years, has been employed as a staff member of the University for a total of at least 3 years; and

(c) the applicant meets the minimum qualification requirement applying under section 12 (Minimum qualification requirement: doctoral programs); and

(d) the Delegated Authority is satisfied that the applicant has made a substantial contribution to scholarship, in a discipline relevant to the program, by published work of which the applicant is the author or joint author and that is proposed to be incorporated by compilation into the applicant’s thesis for the program.

(2) To remove any doubt, the Delegated Authority is not obliged to admit the applicant to the program under this section even if the Delegated Authority is satisfied that the applicant meets the admission requirements.

(3) Despite subsection (1), the Delegated Authority must refuse to admit the applicant to the program under this section if the admission of the applicant to the program would result in the number of students being admitted to the program in any period exceeding the maximum number of students determined under section 15 (Limits on places in programs) for the program for the period.

(4) This section is subject to section 20 (False or misleading statements in applications for admission etc.).

20 False or misleading statements in applications for admission etc.

(1) This section applies if the Delegated Authority suspects, on reasonable grounds, that an applicant for admission to a program for a research award has in, or in connection with, the applicant’s application:

(a) made a statement, or provided information, (whether orally, in a document or in any other way) that was false or misleading in a material particular; or

(b) provided a document that was false or misleading in a material particular.

(2) The Delegated Authority must:

(a) immediately report the Delegated Authority’s suspicion (the reported matter), and the reasons for it, under the Discipline Rule; and

(b) if the applicant has not been enrolled in the program—the Delegated Authority must take action under subsection (3), (4) or (6), as appropriate.
(3) If the Delegated Authority has not finally decided the application, the Delegated Authority must refuse to consider, or further consider, the application until the reported matter has been finally dealt with under the Discipline Rule.

(4) If the Delegated Authority has refused to admit the applicant to the program, the applicant has applied for review the Delegated Authority’s decision and the Associate Dean has not finally dealt with the application for review, the Delegated Authority must immediately tell the Associate Dean of the Delegated Authority’s suspicion and the reasons for it.

(5) The Associate Dean must refuse to deal, or further deal, with the application for review until the reported matter has been finally dealt with under the Discipline Rule.

(6) If a decision has been made to admit the applicant to the program but the applicant has not been enrolled in the program, the Delegated Authority must immediately tell the Registrar about the Delegated Authority’s suspicion and the reasons for it.

(7) The Registrar must not enrol the applicant in the program until the reported matter has been finally dealt with under the Discipline Rule.

(8) This section is also additional to, and does not limit:
   (a) any power of the Delegated Authority, Associate Dean or Registrar otherwise than under this section; or
   (b) the Discipline Rule.

[Note: The Discipline Rule includes provisions for dealing with misconduct, including knowingly making false or misleading statements to the University or to an officer or employee of the University.]

Division 3.3— Pre-enrolment process: research awards

21 Pre-enrolment action by Delegated Authority

(1) This section applies if a person is admitted to a program for a research award.

(2) Before the person is enrolled in the program, the Delegated Authority:
   (a) may make a determination under subsection (3); and
   (b) may make a determination under subsection (4); and
   (c) may appoint provisional supervisors for the program; and
   (d) must, by written notice given to the person, tell the person:
      (i) about any matters determined under those subsections; and
      (ii) the names of any provisional supervisors appointed.

(3) The Delegated Authority may, in writing, determine the following:
   (a) requirements for the program;
   (b) the school or centre of the University in which the program is to be undertaken.

(4) The Delegated Authority may, in writing, determine the number of courses that the person may take in a semester, year or other teaching period.
Division 3.4—Program commencement: research awards

22 Program commences on enrolment

If a person is admitted to a program for a research award, the program commences on the day the person is enrolled in the program.

Division 3.5—Program transfers: research awards

23 Transfer between programs

(1) This section applies if:
   (a) a person is enrolled in a program for a research award (the existing program); and
   (b) the person wishes to transfer from that program to a program for another research award (the new program).

(2) The person may apply, in writing, to the Delegated Authority for the new program for approval to transfer from the existing program to the new program.
   [Note: If a form is approved under section 104 (Approved forms) for this provision, the form must be used.]

(3) Within 20 working days after the day the application is made to the Delegated Authority, the Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the person, tell the person:
      (i) whether the transfer has been approved; and
      (ii) if the transfer is approved—about any conditions imposed by the Delegated Authority on the transfer.

(4) If the Delegated Authority approves the transfer:
   (a) the person is taken to have withdrawn from the existing program; and
   (b) the person is taken to have been admitted to the new program; and
   (c) any conditions imposed on the transfer are taken to be conditions imposed on the person’s admission to the new program.
Part 4—Program requirements

Division 4.1—Credit

24 Granting credit

(1) A student admitted to be enrolled, or enrolled, in a program for a research award may apply, in writing, to the Delegated Authority to be granted credit towards completion of the program.

(2) The Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student whether the credit sought has been granted.

[Note: A decision not to grant credit is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(3) If the Delegated Authority refuses to grant the credit applied for, the notice must include, or be accompanied by, a statement of reasons for the decision.

(4) In granting credit under subsection (1), the Delegated Authority must comply with section 25.

25 Limits on granting credit

(1) The Associate Dean for an ANU College may, in writing, decide the limits within which credit may be granted under section 24(1) to students admitted to be enrolled, or enrolled, in a program offered by the college for a program for a research award.

(2) Without limiting subsection (1), credit must not be granted to a student for a course or other studies, or for clinical or professional experience, completed more than 5 years before the day the student first applied under section 24(1) for credit for the studies or experience, unless the Associate Dean, on the written application of the student, directs that credit should be granted for the studies or experience.

(3) If a student applies under subsection (2), the Associate Dean must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student the decision made on the application.

Division 4.2—Program content

26 Program components

The program of a student for a research award must include a research component and may include a coursework component.

27 Research component

(1) The research component of a student’s program for a research award must:
   (a) represent at least two-thirds of the number of units of study required for the program; and
(b) consist of research into a topic or topics approved, in writing, by the Delegated Authority.

(2) The Delegated Authority may approve more than 1 topic only if satisfied the topics have a reasonable relationship with each other.

28 Coursework component

The coursework component (if any) of a student’s program for a research award must:
(a) not represent more than one-third of the number of units of study required for the program; and
(b) consist of courses, clinical or professional practice, or both courses and clinical or professional practice, approved, in writing, by the Delegated Authority.

29 Program standard requirements

(1) To complete the requirements of a program for a research award successfully, the student must pass the research component, and any coursework, at the standard determined, in writing, by the Delegated Authority for students undertaking the program or for the particular student.

(2) For a program with a coursework component, a determination under this section may require the student to pass any course or clinical or professional practice at the determined standard before the student’s thesis for the research component is examined.

Division 4.3—Undertaking the program

30 Program progress

A student enrolled in a program for a research award must make progress in the program to the Delegated Authority’s satisfaction.

31 Standard program enrolment

(1) The standard enrolment for a student for a program for a research award is 48 weeks, and the required number of units of study, for each year of the program.

(2) The **required number of units of study**, for each year of the program, is:
   (a) for a program undertaken by full-time study—48; or
   (b) for a program undertaken by part-time study—24.

32 Standard program duration: doctoral programs

(1) Completion of a standard program for a Doctor of Philosophy or professional doctorate requires the student to be enrolled for:
   (a) a minimum of 96 units (which is equivalent to enrolment for 2 years full-time or 4 years part-time); and
   (b) a maximum of 192 units (which is equivalent to enrolment for 4 years full-time or 8 years part-time).

(2) However, the Deputy Vice-Chancellor may, in writing, approve:
   (a) a different minimum enrolment period for this section for students undertaking a particular program; or
(b) a different maximum enrolment period for this section for students undertaking a particular program.

(3) Also, a student admitted to a program for a Doctor of Philosophy under section 19 (Admission for certain staff members of University) is required to be enrolled for a minimum of 24 units (which is equivalent to enrolment for 6 months full-time or 12 months part-time) to prepare the student’s work for incorporation by compilation into the student’s thesis and for the thesis to be submitted and examined, unless the Delegated Authority, in writing, approves a different minimum enrolment period for this section for the student.

(4) For this section, leave of absence granted to the student under section 38 (Program leave of absence) is to be disregarded in working out how long the student has been enrolled.

33 Standard program duration: Master of Philosophy

(1) Completion of a standard program for a Master of Philosophy requires the student to be enrolled for:
(a) a minimum of 48 units (which is equivalent to enrolment for 1 year full-time or 2 years part-time); and
(b) a maximum of 96 units (which is equivalent to enrolment for 2 years full-time or 4 years part-time).

(2) However, the Deputy Vice-Chancellor may, in writing, approve:
(a) a different minimum enrolment period for this section for students undertaking a particular program; or
(b) a different maximum enrolment period for this section for students undertaking a particular program.

(3) For this section, leave of absence granted to the student under section 38 (Program leave of absence) is to be disregarded in working out how long the student has been enrolled.

34 Place where program must be undertaken

(1) A student enrolled in a program for a research award must undertake the program at a campus of the University.

(2) However, the Delegated Authority may, on the written application of the student and in writing, approve the student undertaking all or part of the program outside the University.

(3) The Delegated Authority must not give an approval under subsection (2) unless satisfied:
(a) if all or part of the program is proposed to be undertaken outside the University at another university or other tertiary education institution—that all of the following requirements will be met:
   (i) any coursework proposed to be undertaken at the tertiary education institution as part of the program will be substantially comparable in quality to equivalent coursework offered by the University for the program (or comparable programs);
   (ii) the tertiary education institution will have satisfactory research facilities available to the student for the program;
   (iii) all reviews under section 55 (Reviews of progress) of the student’s progress in the program will be satisfactorily completed; and
(b) if all or part of the program is proposed to be undertaken outside the University otherwise than at another university or other tertiary education institution—that all of the following requirements will be met:

(i) supervision arrangements will be available to the student for the program that will be substantially comparable in quality to supervision arrangements that will be available to the student for the program when the student is at the University;

(ii) the student will have access to satisfactory resources to undertake the program;

(iii) all reviews under section 55 of the student's progress in the program will be satisfactorily completed.

(4) If the student applies under subsection (2) for approval for the student to undertake all or part of the program outside the University, the Delegated Authority must:

(a) decide the application; and

(b) by written notice given to the student, tell the student whether the approval is given.

[Note: A decision not to approve the student undertaking all or part of the program outside the University is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(5) If the Delegated Authority refuses to give the approval, the notice must include, or be accompanied by, a statement of reasons for the decision.

35 Revocation of approval to undertake program outside University

(1) This section applies to a student if an approval is in force for the student under section 34(2) (Place where program must be undertaken).

(2) If the student fails to satisfactorily complete a review of progress under section 55 (Reviews of progress), the Delegated Authority may, by written notice given to the student, revoke the approval.

[Note: A decision to revoke the approval is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(3) If the Delegated Authority revokes the approval, the notice must include, or be accompanied by, a statement of reasons for the decision.

36 Total minimum period of attendance at University campus during program

(1) While a student is undertaking a program for a research award, the student must attend a campus of the University for a minimum period, in total, of:

(a) for a Doctor of Philosophy or professional doctorate—72 units (which is equivalent to attendance for 18 months full-time or 36 months part-time); or

(b) for a Master of Philosophy—48 units (which is equivalent to attendance for 1 year full-time or 2 years part-time).

(2) However, subsection (1) is subject to any approval that is in force for the student under section 34(2) (Place where program must be undertaken).

(3) If the Delegated Authority revokes the approval under section 35 (Revocation of approval to undertake program outside University), the Delegated Authority may, on the written application of the student and in exceptional circumstances, reduce the minimum period applying to the student under subsection (1).
(4) If the student applies under subsection (3) for a reduction of the period applying to the student under subsection (1), the Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student whether the period is reduced.
   [Note: A decision to refuse to reduce the period is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(5) If the Delegated Authority refuses to grant the reduction applied for, the notice must include, or be accompanied by, a statement of reasons for the decision.

(6) For this section, leave of absence granted to the student under section 38 (Program leave of absence) is to be disregarded in working out how long the student has attended a campus of the University.

37 Minimum period of attendance at University campus during a year

(1) This section applies to a student if an approval is in force for the student under section 34(2) (Place where program must be undertaken).

(2) The student must, during each year of the program while the approval is in force, attend a campus of the University for a minimum period, in total, of:
   (a) for a full-time student—4 units (which is equivalent to full-time attendance for 4 weeks); and
   (b) for a part-time student—2 units (which is equivalent to part-time attendance for 4 weeks).

(3) However, the Delegated Authority may, on the application of the student or on the Delegated Authority’s own initiative and in writing, vary the period that the student must, under subsection (2), attend a campus of the University during a particular year, or each year, while the student is undertaking the program, if the Delegated Authority is satisfied that the variation is justified in the particular circumstances applying to the student.

(4) If the student applies under subsection (3) to vary the period that the student must attend a campus of the University, the Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student whether the variation has been made.
   [Note: A decision not to vary the period the student must attend a campus of the University is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(5) If the Delegated Authority refuses to make the variation applied for, the notice must include, or be accompanied by, a statement of reasons for the decision.

(6) If the Delegated Authority varies, on the Delegated Authority’s own initiative, the period that the student must attend a campus of the University, the Delegated Authority must, by written notice given to the student, tell the student about the variation.

(7) For this section, leave of absence granted to the student under section 38 (Program leave of absence) is to be disregarded in working out how long the student has attended a campus of the University.
38 Program leave of absence

(1) The Delegated Authority may, on the written application of a student enrolled in a program for a research award and in writing, grant the student leave of absence from the program.

(2) However, leave of absence must not be granted to the student for less than 1 unit (which is equivalent to leave of absence for 1 week for a full-time student or 2 weeks for a part-time student).

(3) Also, a single leave of absence must not be granted to the student for more than:
   (a) for a full-time student—48 units (which is equivalent to leave of absence on a full-time basis for 48 weeks); and
   (b) for a part-time student—24 units (which is equivalent to leave of absence on a part-time basis for 48 weeks).

(4) To remove any doubt, subsection (3) does not prevent the Delegated Authority from granting to the student, in exceptional circumstances and on separate applications by the student, periods of leave of absence that exceed, in total, the limit applying to the student under that subsection.

(5) If the student applies under subsection (1) for leave of absence from the program, the Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student whether the leave of absence applied for has been granted.

[Note: A decision not to grant a period of leave of absence is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(6) If the Delegated Authority refuses to grant the leave of absence applied for, the notice must include, or be accompanied by, a statement of reasons for the decision.

(7) Leave of absence granted to a student under this section does not count towards satisfying the requirements of the program.

39 Program extension

(1) The Delegated Authority may, on the written application of a student enrolled in a program for a research award and in writing, extend the maximum enrolment period applying to the student under section 32 (Standard program duration: doctoral programs) or section 33 (Standard program duration: Master of Philosophy).

(2) However, the Delegated Authority may grant an extension of the maximum enrolment period only if satisfied that the extension is justified because the student’s ability to complete the program within that period has been adversely affected by illness or any other circumstances outside the student’s control that the Delegated Authority considers should be taken into account.

(3) Also, an extension granted by the Delegated Authority must not result in the student’s maximum enrolment period going beyond maximum period under Division 4.5 (Ending of program) for completion of the program by the student.
(4) In addition, any extension granted by the Delegated Authority must be for the standard period unless the Delegated Authority is satisfied that another period would be more appropriate in the circumstances.

(5) If the student applies under subsection (1) for an extension of the maximum enrolment period, the Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student whether an extension has been granted and, if so, the period of the extension.

[Note: A decision not to grant the extension applied for is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(6) If the Delegated Authority refuses to grant the extension applied for, the notice must include, or be accompanied by, a statement of reasons for the decision.

(7) In this section:

standard period means:
   (a) for a Doctor of Philosophy or professional doctorate—24 units (which is equivalent to 6 months full-time study or 12 months part-time study); or
   (b) for a Master of Philosophy—12 units (which is equivalent to 3 months full-time study or 6 months part-time study).

Division 4.4—Other program requirements

40 Language of instruction

A program for a research award must be undertaken in English unless, and to the extent that, the Deputy Vice-Chancellor decides otherwise in writing.

41 Other studies

(1) A student enrolled in a program for a research award must not undertake, or continue to undertake, any other studies at AQF level 5 or higher while the student is enrolled in the program unless the Delegated Authority, on the written application of the student and in writing, approves the student undertaking the studies while the student is enrolled in the program.

(2) If a student applies for an approval under subsection (1), the Delegated Authority must:
   (a) decide the application; and
   (b) by written notice given to the student, tell the student the decision made on the application.

[Note: A decision not to approve a student to undertake other studies is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(3) If the Delegated Authority refuses to approve the student undertaking the studies while the student is enrolled in the program, the notice must include, or be accompanied by, a statement of reasons for the decision.

(4) In this section:

AQF means the Australian Qualifications Framework as in force at the commencement of this section.

[Note: At the commencement of this section, the framework was accessible at www.aqf.edu.au.]
42 Employment

(1) This section applies in relation to a student’s review of progress under section 55 (Reviews of progress) if the student has been employed during the period (the review period) since:
   (a) for the student’s first review in the program—the student’s enrolment in the program; or
   (b) for a later review—the student’s last review.

(2) The student must, at the review, give the Delegated Authority an estimate of the student’s hours of employment during the review period.

Division 4.5—Ending of program

43 Withdrawal from program

(1) A student enrolled in a program for a research award may withdraw from the program by written notice given to the Delegated Authority.

(2) The student ceases to be enrolled in the program on the day the notice is given to the Delegated Authority or, if the notice states a later date of effect, on that date.

44 Maximum period for completion: basic maximum period

(1) The maximum period for completion of a program for a Doctor of Philosophy or professional doctorate by a student is:
   (a) for a program undertaken by full-time study—5 years beginning on the day the program commences; or
   (b) for a program undertaken by part-time study—10 years beginning on the day the program commences; or
   (c) for a program undertaken partly by full-time study and partly by part-time study—5 years beginning on the day the program commences plus an additional period, not exceeding 5 years, determined by the Delegated Authority, by written notice given to the student, to take account of the proportionate period for which the program has been undertaken by part-time study.

[Note 1: Under section 22 (Program commences on enrolment), the program commences on the day the student is enrolled in the program.]

[Note 2: A decision determining a particular period under subsection (1)(c) or (2)(c) is reviewable under Division 7.1 (Reviews of reviewable decisions).]

(2) The maximum period for completion of a program for a Master of Philosophy by a student is:
   (a) for a program undertaken by full-time study—3 years beginning on the day the program commences; or
   (b) for a program undertaken by part-time study—6 years beginning on the day the program commences; or
   (c) for a program undertaken partly by full-time study and partly by part-time study—3 years beginning on the day the program commences plus an additional period, not exceeding 3 years, determined by the Delegated Authority, by written notice given to the student, to take account of the proportionate period for which the program has been undertaken by part-time study.
(3) However, the maximum period provided under subsection (1) or (2) for completion of a program may be reduced under section 45 (Maximum period for completion of program: reduction of maximum period) or extended under section 46 (Maximum period for completion of program: extension of maximum period) (or both reduced and extended under those sections).

45 Maximum period for completion of program: reduction of maximum period

(1) This section applies if the Delegated Authority grants credit to a student towards completion of the student’s program for a research award.

(2) The Delegated Authority may, by written notice given to the student, reduce the maximum period for completion of the student’s program to take account of the credit granted.

[Note: A decision to reduce the maximum period for completion of a student’s program is reviewable under Division 7.1 (Reviews of reviewable decisions).]

46 Maximum period for completion of program: extension of maximum period

(1) A student enrolled in a program for a research award may apply, in writing, to the Associate Dean for an extension of the maximum period for completion of the student’s program.

(2) The Associate Dean must decide the application.

(3) The Associate Dean may extend the maximum period for completion of the student’s program if:

(a) the Associate Dean is satisfied that the student will be unable to successfully complete the non-research component (if any) of the program, and submit the student’s thesis for the program for examination, within that period for all or any of the following reasons:

(i) the student has been granted leave of absence under section 38 (Program leave of absence) from the program for medical reasons;

(ii) the student has taken, or has been required to take, medical leave from the program under the Medical Leave Rules;

(iii) infrastructure or facilities necessary for the student’s research for the program were not available to the student for a period;

(iv) if the student has an Education Access Plan—changes were made to the student’s program to take account of the plan;

(v) any other circumstances outside of the student’s control that the Associate Dean considers should be taken into account; and

(b) the student’s primary supervisor certifies, in writing, that the student’s research topic remains feasible and has not been rendered invalid by the passage of time.

(4) However, the total period of any extensions granted to the student under subsection (3) must not exceed the total of all the periods in relation to which the Associate Dean considers that a reason mentioned in subsection (3)(a)(i) to (v) applies.

(5) Also, a single extension exceeding 1 year must not be granted to the student under subsection (3) and extensions exceeding 2 years in total must not be granted to the student under that subsection.
(6) Subject to the outcome of any appeal under Division 7.2 (Appeals against appealable decisions), the Associate Dean’s decision is final.

[Note: A student may appeal against a decision not to grant an extension of the maximum period for completion of the student’s program (see section 98).]

(7) The Registrar must, by written notice given to the student within 7 working days after the day the Associate Dean makes the decision, tell the student about the decision.

[Note: Section 105 (Service of notices etc.) sets out how the notice may be given.]

(8) If the Associate Dean refuses to give the extension sought, the notice must include or be accompanied by:
   (a) a statement of reasons for the decision; and
   (b) a statement to the effect that, subject to this instrument, the student may appeal against the decision; and
   (c) a statement setting out the procedure for making an appeal.

(9) Failure to comply with subsections (7) and (8) in relation to a decision does not affect the validity of the decision.

(10) To remove any doubt, the grant of leave of absence to the student under section 38 (Program leave of absence) does not, of itself, extend the maximum period for completion of the program by the student.

47 Ending of program at end of maximum period for completion

(1) A student’s program for a research award ends by force of this section at the end of maximum period for completion of the program by the student, and the student automatically ceases to be enrolled in the program, if, before the end of that period, the student has not:
   (a) successfully completed the non-research component (if any) of the program; and
   (b) submitted the student’s thesis for the program for examination.

(2) If the program ends under this section, the Delegated Authority must tell the student, in writing, as soon as practicable.

48 Termination of program

(1) The grounds for terminating under this instrument a student’s enrolment in a program for a research award are as follows:
   (a) that the student has not pursued the program to the Delegated Authority’s satisfaction;
   (b) that the student has otherwise contravened this instrument or any requirement applying to the program that is determined by the University and published on its website;
   (c) that the student has contravened a condition imposed by the Delegated Authority on the student’s admission to the program.

(2) If the Delegated Authority believes that a ground exists for terminating under this instrument the student’s enrolment in the program, the Delegated Authority may, in writing, recommend to the Associate Dean that the student’s enrolment be terminated.

(3) Before acting on the recommendation, the Associate Dean must, by written notice given to the student, tell the student:
(a) about the recommendation; and
(b) that the student may make representations, in the way specified in the notice, to the
Associate Dean about the recommendation within the period specified in the notice.

(4) The notice:
(a) may specify that representations must be made to the Associate Dean in writing or
orally; and
(b) if the notice specifies that any representations must be made in writing—must
specify a period, of not less than 5 working days after the day the student is given
the notice, within which the student may make written representations to the
Associate Dean; and
(c) if the notice specifies that any representations must be made in orally—must
specify a place where, and a time (not earlier than 5 working days after the day the
student is given the notice) when, the student may make oral representations to the
Associate Dean.

(5) This section does not prevent the Associate Dean from, at any time, allowing
representations to be made both in writing and orally or extending any period within
which representations may be made.

(6) If, after considering any representations made by the student in accordance with this
section, the Associate Dean is satisfied that a ground exists to terminate under this
instrument the student’s enrolment in the program, the Associate Dean may terminate the
student’s enrolment in the program.

(7) Subject to the outcome of any appeal under Division 7.2 (Appeals against appealable
decisions), the Associate Dean’s decision is final.

[Note: A student may appeal against a decision to terminate the student’s enrolment (see section 98).]

(8) If the Associate Dean decides that the student’s enrolment be terminated, the Registrar
must, by written notice given to the student within 7 working days after the day the
Associate Dean makes the decision, tell the student about the decision.

[Note: Section 105 (Service of notices etc.) sets out how the notice may be given.]

(9) The notice must include or be accompanied by:
(a) a statement of reasons for the decision; and
(b) a statement to the effect that, subject to this instrument, the student may appeal
against the decision; and
(c) a statement setting out the procedure for making an appeal; and
(d) a copy of the student’s results following any coursework and any other assessment
during the program.

(10) Failure to comply with subsections (8) and (9) does not affect the validity of the decision
to terminate the student’s enrolment.

(11) This section does not affect the termination of the student’s enrolment otherwise than
under this instrument.

[Note: The student’s enrolment could, for example, be terminated under the Academic Misconduct Rule
or the Discipline Rule.]
Part 5—Supervision

49 Purpose of Part 5

This Part sets out the supervisory arrangements applying to a student enrolled in a program for a research award.

50 Supervisory panel and supervisors

(1) The student must have a supervisory panel.

(2) If the student is enrolled in a program for a Doctor of Philosophy or professional doctorate, the student must have a primary supervisor and at least 2 associate supervisors.

(3) If the student is enrolled in a program for a Master of Philosophy, the student must have a primary supervisor and at least 1 associate supervisor.

(4) The supervisory panel consists of a chair, the primary supervisor and the associate supervisor or supervisors.

(5) The chair, primary supervisor and associate supervisors are appointed, in writing, by the Delegated Authority.

(6) The primary supervisor or an associate supervisor may be appointed as the chair of the supervisory panel.

(7) If someone other than the primary supervisor or an associate supervisor is appointed as the chair of the supervisory panel, the person is also a supervisor of the student.

51 Appointment of supervisors

(1) The Delegated Authority must:

(a) ensure that there is a chair for the student’s supervisory panel within 1 month after the day the student is enrolled or, if the Delegated Authority determines a longer period in writing, the determined period; and

(b) in any event, make the initial appointments of the student’s supervisors within 3 months after the day the student is enrolled or, if the Delegated Authority determines a longer period in writing, the determined period.

(2) The primary supervisor must:

(a) hold a Doctor of Philosophy or have a combination of qualifications and professional experience that the Delegated Authority is satisfied is equivalent; and

(b) be a member of the academic staff of the University employed by the University full-time or part-time on at least a 50% basis or, if the Delegated Authority approves in writing in the particular circumstances of the case, an Emeritus Professor of the University; and

(c) be actively carrying out research and publishing in a relevant discipline area.

(3) If a person is already the primary supervisor for at least 6 students who are undertaking programs for research awards, the Delegated Authority may only appoint the person as the student’s primary supervisor after considering the norms for research supervision in the relevant discipline area and the person’s supervisory experience.
(4) If the primary supervisor is not the chair of the supervisory panel, the chair must:
   (a) hold a Doctor of Philosophy or have a combination of qualifications and professional experience that the Delegated Authority is satisfied is equivalent; and
   (b) be a member of the academic staff of the University employed by the University full-time or part-time on at least a 50% basis or, if the Delegated Authority approves in writing in the particular circumstances of the case, an Emeritus Professor of the University.

(5) An associate supervisor must hold an academic status, or honorary academic status, in the University.

(6) Despite subsections (2) to (5), the Delegated Authority may, with the written approval of the Associate Dean, appoint a person as primary supervisor, chair of the supervisory panel or associate supervisor even though the person is not otherwise eligible for appointment under this section.

(7) In appointing the supervisors, the Delegated Authority must, as far as practicable, ensure continuity in the student’s supervision throughout the program and, in particular, that the primary supervisor, the chair of the supervisory panel or both will be available to carry out their responsibilities in relation to the student until the end of the program.

52 Particular responsibilities of primary supervisor and chair

(1) The primary supervisor is responsible for academic oversight of the major research aspects of the student’s program.

(2) The chair of the supervisory panel is primarily responsible for coordinating all aspects of the student’s program and is responsible for calling meetings of the supervisory panel.

53 General responsibilities of members of supervisory panel etc.

(1) Each supervisor:
   (a) is responsible, with the other supervisors, for supervising:
      (i) all aspects of the student’s program; and
      (ii) the student’s compliance with this instrument and any requirements applying to the program that are determined by the University and published on its website; and
   (b) must advise the student on matters relevant to the program or assist the student to obtain appropriate advice on matters relevant to the program.

(2) However, the chair of the supervisory panel may, by written notice given to an associate supervisor and with the written approval of the Delegated Authority, limit the associate supervisor’s responsibilities under subsection (1) to particular aspects of the student’s program.

(3) In supervising the student, the supervisors must comply with the statutes, rules, orders and policies of the University.

(4) The supervisory panel must meet at least twice in each year.

(5) A supervisor must tell the Delegated Authority if the supervisor considers that the student:
   (a) is not pursuing the program satisfactorily; or
(b) has contravened this instrument or any requirement applying to the program that is
determined by the University and published on its website; or
(c) has contravened a condition imposed by the Delegated Authority on the student’s
admission to the program; or
(d) has not completed a required milestone.

54 Temporary supervisory arrangements

(1) The Delegated Authority is responsible for supervising the student from the student’s
enrolment until the appointment of a person as primary supervisor or chair of the
supervisory panel, whichever happens first.

(2) After the Delegated Authority ceases to be responsible for supervising the student under
subsection (1), the Delegated Authority must, as far as practicable, ensure that there is at
all times a primary supervisor, a chair of the supervisory panel or both.

(3) If, at any time after the Delegated Authority ceases to be responsible for supervising the
student under subsection (1), there is neither a primary supervisor nor a chair of the
supervisory panel, the Delegated Authority must, in writing, appoint an appropriately
qualified person to act as supervisor.

(4) If, while the Delegated Authority is responsible for supervising the student under
subsection (1) or a person is acting as supervisor under subsection (3), the Delegated
Authority or acting supervisor is (or is expected to be) absent from the University, or
unable to supervise the student, for longer than 4 consecutive weeks, the Delegated
Authority must, in writing, appoint another appropriately qualified person to supervise
the student while the Delegated Authority or acting supervisor is absent or unable to
supervise the student.
Part 6—Assessment

Division 6.1—Reviews

55 Reviews of progress

(1) The supervisory panel for a student enrolled in a program for a research award must conduct an annual review of the student’s progress in the program.

(2) The first annual review is to be a review of the student’s thesis proposal and research progress and any other matters relevant to the program.

(3) The Delegated Authority may, in writing, direct the supervisory panel, a member of the supervisory panel or someone else to conduct an additional review of the student’s progress in the program.

(4) Without limiting section 48(1)(a) (Termination of program), the student’s failure to satisfactorily complete a review of progress may establish a ground for terminating the student’s enrolment in the program.

56 Action after review

(1) After conducting a review of the student’s progress in the program, the supervisory panel or person conducting the review must, in writing, make one of the following recommendations to the Delegated Authority:
   (a) that the student continue undertaking the program;
   (b) that an additional review of the student’s progress be conducted after a stated period;
   (c) for a program for a Doctor of Philosophy or professional doctorate—that the student transfer to a program for a Master of Philosophy;
   (d) that the student’s enrolment in the program be terminated.

(2) The supervisory panel or person conducting the review must give the Delegated Authority written reasons for its recommendation.

(3) The Delegated Authority must:
   (a) by written notice given to the student, tell the student about the recommendation and the action the Delegated Authority intends to take on the recommendation; and
   (b) give the student a copy of reasons given to the Delegated Authority for the recommendation.

Division 6.2—Thesis

57 Purpose of Division 6.2

This Division sets out provisions applying to the thesis of a student enrolled in a program for a research award.

58 General thesis requirements

(1) The thesis must be an original work that:
(a) incorporates an account summarising the research undertaken by the student during the program and the results of the research; and 
(b) if the research is on more than 1 topic—demonstrates the relationship between the topics; and 
(c) is required to be provided by the student for the program; and 
(d) if the research is undertaken jointly with someone else—clearly indicates the nature and extent of the student’s contribution to the research.

(2) The student may submit a thesis by compilation only if the Delegated Authority approves on the written application of the student.

(3) If the program is for a professional doctorate or Master of Philosophy, the Delegated Authority may give an approval under subsection (2) only if satisfied that the approval is justified in the special circumstances of the case.

(4) The student may submit a thesis for examination in alternative format only if the format in which the thesis is to be submitted has been approved, in writing, by the Delegated Authority, on the advice of the student’s supervisory panel.

(5) The student must not include in the thesis material that has been previously submitted by the student for the purpose of obtaining a degree from any university or other tertiary educational institution.

(6) The thesis must be written in English, except so far as the Deputy Vice-Chancellor, on the Delegated Authority’s recommendation, determines otherwise in writing.

59 Form of thesis for examination

The Deputy Vice-Chancellor may, in writing, determine the form a thesis is to take for examination.

60 Submission of thesis

(1) The student must submit the student’s thesis for examination by giving the Registrar 1 digital copy of the thesis.

(2) However, the Delegated Authority may, in writing:
   (a) approve the submission of all or part of the student’s thesis in another format and determine the number of copies to be given to the Registrar by the student in that format; or
   (b) determine that the student give the Registrar a different number of digital copies of the thesis.

(3) To remove any doubt, subsection (2) does not affect the student’s obligation under subsection (1) to submit 1 digital copy of the thesis.

61 Request for non-disclosure of thesis

(1) The student may, in writing, request the Deputy Vice-Chancellor to prohibit the University Library from disclosing the thesis, or a specified part of it (including any confidential appendix), to anyone for a specified period.

(2) If the Deputy Vice-Chancellor is satisfied that the requested prohibition is reasonable having regard to the need to protect the student’s interests under laws relating to copyright, designs or patents or confidential information, the Deputy Vice-Chancellor
may, by written direction, prohibit the University Library from disclosing the thesis or the specified part of it to anyone for the specified period.

(3) The Deputy Vice-Chancellor must, by written notice given to the student, tell the student the outcome of the student’s request.

### Division 6.3—Examination methods

#### 62 Purpose of Division 6.3

This Division sets out how a student undertaking a program for a research award must be examined on the program.

#### 63 Examination of research

Research undertaken by the student during the program must be examined by submission and examination of a thesis based on that research, together with any oral or written examination that may be required.

#### 64 Application of Assessment Rule

1. Coursework (other than any clinical or professional practice) undertaken by the student during the program must be assessed in accordance with the Assessment Rule unless otherwise determined, in writing, by the Delegated Authority.

2. Without limiting the Delegated Authority’s power under subsection (1), if the program is a program declared by the Deputy Vice-Chancellor, in writing, to be a program to which this subsection applies, the Delegated Authority may determine that coursework be assessed by an assessment of:
   - (a) an exhibition; or
   - (b) a performance; or
   - (c) a folio of work.

#### 65 Assessment of clinical or professional practice

1. Clinical or professional practice undertaken by the student during the program must be assessed in the way determined, in writing, by the Delegated Authority.

2. Without limiting subsection (1), the Delegated Authority may determine that clinical or professional practice be assessed by:
   - (a) written or oral examination after completion of the practice; or
   - (b) assessment of reports by the student’s supervisors during or following internships or other forms of professional practice.

#### 66 Examination of program with research and coursework components

If the program has research and coursework components, the Deputy Vice-Chancellor may, in writing, determine that a student undertaking the program:

- (a) is to be examined for the program on the research only; or
- (b) is required to pass a written examination on the coursework before being examined on the research, but the examination for the program is to be on the research only; or
(c) is to be examined for the program on the combined results of the examination of the research and coursework.

67 Examinations must be in English

Any examination must be conducted in English, except so far as the Deputy Vice-Chancellor, on the Delegated Authority’s written recommendation, determines otherwise in writing.

Division 6.4—Thesis examiners

68 Purpose of Division 6.4

This Division sets out provisions about the examiners of the thesis of a student undertaking a program for a research award.

69 Appointment of thesis examiners

(1) When the thesis is submitted for examination, the Associate Dean must, in writing, appoint at least 2 examiners of the thesis.

(2) The Associate Dean may, in writing, at any time appoint an additional examiner or additional examiners of the thesis.

(3) An appointment of an examiner must be made by the Associate Dean on the written recommendation of the Delegated Authority.

(4) The student may suggest or comment on the suitability of possible examiners, but must not take part in the making of a recommendation or decision about the appointment of an examiner.

70 Qualifications for appointment as thesis examiner

(1) The Associate Dean must ensure that there are, at all times, at least 2 examiners of the thesis who have international standing and do not hold an academic or honorary academic appointment in the University.

(2) A person must not be appointed an examiner if the person:
   (a) has been connected with the student’s research; or
   (b) has, within the last 5 years, published or closely collaborated with the student or with a person who is or has been a supervisor of the student.

(3) However, the Delegated Authority may recommend the appointment of, and, subject to subsection (1), the Associate Dean may appoint, a person as an examiner even though the person is not eligible for appointment under subsection (2).

71 Conflicts of interests by examiners

(1) If a person who is proposed to be appointed as an examiner is aware that the person has, or may have, a material interest in relation the examination of the student’s thesis, the person must comply with subsection (2).

[Note: Material interest is defined in subsection (8). The definition of indirect interest in that subsection applies to the definition of material interest.]

(2) Before the person is appointed as an examiner, the person must:
(a) tell the Associate Dean, in writing, that the person has, or may have, a material interest in relation the examination of the student’s thesis; and

(b) disclose the nature of the interest, in writing, to the Associate Dean.

(3) If an examiner becomes aware that the examiner has, or may have, a material interest in relation to the examination of the thesis, the examiner must immediately disclose the nature of the interest, in writing, to the Associate Dean.

(4) If an examiner makes a disclosure under subsection (3), the examiner must not take part, or continue to take part, in the examination of the thesis unless the Associate Dean agrees, in writing, to the examiner continuing as an examiner.

(5) If a person is aware that a person who is proposed to be appointed, or has been appointed, as an examiner has, or may have, a material interest in relation to the examination of the thesis, the person must immediately tell the Associate Dean in writing.

(6) If the Associate Dean becomes aware that an examiner has, or may have, a material interest in relation to the examination of the thesis, the Associate Dean may, by written notice given to the examiner, end the examiner’s appointment as examiner.

(7) Subsection (6) does not limit the Associate Dean’s power to end the appointment of an examiner.

(8) In this section:

associate, of a person, includes:
(a) a business or research partner of the person; and
(b) a close friend of the person; and
(c) a family member of the person.

executive officer, of a corporation, means a person (however described) who is concerned with, or takes part in, the corporation’s management, whether or not the person is a director of the corporation.

indirect interest: without limiting the kinds of indirect interests a person may have, a person has an indirect interest in relation to the examination of the thesis if any of the following has an interest in relation to the examination of the thesis:
(a) an associate of the person;
(b) a corporation if the corporation has not more than 100 members and the person, or an associate of the person, is a member of the corporation;
(c) a subsidiary of a corporation mentioned in paragraph (b);
(d) a corporation if the person, or an associate of the person, is an executive officer of the corporation;
(e) the trustee of a trust if the person, or an associate of the person, is a beneficiary of the trust;
(f) a member of a firm or partnership if the person, or an associate of the person, is a member of the firm or partnership;
(g) someone else carrying on a business if the person, or an associate of the person, has a direct or indirect right to participate in the profits of the business.

material interest: a person has a material interest in relation the examination of the thesis if the person has:
(a) a direct or indirect financial interest in relation to the examination; or
(b) a direct or indirect interest of any other kind if the interest could conflict, or reasonably be seen to conflict, with the proper exercise of the person's functions in relation to the examination.

72 Non-disclosure of identity of examiners

(1) The identity of an examiner must not be disclosed to the student, or to the other examiners, until the final decision is made on the examination of the thesis (and then only with the examiner’s permission).

(2) This section does not apply to a disclosure made during, or for the purposes of, an oral examination of the thesis.

73 Prohibited communications during thesis examination

(1) This section applies during the period that begins when the student’s thesis is submitted for examination and ends when the final decision is made on the examination of the thesis.

(2) An examiner must not knowingly disclose the content of the thesis to someone who is not involved in the examination of the thesis.

(3) The student, or a person who is or has been a supervisor of the student during the program, must not knowingly communicate directly or indirectly with an examiner about the research on which the thesis is based.

(4) An examiner must not knowingly communicate directly or indirectly with another examiner, the student, or a person who is or has been a supervisor of the student during the program, about the research on which the thesis is based.

(5) Subsections (3) and (4) do not apply to a communication made during an oral examination of the thesis or any other oral presentation for the thesis.

74 Nomination of person to provide further information to examiner

The Delegated Authority may, at the written request of an examiner, nominate a person (other than a person who is, or has been, a supervisor of the student during the program), in writing, to provide information to the examiner about the thesis or, if the research on which the thesis is based was undertaken jointly with someone else, the nature and extent of the student’s contribution to the research.

Division 6.5—Examination reports

75 Examiners’ reports on thesis examination

(1) This section applies after the thesis of a student enrolled in a program for a research award has been examined by the examiners.

(2) Each examiner must give the Registrar a written report on the examiner’s examination of the thesis.

[Note: If a form is approved under section 104 (Approved forms) for this provision, the form must be used.]

(3) The report must include one of the following recommendations:
(a) that the student be granted the research award;
(b) that the student be granted the research award subject to the student making
specified corrections or revisions, to the satisfaction of the Delegated Authority, in
the copy of the thesis to be deposited with the University Library;
(c) that the student be permitted to submit a revised thesis for re-examination;
(d) that the student be failed.

(4) If the thesis is a thesis by compilation, a recommendation under subsection (3)(b) or (c)
must relate only to the exegesis of the thesis or unpublished works.

(5) The Registrar must give a copy of the examiners' reports to the Delegated Authority.

Division 6.6—Further examination of thesis

76 Application of Division 6.6

This Division applies to a student enrolled in a program for a research award if:
(a) at least 1, but not all, of the examiners of the student's thesis recommend that the
student be failed: and
(b) based on the examiners' reports, the Delegated Authority considers that the student
should be failed.

77 Student to be given opportunity of further examination

(1) The student must be given the opportunity to have a further examination of the thesis
before the Delegated Authority makes a recommendation to the Associate Dean.

(2) The Delegated Authority must decide, in writing, whether the further examination is an
oral examination or a review of the thesis by an additional examiner.

78 Oral examination

(1) If the further examination is an oral examination, the student must be examined orally by
the examiners on the substance of the student's thesis and the student's knowledge of the
subject background.

(2) However, the Delegated Authority may, in writing, direct that the oral examination be
conducted by some, but not all, of the examiners.

(3) If the Delegated Authority gives a direction under subsection (2), the Delegated
Authority must, in writing, specify the examiners who are to conduct the examination.

(4) For subsection (3), the Delegated Authority must specify at least 2 examiners unless the
Delegated Authority considers that a single examiner should be specified for the
particular examination.

[Note: If a single examiner is specified, an assessor must be appointed under section 79 (Assessor for
oral examination).]

(5) If the oral examination is to be conducted by some, but not all, of the examiners, the
examiners who are to conduct the examination must:
(a) find out from the examiners who are to be absent whether they have questions that
they wish to have put to the student; and
(b) at the examination, put the substance of the questions to the student, together with
any other questions they consider relevant; and
(c) after the examination, give the examiners who are absent a report on the student’s performance at the oral examination, including the student’s answers to their questions.

(6) Each examiner must give the Registrar a written report on the oral examination.

[Note: If a form is approved under section 104 (Approved forms) for this provision, the form must be used.]

(7) The report may:

(a) confirm the recommendation made by the examiner in the report made under section 75 (Examiners’ reports on thesis examination); or

(b) make a different recommendation that could have been made in that report.

(8) The Registrar must give a copy of the examiners’ reports to the Delegated Authority.

79 Assessor for oral examination

(1) This section applies if the oral examination is to be conducted by a single examiner.

(2) The Delegated Authority must, in writing, appoint a person as an assessor for the oral examination.

(3) The person appointed as assessor must be a senior member of the academic staff of the University, or another university, who has some knowledge of the subject area of the student’s thesis, but is not necessarily an expert in that area.

(4) The Registrar must give the assessor a copy of the student’s thesis before the examination.

(5) The assessor must attend but not participate in the examination, otherwise than to ensure that the examination is properly and fairly conducted.

(6) The assessor may give the Registrar any written comments the assessor wishes to make about the examination.

(7) The Registrar must give a copy of any comments to the Delegated Authority.

80 Written examination

(1) This section applies if:

(a) the Delegated Authority decides under section 77 (Student to be given opportunity of further examination) that the student is to have an oral examination; but

(b) the Delegated Authority considers that it is not practical to hold the oral examination.

(2) The student is to be examined by written examination, set by the examiners, covering the field that the oral examination would have covered.

(3) The student must give the student’s written answers in the examination to the Registrar who must give a copy of them to the examiners.

(4) Each examiner must consider the student’s answers and give the Registrar a written report on the examiner’s consideration of the answers.

[Note: If a form is approved under section 104 (Approved forms) for this provision, the form must be used.]
(5) The report may:
   (a) confirm the recommendation made by the examiner in the report made under section 75 (Examiners’ reports on thesis examination); or
   (b) make a different recommendation that could have been made in that report.

(6) The Registrar must give a copy of the examiners’ reports to the Delegated Authority.

Division 6.7—Outcome of thesis examination

81 Application of Division 6.7

This Division applies after:
   (a) the thesis of a student enrolled in a program for a research award has been examined by the examiners; and
   (b) any further examination of the thesis under Division 6.6 has been completed.

82 Recommendation by Delegated Authority following thesis examination

(1) The Delegated Authority must consider the following material:
   (a) the examiners’ reports under section 75 (Examiners’ reports on thesis examination);
   (b) any examiners’ reports under section 78 (Oral examination);
   (c) any comments given to the Registrar under section 79 (Assessor for oral examination);
   (d) any examiners’ reports under section 80 (Written examination).

(2) After considering the material mentioned in subsection (1), the Delegated Authority must make one of the following recommendations, in writing, to the Associate Dean:
   (a) that the student be granted the research award;
   (b) that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, in the copy of the thesis to be deposited with the University Library;
   (c) that the student be re-examined by resubmission of thesis or that some or all of the student’s coursework during the program be re-examined (or both);
   (d) that the student be failed.

(3) If the thesis is a thesis by compilation, a recommendation under subsection (2)(b) or (c) must relate only to the exegesis of the thesis or unpublished works.

(4) The Delegated Authority must recommend that the student be granted the research award if satisfied that the overall results obtained by the student during the program are satisfactory, both in relation to the examination of the student’s thesis and in relation to the examination of the student’s coursework.

(5) Subsection (4) does not prevent the Delegated Authority from recommending that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, in the copy of the thesis to be deposited in the University Library.

(6) If the Delegated Authority’s recommendation is that the student be failed, the recommendation must be accompanied by written reasons for the recommendation.
83 Decision of Associate Dean following thesis examination

(1) This section applies if the Delegated Authority makes a recommendation under section 82 (Recommendation by Delegated Authority following thesis examination) in relation to the student.

(2) The Associate Dean must make one of the following decisions:
   (a) that the student be granted the research award;
   (b) that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, in the copy of the thesis to be deposited with the University Library;
   (c) that the student be re-examined by resubmission of thesis or that some or all of the student’s coursework during the program be re-examined (or both);
   (d) that the student be failed.

(3) Subject to the outcome of any appeal under Division 7.2 (Appeals against appealable decisions), the Associate Dean’s decision is final.
   [Note: A student may appeal against a decision to fail the student (see section 98).]

(4) The Registrar must, by written notice given to the student, tell the student about the decision.
   [Note: Section 105 (Service of notices etc.) sets out how the notice may be given.]

(5) If the Associate Dean decides that the student be failed, the notice must include or be accompanied by:
   (a) a statement of reasons for the decision; and
   (b) a statement to the effect that, subject to this instrument, the student may appeal against the decision; and
   (c) a statement setting out the procedure for making an appeal; and
   (d) a copy of each of the following, prepared so the identity of the examiners is not disclosed to the student:
      (i) the examiner’s reports under section 75 (Examiners’ reports on thesis examination);
      (ii) any examiner’s reports under section 78 (Oral examination);
      (iii) any comments given to the Registrar under section 79 (Assessor for oral examination);
      (iv) any examiner’s reports under section 80 (Written examination).

(6) Failure to comply with subsections (4) and (5) does not affect the validity of the decision to fail the student.

84 Corrections or revisions to thesis

(1) This section applies if the Associate Dean decides that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, in the copy of the thesis to be deposited with the University Library.

(2) Within 12 months after the day the student is given written notice of the decision by the Registrar or any further period the Delegated Authority may, in writing, allow, the student must:
   (a) make the specified corrections or revisions to a copy of the thesis; and
(b) give the copy, as corrected or revised, to the Delegated Authority for review.

85 Re-examination by resubmission of thesis

1. This section applies if the Associate Dean decides that the student be re-examined by resubmission of thesis.

2. The Delegated Authority must, in writing, appoint a person to advise the student during the process of revising the student’s thesis.

3. The student must revise the thesis, and resubmit the revised thesis for examination, within:
   a. 12 months after the day the student is given written notice of the Associate Dean’s decision by the Registrar; or
   b. if the Associate Dean, by written notice given to the student, fixes a shorter period—that shorter period.

4. The Delegated Authority may, by written notice given to the student, extend (or further extend) the period for revising and resubmitting the thesis.

5. However, any extension must not go beyond 24 months after the day the student is given written notice of the Associate Dean’s decision by the Registrar.

6. The Associate Dean must, in writing, appoint at least 2 examiners to examine the revised thesis.

7. An examiner may, but need not be, an examiner who examined the student’s initial thesis.

8. Division 6.4 (Thesis examiners) applies to the appointment of an examiner under this section, and to an examiner appointed under this section, with any necessary changes.

9. Each examiner must give the Registrar a written report on the examiner’s examination of the revised thesis.

[Note: If a form is approved under section 104 (Approved forms) for this provision, the form must be used.]

10. The report must include one of the following recommendations:
    a. that the student be granted the research award;
    b. that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, in the copy of the thesis to be deposited with the University Library;
    c. that the student be failed.

11. If the thesis is a thesis by compilation, a recommendation under subsection (10)(b) must relate only to the exegesis of the thesis or unpublished works.

12. To remove any doubt, the report may not recommend that the student be re-examined by resubmission of thesis or that some or all of the student’s coursework during the program be re-examined.

13. The Registrar must give a copy of the examiners’ reports to the Delegated Authority.
86 Re-examination of coursework

1. This section applies if the Associate Dean decides that some or all of the student’s coursework during the program be re-examined.

2. Division 6.3 (Examination methods) applies to the re-examination with any necessary changes.

87 Recommendation by Delegated Authority following re-examination

1. This section applies if the student has been re-examined by resubmission of thesis or the student’s coursework during the program has been re-examined (or both).

2. The Delegated Authority must consider the following material:
   a. if the student has been re-examined by resubmission of thesis—the examiners’ reports under section 85 (Re-examination by resubmission of thesis);
   b. if the student’s coursework has been re-examined—the results of the re-examination.

3. After considering the material mentioned in subsection (2), the Delegated Authority must make one of the following recommendations, in writing, to the Associate Dean:
   a. that the student be granted the research award;
   b. that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, to the copy of the thesis to be deposited with the University Library;
   c. that the student be failed.

4. If the thesis is a thesis by compilation, a recommendation under subsection (3)(b) must relate only to the exegesis of the thesis or unpublished works.

5. The Delegated Authority must recommend that the student be granted the research award if satisfied that the overall results obtained by the student during the program are satisfactory, both in relation to the examination of the student’s thesis and in relation to the examination of the student’s coursework.

6. Subsection (5) does not prevent the Delegated Authority from recommending that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, in the copy of the thesis to be deposited in the University Library.

7. If the Delegated Authority’s recommendation is that the student be failed, the recommendation must be accompanied by written reasons for the recommendation.

88 Decision of Associate Dean following re-examination

1. This section applies if:
   a. the student has been re-examined by resubmission of thesis or the student’s coursework during the program has been re-examined (or both); and
   b. the Delegated Authority makes a recommendation to the Associate Dean under section 87 (Recommendation by Delegated Authority following re-examination) in relation to the student.

2. The Associate Dean must make one of the following decisions:
   a. that the student be granted the research award;
(b) that the student be granted the research award subject to the student making specified corrections or revisions, to the satisfaction of the Delegated Authority, to the copy of the thesis to be deposited with the University Library;

(c) that the student be failed.

(3) Subject to the outcome of any appeal under Division 7.2 (Appeals against appealable decisions), the Associate Dean’s decision is final.

[Note: The student may appeal against a decision to fail the student (see section 98).]

(4) The Registrar must, by written notice given to the student, tell the student about the decision.

[Note: Section 105 (Service of notices etc.) sets out how the notice may be given.]

(5) If the Associate Dean decides that the student be failed, the notice must include or be accompanied by:

(a) a statement of reasons for the decision; and

(b) a statement to the effect that, subject to this instrument, the student may appeal against the decision; and

(c) a statement setting out the procedure for making an appeal; and

(d) a copy of any examiners’ reports under section 85 (Re-examination by resubmission of thesis), prepared so the identity of the examiners is not disclosed to the student.

(6) Failure to comply with subsections (4) and (5) does not affect the validity of the decision to fail the student.

89 Examination of Doctor of Philosophy thesis for Master of Philosophy

(1) This section applies if:

(a) the student is enrolled in a program for the degree of Doctor of Philosophy (the existing program); and

(b) the student submits the student’s thesis for examination for that degree; and

(c) the Associate Dean decides:

(i) that the student be re-examined by resubmission of thesis; or

(ii) that the student be failed; and

(d) the student wishes to be examined as a student in a program for the degree of Master of Philosophy (the new program).

(2) The student may apply, in writing, to the Delegated Authority for the new program for approval for the thesis to be examined for the degree of Master of Philosophy.

(3) The application must be made within:

(a) 12 months after the day the student is given written notice of the Associate Dean’s decision by the Registrar; or

(b) if the student appeals against the decision and the decision is confirmed on appeal or the decision is made on appeal that the student be re-examined by resubmission of thesis—12 months after the day the student is given written notice of the final decision on the appeal by the Registrar.

(4) Within 20 working days after the day the application is made to the Delegated Authority, the Delegated Authority must:

(a) decide the application; and
(b) by written notice given to the student, tell the student about the decision.

(5) The Delegated Authority may approve the examination of the thesis for the degree of Master of Philosophy:
   (a) whether or not the student’s thesis has been revised since it was submitted for examination for the degree of Doctor of Philosophy; and
   (b) whether or not the thesis exceeds the maximum length normally acceptable for a thesis for a Master of Philosophy.

(6) If the Delegated Authority approves the examination of the thesis for the degree of Master of Philosophy:
   (a) the student is taken to be enrolled in the program for the degree of Master of Philosophy; and
   (b) the student may submit the student’s thesis, or the thesis as revised, for examination for that degree.

(7) If the student submits the thesis for examination for the degree of Master of Philosophy, the Associate Dean must, unless the circumstances of the case are exceptional, appoint examiners who were not previously appointed to examine the student’s thesis for the degree of Doctor of Philosophy.

(8) If an examiner appointed to examine the thesis was not previously appointed to examine the student’s thesis for the degree of Doctor of Philosophy, the examiner must not be told that the thesis was previously examined for that degree.

**Division 6.8—Retention and availability of thesis**

**90 Student must provide thesis for deposit in University Library**

(1) This section applies if the Associate Dean decides that the student be granted the research award.

(2) Before the research award is conferred, the student must provide 1 copy of the student’s thesis, as finally corrected, revised and reviewed and in the format decided by the Registrar, to the Registrar for deposit in the University Library.

(3) The provision of the copy of the thesis by the student authorises the University:
   (a) to make the thesis available in the University Library in any format; and
   (b) with the student’s permission, to make the thesis otherwise available in any format.

(4) However, subsection (3)(a) is subject to any direction of the Deputy Vice-Chancellor under section 61 (Request for non-disclosure of thesis) prohibiting the University Library from disclosing the thesis, or a specified part of it, to anyone for a specified period.

**91 Thesis of student not granted research award**

(1) This section applies if the student submits the student’s thesis for examination, but the Associate Dean does not decide that the student be granted the award.

(2) The Registrar must keep a copy of the thesis.

(3) After considering any University intellectual property and open access policies, and with the Delegated Authority’s agreement and the student’s permission, the Deputy Vice-Chancellor may make the thesis available for private study and research in any format.
Part 7—Reviews and appeals

Division 7.1—Reviews of reviewable decisions

92 What is a reviewable decision?

Each of the following decisions is a reviewable decision:

(a) a decision under section 17 (Decision on application for admission) not to admit a person to a program for a research award;
(b) a decision under section 24 (Granting credit) not to grant credit to a student;
(c) a decision under section 34(2) (Place where program must be undertaken) not to approve a student undertaking all or part of a program outside the University;
(d) a decision under section 35 (Revocation of approval to undertake program outside University) to revoke an approval under section 34(2);
(e) a decision under section 36(3) (Total minimum period of attendance at University campus during program) not to reduce the minimum period a student must attend a campus of the University during a year;
(f) a decision under section 37(3) (Minimum period of attendance at University campus during a year) not to vary the period a student must attend a campus of the University;
(g) a decision under section 38 (Program leave of absence) not to grant leave of absence to a student;
(h) a decision under section 39 (Program extension) not to grant an extension of the maximum enrolment period applying to a student;
(i) a decision under section 41 (Other studies) not to approve a student undertaking other studies;
(j) a decision determining a particular period under section 44(1)(c) or (2)(c) (Maximum period for completion: basic maximum period);
(k) a decision under section 45 (Maximum period for completion of program: reduction of maximum period) to reduce the maximum period for completion of a student’s program.

93 Who is the person affected by a reviewable decision?

The person affected by a reviewable decision is:

(a) for a decision not to admit a person to a program for a research award—the applicant for admission; and
(b) for any other decision—the student affected by the decision.

94 Application for review of reviewable decision

(1) The person affected by a reviewable decision may apply for review of the decision.

(2) The application must:

(a) be in writing; and
(b) set out the person’s reasons for making the application; and
(c) include, or be accompanied by, any evidence in support of the reasons; and
(d) be given to the Registrar within:
(i) 20 working days after the day the person is given written notice of, and any statement of reasons required to be given for, the decision; or
(ii) if the Registrar extends the period in the special circumstances of the case—the extended period.

(3) If:
   (a) the person applies for review of the decision; and
   (b) immediately before the decision was made, the person was enrolled in a program for a research award; and
   (c) the reviewable decision affected the person’s right to remain enrolled in the program;
   the person is entitled to be enrolled in the program until the review is finally decided.

95 Review by Associate Dean

(1) This section applies if the person affected by a reviewable decision applies under section 94 (Application for review of reviewable decision) for review of the decision.

(2) The Associate Dean may conduct the review solely on the basis of the application and any material accompanying it, but may make the inquiries, and have regard to anything else, that the Associate Dean considers appropriate.

(3) The Associate Dean must:
   (a) confirm the reviewable decision; or
   (b) set aside the reviewable decision and refer the matter to the Delegated Authority:
      (i) to further consider the reviewable decision, taking into account the directions (if any) of the Associate Dean; and
      (ii) to make a new decision; or
   (c) set aside the reviewable decision and substitute a decision that the Delegated Authority could have made.

(4) After the Associate Dean makes a decision on the review, the Associate Dean must:
   (a) by written notice given to the applicant for review, tell the applicant about the decision made on the review; and
   (b) give the applicant a statement of reasons for the decision.

(5) The Associate Dean must endeavour to review the decision and comply with subsection (4) within 20 working days after the day the application for review of the decision is made.

(6) If the Associate Dean is unable to review the decision and comply with subsection (4) within the 20-day period mentioned in subsection (5), the Associate Dean must tell the applicant for review and give the applicant for review a date by which the decision will be reviewed and subsection (4) complied with.

(7) Subject to the outcome of any application for review made to the Deputy Vice-Chancellor under section 96 (Application for procedural review by Deputy Vice-Chancellor), the decision of the Associate Dean is final.

(8) This section is subject to section 20 (False or misleading statements in applications for admission etc.).
96 Application for procedural review by Deputy Vice-Chancellor

(1) This section applies if an applicant for review of a reviewable decision is dissatisfied with the decision made by the Associate Dean on the review because procedures that were required to be observed by this instrument in connection with the review were not observed.

(2) The person may apply to the Deputy Vice-Chancellor for review of the Associate Dean’s decision, but only on the ground that procedures that were required to be observed by this instrument in connection with the review were not observed.

(3) The application must:
   (a) be in writing; and
   (b) state clearly the procedures required by this instrument that were not observed in connection with the review; and
   (c) include, or be accompanied by, any evidence in support of the application; and
   (d) be given to the Registrar within:
      (i) 20 working days after the day the person is given written notice of, and a statement of reasons for, the Associate Dean’s decision; or
      (ii) if the Registrar extends the period in the special circumstances of the case—the extended period.

97 Procedural review by Deputy Vice-Chancellor

(1) This section applies if a person applies under section 96 (Application for procedural review by Deputy Vice-Chancellor) for review of the decision of the Associate Dean.

(2) The Deputy Vice-Chancellor may conduct the review solely on the basis of the application and any material accompanying it, but may make the inquiries, and have regard to anything else, that the Deputy Vice-Chancellor considers appropriate.

(3) The Deputy Vice-Chancellor must:
   (a) confirm the Associate Dean’s decision; or
   (b) set aside the Associate Dean’s decision, and either confirm the original reviewable decision of the Delegated Authority or refer the matter to the Delegated Authority:
      (i) to further consider the decision, taking into account the directions (if any) of the Deputy Vice-Chancellor; and
      (ii) to make a new decision; or
   (c) set aside the Associate Dean’s decision and substitute another decision that the Delegated Authority could have made.

(4) The Deputy Vice-Chancellor must endeavour to make a decision on the review within 20 working days after the day the application for review is made.

(5) If the Deputy Vice-Chancellor is unable make a decision on the review within the 20-day period mentioned in subsection (4), the Deputy Vice-Chancellor must tell the applicant for review and give the applicant for review a date by which the decision will be reviewed.

(6) Within 7 working days after the day the Deputy Vice-Chancellor makes a decision on the review, the Deputy Vice-Chancellor must:
(a) by written notice given to the applicant for review, tell the applicant about the
decision made under this section; and
(b) give the applicant a statement of reasons for the decision.

(7) The Deputy Vice- Chancellor’s decision is final.

**Division 7.2—Appeals against appealable decisions**

**98 What is an appealable decision?**

Each of the following decisions is an *appealable decision*:
(a) a decision under section 46 (Maximum period for completion of program:
extension of maximum period) not to grant an extension of the maximum period
for completion of a student’s program;
(b) a decision under section 48 (Termination of program) to terminate a student’s
enrolment;
(c) a decision under section 83 (Decision of Associate Dean following thesis
examination) or section 88 (Decision of Associate Dean following re-examination)
to fail a student.

**99 Who is the person affected by an appealable decision?**

The *person affected* by an appealable decision is the student affected by the decision.

**100 Appeal against appealable decision**

(1) The person affected by an appealable decision may appeal against the decision.

(2) The appeal must:
(a) be in writing; and
(b) set out the grounds of the appeal; and
(c) include, or be accompanied by, any evidence in support of the grounds; and
(d) be given to the Registrar within:
   (i) 20 working days after the day the person is given written notice of, and a
statement of reasons for, the decision; or
   (ii) if the Registrar extends the period in the special circumstances of the case—
the extended period.

(3) If:
(a) the person appeals against the decision; and
(b) immediately before the decision was made, the person was enrolled in a program
for a research award; and
(c) the appealable decision affected the person’s right to remain enrolled in the
program;
the person is entitled to be enrolled in the program until the appeal is finally decided.

**101 Appeal: hearing and decision**

(1) This section applies if the person affected by an appealable decision appeals against the
decision under section 100 (Appeal against appealable decision).
(2) The Registrar must, after consulting the Associate Dean and in writing, appoint 3 impartial members of the full-time academic staff of the University to form an Appeal Committee to hear and decide the appeal.

(3) The members of the Appeal Committee must choose a member of the committee to be its chair.

(4) The Appeal Committee may conduct the inquiries, and have regard to anything, on any matter in relation to the appeal that it considers appropriate.

(5) However, before deciding the appeal, the Appeal Committee must give the person affected by the appealable decision an opportunity to make representations to the committee.

(6) The Appeal Committee may permit the person to make either oral or written representations (or both).

(7) If the person is permitted to make oral representations, the person may be accompanied by a student, or member of the staff, of the University who may observe the proceedings but not act as an advocate unless expressly invited by the Appeal Committee.

(8) If the appealable decision is a decision not to grant an extension of the maximum period for completion of the person’s program, the Appeal Committee must:
   (a) confirm the decision appealed against (the appealable decision); or
   (b) set aside the appealable decision and refer the matter to the Associate Dean:
      (i) to further consider the decision, taking into account the directions (if any) of the Appeal Committee; and
      (ii) to make a new decision; or
   (c) set aside the appealable decision and substitute a decision the Associate Dean could have made.

(9) If the appealable decision is a decision to terminate the person’s enrolment in a program for a research award, the Appeal Committee must:
   (a) confirm the decision appealed against; or
   (b) set aside the decision and require that the person be permitted to continue to be enrolled in the program, subject to the conditions decided by the Appeal Committee after consultation with the Associate Dean (including conditions about the duration of the program).

(10) If the appealable decision is a decision that the person be failed in a program for a research award, the Appeal Committee must:
    (a) confirm the decision appealed against; or
    (b) set aside the decision, require that the person be re-examined in a stated way and give written directions about how the re-examination is to be conducted.

(11) Within 7 working days after the day the Appeal Committee makes a decision on the appeal, the Registrar must:
    (a) by written notice given to the person, tell the person about the decision made on the appeal; and
    (b) give the person a statement of reasons for the decision.
(12) Subject to the outcome of any appeal made to the Deputy Vice-Chancellor under section 102 (Application for procedural appeal to Deputy Vice-Chancellor), the decision of the Appeal Committee is final.

102 Application for procedural appeal to Deputy Vice-Chancellor

(1) This section applies if a person who appeals against an appealable decision is dissatisfied with the decision of the Appeal Committee because procedures that were required to be observed by this instrument in connection with the appeal were not observed.

(2) The person may appeal to the Deputy Vice-Chancellor against the Appeal Committee’s decision, but only on the ground that procedures that were required to be observed by this instrument in connection with the appeal were not observed.

(3) The appeal must:
   (a) be in writing; and
   (b) state clearly the procedures required by this instrument that were not observed in connection with the appeal; and
   (c) include, or be accompanied by, any evidence in support of the appeal; and
   (d) be given to the Registrar within:
      (i) 20 working days after the day the person is given written notice of, and a statement of reasons for, the Appeal Committee’s decision; or
      (ii) if the Registrar extends the period in the special circumstances of the case—the extended period.

103 Procedural appeal to Deputy Vice-Chancellor

(1) This section applies if a person appeals under section 102 (Application for procedural appeal to Deputy Vice-Chancellor) against the decision of the Appeal Committee.

(2) The Deputy Vice-Chancellor may conduct the inquiries, and have regard to anything, on any matter in relation to the appeal that the Deputy Vice-Chancellor considers appropriate.

(3) The Deputy Vice-Chancellor must:
   (a) confirm the Appeal Committee’s decision (the appeal decision); or
   (b) set aside the appeal decision, and either confirm the original appealable decision of the Associate Dean or refer the matter to the Associate Dean:
      (i) to further consider that decision, taking into account the directions (if any) of the Deputy Vice-Chancellor; and
      (ii) to make a new decision; or
   (c) set aside the appeal decision and substitute another decision that the Associate Dean could have made.

(4) The Deputy Vice-Chancellor must endeavour to make a decision on the appeal within 20 working days after the day the appeal is made.

(5) If the Deputy Vice-Chancellor is unable make a decision on the appeal within the 20-day period mentioned in subsection (4), the Deputy Vice-Chancellor must tell the appellant and give the appellant a date by which the appeal will be decided.

(6) Within 7 working days after the day the Deputy Vice-Chancellor makes a decision on the appeal, the Deputy Vice-Chancellor must:
(a) by written notice given to the appellant, tell the appellant about the decision made on the procedural appeal; and
(b) give the appellant a statement of reasons for the decision.

(7) The Deputy Vice-Chancellor’s decision is final.
Part 8—Miscellaneous

104 Approved forms

(1) The Registrar may, in writing, approve forms for this instrument.

(2) If the Registrar approves a form for a particular purpose, the form must be used for that purpose.

(3) The Registrar must ensure that approved forms are available on the University’s website or any other way that the Registrar considers appropriate.

105 Service of notices etc.

(1) This section applies to a notice or other document that is required or permitted to be served on an individual under this instrument (whether the word ‘give’, ‘notify’, ‘send’, ‘tell’ or another word is used).

(2) The document may be served on an individual:

(a) by giving it to the individual; or

(b) by sending it by prepaid post, addressed to the individual, to an address shown in the University’s records as an address of the individual (including, for example, any semester, work or permanent home address); or

(c) by emailing it to:

(i) if the individual has an email address provided by the University—that email address; or

(ii) in any case—an email address otherwise recorded by the University as an email address of the individual (including, for example, any personal or work email address).

(3) A document served by post on an individual under subsection (2)(b) is taken to have been served on the day it would have been delivered in the ordinary course of post.

(4) A document served by email on an individual under subsection (2)(c) is taken to have been served on the day it would been received in the ordinary course of email transmission.

(5) This section does not affect the operation of any statute, any other rule or any other law that authorises or requires service of a document otherwise than as provided under this section.

[Note: See e.g. the Acts Interpretation Act, section 28A (Service of documents).]

106 Appointment etc. of Delegated Authorities

(1) The Associate Dean for an ANU College may, in writing, appoint a member of the staff of the college to be a Delegated Authority for a program offered by the college for a research award.

(2) However, if a Delegated Authority for the program becomes the primary supervisor of a student enrolled in the program or chair of the student’s supervisory panel, the person ceases to be a Delegated Authority for the program in relation to that student and the
Associate Dean must ensure that another member of staff of the college is available to be the Delegated Authority for the program in relation to that student.

107 College Dean exercising Associate Dean’s functions

(1) The College Dean for an ANU College may exercise all or any of the functions of an Associate Dean for the college under this instrument.

(2) This instrument applies in relation to the College Dean for an ANU College as if a reference to an Associate Dean for the college included a reference to the College Dean.

108 Delegation by Deputy Vice-Chancellor

A Deputy Vice-Chancellor may, in writing, delegate all or any of the Deputy Vice-Chancellor’s functions under this instrument to a member of the academic staff of the University.

109 Delegation by Associate Dean

(1) The Associate Dean for an ANU College may, in writing, delegate all or any of the Associate Dean’s functions under this instrument to a member of the academic staff of the University.

(2) In exercising functions under a delegation, the delegate must comply with any directions of the Associate Dean.

(3) This section is additional to, and does not limit, section 107 (College Dean exercising Associate Dean’s functions).
Part 9—Repeal and transitional

110 Repeal etc.

(1) The Research Awards Rule 2017 is repealed.

(2) To remove any doubt, a reference in a rule, order or other document of the University to the Research Awards Rules (whether with or without the year of its making or the year and number of the year of its making) includes a reference to this instrument.

111 Commencement of existing programs

(1) This section applies to a program of a student for a research award that commenced, but had not ended, before the commencement of this instrument.

(2) To remove any doubt, the program commenced on the day the student enrolled in the program, even though that day was before the commencement of this instrument.

112 Maximum period for completion: transitional

(1) This section applies to a student enrolled in a program for a research award if the program commenced, but had not ended, before the commencement of the Research Awards Rule 2015.

(2) Section 44 (Maximum period for completion: basic maximum period) and section 47 (Ending of program at end of maximum period for completion) do not apply in relation to the student before 1 April 2020.

(3) For section 47, if, apart from this section, the maximum period for completion of the program by the student would end before 1 April 2020, it ends on that date.

(4) To remove any doubt, this section does not prevent the maximum period for completion of the program from being reduced under section 45 (Maximum period for completion of program: reduction of maximum period) or extended under section 46 (Maximum period for completion of program: extension of maximum period) (or both reduced and extended under those sections).

(5) Also, to remove any doubt, this section is subject to any modification in force under section 113.

113 Transitional modifications on student application

(1) In this section:

earlier repealed instrument means the Research Awards Rules (No. 2) 2013.

previous instrument means the Research Awards Rule 2015.

(2) This section applies to a student enrolled in a program for a research award if:

(a) the program commenced, but had not ended, before the commencement of the previous instrument; and

(b) a requirement of the previous instrument or this instrument applying to the student (the current requirement) is different from the corresponding requirement applying to the student under the earlier repealed instrument or there was no
corresponding requirement applying to the student under the earlier repealed instrument; and
(c) the student considers that the application of the current requirement to the student is unfair or unreasonable.

(3) The student may, by written notice given to the Delegated Authority before 1 April 2020, apply for a modification of this instrument in relation to the application of the current requirement to the student.

(4) The Delegated Authority must:
(a) decide the application; and
(b) by written notice given to the student, tell the student the decision made on the application.

(5) The Delegated Authority may grant the modification sought if satisfied that the application of the current requirement to the student is unfair or unreasonable.

(6) For this instrument, a decision to refuse to give the modification sought by the student is a reviewable decision.

(7) This instrument applies to the student subject to any modification in force under this section in relation to the student.

(8) A modification granted under any of the following provisions has effect as if it were a modification in force under this section:
(a) the Research Awards Rule 2015, section 113 (Transitional modifications on student application);
(b) the Research Awards Rule 2016, section 113 (Transitional modifications on student application);
(c) the Research Awards Rule 2017, section 113 (Transitional modifications on student application).
THE ANU EMERITUS FACULTY
CHAIR’S REPORT TO THE 2018 ANNUAL GENERAL MEETING

The ANU Emeritus Faculty can report another full and eventful year but one tinged by sadness at the death of our Founder, John Molony and of other distinguished members of our Faculty. The Faculty places special emphasis on the collegiality of its membership and considers this one of the core values we uphold as members of the ANU community. Our gatherings – luncheon-talks and lectures -- have been both convivial and intellectually engaging and our membership has continued to increase. We now list over 276 members. This report recounts our activities for the year.

Collegiate Luncheons

Craig Reynolds has taken over from Adrian Gibbs in planning and organizing both our luncheon talks and our lectures. For our lunches, which are on the 1st Wednesday of the month, we gather around noon, then meet and talk as we have our lunches. The talk begins at 12:30 and usually goes on for 40 minutes followed by questions and discussion.

This year’s talks were quite varied, and the overwhelming majority were given by members of the Faculty:

7 February:  
Fyfe and Tricia Bygrave, “Journey to Easter Island, Cusco, Machu Picchu and the Galapagos Islands.”

7 March:  
George Quinn, “Indonesia’s other Islam.”

4 April:  
Will Steffen, “The Anthropocene: Where on Earth are We Going?”

2 May:  

4 July:  
Prame Chopra, “What Killed the Dinosaurs – Are We Next?”

1 August:  
Keiko Tamura, “Growing Pearls in the Northern Territory.”

5 September:  
Fyfe and Tricia Bygrave, “Red Cedar: The tree that shaped the early history of Australia.”
3 October:

7 November:
Peter Kanowski, “Forests near and far: issues in a warming world.”

5 December:
Fyfe Bygrave, “The Nobel and IgNoble Prizes 2018.”

Lectures

Our lectures, as in the past, were on a diverse and stimulating mix of topics. Lectures are usually held on the third Wednesday of the month. This year we experimented with the timing of these lectures. We began by having them at 4pm but opted later for lectures at 12:30pm. During the winter months, 4pm is often awkward but one of the main issues continues to be the unavailability of parking. There may be no simple resolution to these matters.

21 February:
Barry Osmond, “Making Plant Health Remotely Sensible.”

21 March:
John Giacon, “Yaama, it is ok to be me: reflections on the why and how of Yuwaalaraay Gamilarray language revival.”

18 April:
Vicki Luker, “Chiefly polygamy in early 19th century Fiji.”

16 May
Borge Bakken, “Crime and the Chinese Dream.”

20 June
Peter Riggs, “Why Is There Anything at All?”

18 July:
Tom Cliff, “Settler Colonialism and Ethnic Cleansing in China Today.”

12 September:

17 October
Chris Gregory, “Why is the lotus the primordial symbol of the goddess of wealth in India?”
Projects Symposium

Six presenters provided a rich and varied array of talks at the well-attended Projects Symposium on 6 June 2018, chaired by Ian Keen. The program comprised the following presentations:

Ian Rae, “History that can only be written as fiction.”

Michael Walsh, “Raising languages from the dead: some examples of Australian language revival.”


Hugh Tyndale-Biscoe, “Is killing kangaroos the kindest option to over-abundance in the ACT?”

Nic Goldie “Extreme Fire - a hot new paradigm.”

Prame Chopra, “Understanding natural deformation of the Earth's crust: results from high temperature experiments with Carrara Marble.”

Annual Emeritus Lecture

Simon Haines, the CEO of the Ramsay Centre for Western Civilisation and formerly the Head of the School of Humanities at the ANU gave this year’s Annual Emeritus Lecture, entitled “Trivial Pursuits: Virtue and Truth in the Liberal Arts”.

Some idea of his lecture can be gleaned from his abstract:

The history of universities in the West from their beginnings in the late eleventh century, through the critical Romantic rethinking in Germany, and on to the modern models in America, Britain and Australia, shows several consistent binary features. Should a university be private or public? Is knowledge treated there as a means or an end? Is research or teaching its principal function? And most intriguingly, does it deliver to the student some kind of “virtue” (character, life-meaning), or some kind of “truth” (pure or applied knowledge): is it a place of value or a place of fact? To most of these questions, of course, one might answer “both”: but the binary still exposes some important fault lines, especially in the liberal arts, with their foundations in the medieval “trivium” (hence the title). Can we still discern these fault lines in modern Australian or international universities? Do they have any bearing on some of the more illiberal tendencies in recent student behaviour in the US?
His lecture focused on the development of distinguishing features of the liberal arts in western universities. He was introduced by Amin Saikal, Director of the ANU Centre for Arab and Islamic Studies, who spoke of early antecedents of the western tradition in the Islamic centres of learning and he was given a vote of thanks by Richard Rigby who offered comparisons with traditions of learning begun in the ancient Chinese academies. The lecture, held in the Sir Roland Wilson Building, was well-attended.

**Saturdays at the Opera**

We have shifted the timing of our opera presentations from evenings to Saturday afternoons. Two operas were shown in the Molony Room. They are part of a series of films of previous ANU School of Music opera productions filmed by the late Michael Grafton-Green and remastered to Blu-ray.

On the 5th of May, Colleen Grafton-Green presented the 1998 performance of *Dido & Aeneas* by Purcell. Principal singers included Lorina Gore, Judith Crispin, Katrina Waters, Sharon Olde, Jeremy Tatchell & Carl Cooper. The opera was directed by Colin Forbes with the School of Music Orchestra conducted by Richard McIntyre.

On the 1st of September, Colleen Grafton-Green presented the production of Benjamin Britten’s, *The Turn of the Screw*. This opera, from 1999, was produced by the Melbourne-based Tom Healey, the orchestra was conducted by Nicolette Fraillon. Principal singers included Sharon Olde, Lorina Gore, Kent McIntosh, Susan Ellis & Susanna Stone.

**Annual Dinner**

We held our annual emeritus faculty dinner at University House on Wednesday night, the 29th of August. We had a quota of 40 places in the Great Hall with students and other visitors. It was a thoroughly enjoyable evening.

**East Coast Project**

Brian Lees has prepared a long report on the East Coast Project with a detailed account of its research. The following portion of this report highlights the research of the project and its future plans. Further details are included as an addendum to this Report:
“The year saw the gradual decline and eventual death of our Chair, John Molony. John remained active in the project until the end. One of his last meetings was with Nick Fominas who reported on the investigation at Bittangabee Bay. He is greatly missed.

During the year, Emeritus Jack Golson, Josephine Flood and Brad Pillans joined the project. The project held ten formal meetings in the Molony Room during 2018. The meetings were held on the third Tuesday of each month. Minutes were kept.

Highlights of the year were:

- Completion of an overview of the artefacts relevant to the possible presence of Portuguese sailors on the Australian coast before 1770.
- An investigation of the Bittangabee Bay ruins.
- Production of a display for the Kioloa Coastal Campus showing Cook’s passage along that section of coast.
- Continued work on 16th Century maps relevant to the possible presence of European sailors on the Australian coast before 1770.

Future Plans

Some parts of the East Coast Project have come to an end, other parts are being revived and revitalised. One of the benefits of the formal review of the artefacts and evidence gathered over the years by the ECP is that it provides a structure for moving forwards.

Given the emphasis on the Bittangabee Bay investigation, and his close involvement in it, Brad Pillans has volunteered to Chair the East Coast Project meetings in 2019. Brian Lees will continue as a member of that Project but is interested in setting up another project to assemble a Field Guide for the ANU Kioloa Coastal Campus. He proposes having the first meeting of interested persons in February, 2019. Like the ECP, this group will meet monthly in the Molony Room.”

The John Molony History Prize

This prize was established in perpetuity through a donation to the ANU by the Emeritus Faculty.

Scott Stephenson’s PhD thesis, entitled ‘Oligarchy Contested and Interconnected: The New South Wales Labor Party and the trade unions from 1910 to 1939’ was awarded the John Molony prize for 2018. The abstract of the thesis is:

The period from 1910 to 1939 was one of the most turbulent chapters in New South Wales labour history. It was defined by intense ideological conflict, winner-take-all factional warfare, widespread accusations of corruption and multiple Labor Party splits. Intertwined within these issues were questions of democracy and oligarchy within the labour movement. To what extent should members control labour institutions? Democracy within the unions and parties means control by the ordinary members and, where necessary, their accountable representatives. Oligarchy sits at the opposite end of
the spectrum and entails organisational domination by a small group of leaders. This thesis examines the tensions and struggles between democracy and oligarchy within three key labour organisations. Oligarchy predominated but it was always contested. Countervailing tendencies were continuously operating in some form, even when organisations were at their least democratic. My analytical framework comes from the sociological literature on trade union and political party democracy and I compare each organisation’s community, rules, local autonomy, rank-and-file decision making, internal opposition, free communication and equality between officials and members. The key factor that separated the democratic Miners Federation from the oligarchic Australian Workers Union and Labor Party was that the miners worked and lived within united, stable occupational communities in which the majority of union members and officials believed in democracy and worked towards its realisation.

Oral History Project

This year Fyfe Bygrave recorded interviews with Prame Chopra and with Erich Weigold. He was joined by Don Anderson in interviewing Dick Johnson. These interviews along with past oral history interviews are available on the University’s Open Research Repository website: https://openresearch-repository.anu.edu.au/handle/1885/101004.

Website

Our website has been of considerable concern for some time. It is regarded by those who know such things as a veritable ‘antique’. Consequently, throughout this year, a consultant has been designing a new website for the Emeritus Faculty and various versions of this design have been submitted to University Marketing for approval. This iterative process with the necessary approval from Marketing now appears to be coming to an end and we have high hopes that our new website will be ‘live’ and functioning by January.

We expect that there will be teething problems. Those of us who will have to use the site regularly have a great deal to learn to be proficient, but the consultant who has designed the website has agreed to continue to assist us into the new year to deal with problems as they arise.

eTexts

Only one article was added to eTexts during the year: "A Short History of Beer" by Malcolm Whyte.
Summations Series and Publications Bursary

As in previous reports, I would like to call attention to the ‘Summations Series’ which the ANU Press has established to allow senior academics at the ANU and in particular, Emeritus Faculty “to re-address their own work and present the best of this work with retrospective insight”. The series is also intended to publish substantial work that has been produced over a long academic career. The Press is prepared to receive manuscripts that present collected works based on long-standing research (including previous published papers) by ANU academics. Anyone interested in preparing a manuscript can contact me at james.fox@anu.edu.au for further information.

The Emeritus Faculty Committee also offers an ANUEF Bursary Scheme of up to $1000.00 to assist members to defray the costs of their academic publishing efforts. Our new website will have the details of the relatively simple application process required for this bursary. Members can contact Craig Reynolds at creynolds697@gmail.com who has agreed to oversee the application process. We dispersed two bursaries this past year.

Poets’ Lunch

The Poets’ Lunch at the ANU is an event that, through various incarnations, dates back to the time of A.D. Hope. Giles Pickford was responsible for bringing the poets to the Emeritus Faculty. The Lunch is hosted in the Molony Room. This year’s theme was “Like It Was Yesterday.”

The Emeritus

This is the ninth year of the publication of The Emeritus, a comprehensive monthly electronic magazine that canvasses the gamut of happenings in and around the ANU and the broader university sector. Ian Mathews, assisted by Kevin Windle, has produced eleven issues this year: February to December.

Obituaries

The Emeritus Faculty has been given the responsibility by the university for producing obituaries for our distinguished ANU colleagues. This year we published obituaries for the following colleagues in The Emeritus:

David Roderick Curtis
Colin Peter Groves
Diana Rosemary Howlett
Luise Hercus
Ken Inglis
Helmut H. E. Loofs-Wissowa
Igor de Rachewiltz
Ray Spear
Patrick Troy

Obituaries are now being prepared for other of our colleagues:

John Chappell
Bruce Kent
Ian McDougal
John Molony

In cooperation with the Department of History, the Emeritus Faculty is planning to hold a special Memorial in early March in honour of John Molony. We will keep you posted of these plans.

New Members for 2018

Prof Borge Bakken - China, criminology, sociology
Admiral Cristopher Barrie - Strategic Studies, Climate & Energy Change
Prof Diane Bell - Anthropology, Environmental and Feminist Studies
Ms Penelope Cilento – EFS
Dr Robin Erskine – Information technology
Dr Douglas Francis - Toxicology, Drug development
Dr Colin Hargreaves - Economics and Social Statistics, Climate Statistics
Prof Reynaldo Ileto – Asian history
Prof Toni Makkai, Centre for Social Research and Methods
Ms Lorraine Ovington
Prof Nicolas Peterson – Social and Cultural Anthropology
Prof Bradley Pillans - Geology, Geomorphology, Climate Change
Mr Russell Shepherd - IT, Computing
Dr Keiko Tamura - Australia-Japan relations
Dr Philip Taylor – Vietnam, Cambodia, Anthropology
Ms Jennifer Turini - Information Technology
Prof William Steffen - Earth Sciences, Climate Change
Prof Robert Wasson – Environmental Science and Management

Special Thanks
As Chair of the Emeritus Faculty, I want to thank all the members of our Executive Committee who have worked so diligently to make our collegial activities possible, interesting and engaging. I was away, off and on, from September to early November lecturing at the University of Indonesia in Jakarta where I have been appointed as Professor. The Committee adjusted the timings of our meetings and carried on activities without interruption or disruption. My thanks to: Fyfe Bygrave, Prame Chopra, Adrian Gibbs, Dorothy Horsfield, Brian Lees, Jan O’Connor, Craig Reynolds, Di Riddell, Verna Rosling, Larry Saha, Peter Scardoni and Erich Weigold. In particular, I would like to thank Craig Reynolds for his efforts in putting together a cast of excellent speakers for our luncheons and our lectures. I want to thank Larry Saha for sitting in for me as Deputy Chair during my travels; Jan O’Connor for her work as our Secretary and for the numerous other tasks she has undertaken; Peter Scardoni and Prame Chopra for keeping our accounts in order; Fyfe Bygrave for running the Oral History Project; Di Riddell for keeping our membership records intact; Ian Keen for organizing the annual Projects Symposium; Colleen Grafton-Green for arranging our ‘Saturdays at the Opera’; Colin Steele for organizing our special lectures; Ian Mathews and Kevin Windle for their work in producing The Emeritus; Nik Fominas for responding promptly and capably to our minor crises; and Michael Cardew-Hall for his unwavering support of the Emeritus Faculty. John Molony provided us with wise guidance through much of the year and has left us with a clear sense of direction and purpose. We are fortunate in having a talented membership who have collegially committed themselves to the Emeritus Faculty and thus contributed to making this year a most successful one.

James J. Fox
Chair, ANU Emeritus Faculty
7 December 2018
ADDENDUM ON THE EAST COAST PROJECT

Overview of the Artefacts:

Since 2009 the East Coast Project team has noted, investigated and discussed many artefacts, or similar items, claimed to be evidence of the presence of European sailors on the East Coast of Australia prior to 1770.

By far the most significant of these are the maps that have dominated our discussion. The minutes of our meetings include many references to these maps, and several papers arising from these discussions have been prepared. Two are, at the time of writing, in review for journal publication. These are treated separately.

Our information on these artefacts has been assembled in a database consisting mainly of extracts from the minutes of meetings, but including in some cases brief written papers, newspaper items, photographs and email messages. It is intended that this will allow us to prioritise and focus our future research.

One group of ‘artefacts’ consists of dried plant specimens (exsiccate) collected by Banks and Solander, and by other early botanists. These are not yet included in the database (but could be). In reviewing these plant specimens, it has been helpful to set out a rationale, or justification, for considering them in the context of the East Coast Project (ECP). The rational is to try to identify plants which could be considered alien to the East Coast of Australia and may have been introduced by early visitors. We are in the process of assembling relevant evidence, information and related commentary, and seek to reach a conclusion based on the evidence.

A few pieces of ‘evidence’ have been mentioned in meetings of the ECP but not pursued further. One example is the possible infusion of European words into Aboriginal languages. These are not considered here.

The artefacts, or possible evidence, can be sorted into four groups:

Artefacts about which we can reach a conclusion based on clear evidence:

- ‘Anchor’ or Mill Stone found near Eden.
- Carronade Island cannons.
- Saints names on old maps.
- Lead sinker found on Fraser Island.
- Fauna introduced by Europeans.

Artefacts for which we are awaiting further information, after which we can probably reach a conclusion:

- Disaster Bay cannon.
- Disaster Bay cannonball.
- Eden Bay Portuguese vase.
- Northern Territory Portuguese flask.
Artefacts where our evidence is rather limited, but on which we could, fairly easily, assemble more information after which we might reach a conclusion:

- Mahogany Ship.
- Aboriginal rock art depicting European ships.
- John Winch artefacts.
- Gympie artefacts.
- Fauna depicted on old maps and engravings.
- ‘Spanish’ engravings near Botany Bay.

Artefacts about which little information is available, where gaining further information would be difficult, or need specialised assistance.

- Stone ruins at Bittangabee Bay.
- *Corpo Cronologico* (Portuguese archives).
- Pedro Nunes account of the Mendonca expedition.
- The presence of European genes in the Aboriginal population.
- Old copper coins on the Wessel Islands.

Itemising the results of the many years of inquiry in this way has helped us identify areas in which there may be some potential for further progress. The stone ruins at Bittangabee Bay were identified as being of post 1770 origin following a literature survey and field examination. No excavation, dating or examination by sensing devices had been carried out. It was decided to invite Jack Golson, Josephine Flood and Brad Pillans to join the project as they could provide specialised assistance in re-examining this site.

**An Investigation of the Bittangabee Bay Ruins**

In early September several members of the ECP visited the Bittangabee Bay ruins. The purpose of the expedition was threefold. Firstly, the expedition was to meet “Uncle” Ossie Cruise MBE AM, a very prominent member of the Bega Valley’s Aboriginal community, and his son Ben, who is Chairman of the Eden Local Aboriginal Land Council. It was hoped that this relationship would serve to aid us gain permission to conduct non-destructive examination of the site. Secondly, the party, in the company of Ben Cruise, to evaluate the possibility of conducting a non-destructive examination of the site using Ground Penetrating Radar (GPR). The aim of this would be to determine if any sub-surface structure exists. Finally, the party was to meet up with the curator of the Killer Whale museum to determine the status of a ceramic pot trawled up in a fishing net 18 miles SSE off Gabo Island on 14 October 1999. There was, in our research, still considerable confusion between pots found in the NT, pots found near Eden and their origins and age.

Following the first visit, the party contacted Amy Dougherty (a GPR specialist) to determine the feasibility of a GPR survey of the area. It turned out that Dougherty had plans to visit the
Eden area for another purpose and she carried out a preliminary GPR survey at the same time (early November). At the time of writing the ECP had not received the processed results of this survey and are awaiting to hear from her.

One of us (PB) is negotiating with the dating lab to explore the potential for C$^{14}$ and TL dating of the mortar from the building at low, or no, cost. The next thing to do is to approach NSW NPWS for permission to collect small samples for dating.

Production of a Display for the Kioloa Coastal Campus showing Cook’s Passage along that Section of the Coast

Interest in the voyage of Captain James Cook is growing as we near the 250th anniversary of his passage along the east coast of Australia. Captain James Cook, in his transit along the East Coast of Australia, made his first attempt at landing on the Australian continent on the beaches south of Murraramarang headland. He was thwarted in this by large breakers driven by the strong southerly wind which prevailed during the early part of his transit. He judged it to be too risky to hazard his longboat in a landing. Nevertheless, despite his practice of moving along the coast at telescope range, 5 to 15 leagues offshore, he came in close to the beach at Kioloa and moved along it from the location of present day Kioloa to Racecourse Beach. He noted in his log “and were so near the Shore as to distinguish several people upon the Sea beach. They appeared to be of a very dark or black Colour; but whether this was the real Colour of their skins or the Cloathes they might have on I know not”. That these first observations of Australian Aborigines by Cook were made at Kioloa are of great interest to the local Historical Society of Kioloa-Bawley Point. So, once this had been drawn to our attention by the ANU Resident at the Kioloa Coastal Campus, we prepared a large display showing Cook’s track along that part of the coast, making his attempts to land clear, and extracts from his log. Copies were given to the ANU Resident at the Kioloa Coastal Campus for display and to the Chair of the local Historical Society of Kioloa-Bawley Point.

Continued Work on 16th Century Maps Relevant to the Possible Presence of European Sailors on the Australian Coast before 1770:

With the health of John Molony deteriorating it became clear that holding back the work carried out on the Dieppe Maps by several members of the ECP to become chapters in a book was probably unrealistic. These elements have been turned into journal papers and submitted for publication. One is in review, one is being revised and another will be submitted in the near future.
EXPLANATORY STATEMENT ON CHANGES TO ANUEF CONSTITUTION

As foreshadowed at the 2017 Annual General Meeting of the ANU Emeritus Faculty, the ANU Emeritus Faculty Committee reviewed the Constitution. The Committee decided that only minimal changes should be made to the Constitution to bring its provisions up to date. The revised Constitution with amendments to the following clauses was approved at the Annual General Meeting held on 12 December 2018.

Clause 4(a)

The Constitution provides for a category of ‘invited membership’ for those who meet specific criteria but who are not former ANU staff members, Council members or Visiting Fellows. This clause has been amended to provide for a more rigorous application process in these cases and that, rather than self-nomination, an applicant for invited membership must be nominated by an ANUEF member before the ANUEF Committee can consider the application.

Clause 4(e)

While the annual membership fee is set at the AGM, the date by which that fee is to be paid is no longer determined at the AGM, being more appropriately an administrative matter.

Clause 4

On 14 December 2016, an annual fee waiver for those aged 85 and over was approved at the AGM. A provision has now been included in the Constitution for the ANU Emeritus Faculty to waive membership fees as it deems appropriate (4(f)).

Clause 5 (c)

This clause has been changed to reflect the current practice relating to authorised signatories on the ANU Emeritus Faculty’s account at the Service One Alliance Bank ie one of the following on the authorisation of two of the following:

Chair
Deputy Chair
Treasurer
Secretary

Clause 5(f)

This clause has been changed to take account of the fact that the ANUEF receives a budget allocation from the ANU in addition to the funds raised by the ANUEF through membership fees. The clause now specifically excludes any money received by the ANU, which is managed in accordance with normal ANU procedures.

Clause 6

Provision has been included in the Constitution for the ANUEF Committee to co-opt additional Faculty members as appropriate but that such members not have voting rights (6(s)).
Clause 6(b)

The Constitution previously provided for the election of up to twelve Committee members by open or secret ballot. An open ballot was considered inappropriate and unworkable and the election is now by secret ballot only.

Clause 6(i)

As Clause 6 was amended to enable the Committee to co-opt additional members, Clause 6(i) was also amended to provide that the quorum for ANUEF Committee meetings be half the total elected membership of the Committee.

Clause 7(h)

This clause provides for the manner of voting at General Meetings. It was amended to take account of the amendment to clause 6(b).
The Australian National University Emeritus Faculty Incorporated  
Incorporated in the Australian Capital Territory  

CONSTITUTION  
As amended at the Annual General Meeting in December 2018

1. Association Name

The name of the association is “The Australian National University Emeritus Faculty Incorporated”, hereinafter referred to as “the Faculty”.

2. Faculty Objectives

(a) The objectives of the Faculty are to:

(i) foster collegiality among its members;

(ii) enable members to join in, or continue to contribute to, the academic and cultural life of the Australian National University (“University”);

(iii) augment the social and intellectual life of the wider community;

(iv) help enhance the visibility and reputation of the University.

(b) The Faculty does not see its activities as replacing those of current staff of the University in any way.

3. Faculty Status

This Constitution records the Faculty’s status as an independent, incorporated association under ACT law. The Constitution has been communicated to the Council of the University. Where the Faculty intends to make any changes to the Constitution these will be reported to Council.

4. Membership

(a) Membership of the Faculty is open to former academic and general staff of the University who wish to continue an association with the University and who meet one of the following criteria (“Faculty members”):

(i) former ANU academic staff members, either full-time or part-time or holding fractional appointments, of two years standing or more;

(ii) former members of the ANU Council;

(iii) former ANU professional staff who have given substantial service to the ANU.

(iv) ANU Visiting Fellows or former Visiting Fellows who have retired from employment at another university having been employed by a university for two years or more.

Invited Membership is available to:

(i) surviving spouses or partners of deceased members;

(ii) former staff of other universities and similar research or teaching institutions, or those who have provided significant service to the public at large; applicants under this category must be nominated by a Faculty member and brought to Committee for determination of eligibility as invited members.
Invited members have the same rights and entitlements as members.

(b) Those persons who were members of the Faculty immediately before the date on which the Faculty was incorporated are taken to be members of the Faculty at the time of incorporation.

(c) Application for membership is made in writing to the Secretary of the Faculty and decided by the Committee.

(d) A person will cease to be a Faculty Member if the member dies, resigns in writing from membership, or is expelled from the Faculty.

(e) The annual membership fee for Faculty members is set by resolution at the Faculty’s annual general meeting.

(f) The annual membership fee may be waived by resolution at the Faculty’s annual general meeting for such categories of Faculty members as determined by the annual general meeting.

(g) A Faculty Member will be a financial member of the Faculty when his or her annual membership fee is fully paid at the time payment is due.

(h) The rights, privileges and obligations of membership are not transferable and terminate on cessation of the person’s membership.

(i) The liability of a Faculty Member to contribute towards payment of the Faculty’s debts and liabilities, or costs, charges and expenses on its winding up is limited to the amount of any unpaid part of their annual membership fee.

5. **Financial Management**

(a) Financial management of the Faculty is the responsibility of the Management Committee ("Committee"), with financial records kept by the Treasurer.

(b) Subject to any resolution passed by the Faculty in a general meeting, the funds and property of the Faculty shall be used solely in pursuance of the objectives of the Faculty in such manner as the Committee determines, and no portion of such funds or property will be paid or transferred, whether by way of dividend, bonus or in any other way that amounts to a distribution of profits or surplus to the Faculty members. This does not prevent the payment in good faith of:

   (i) out-of-pocket expenses incurred by a Committee member in the performance of any duty as a Committee member where the amount payable is approved by the Committee;

   (ii) reasonable and proper remuneration to any member of the Faculty in return for services provided to the Faculty (other than in the capacity as a Committee member or other officer of the Faculty) where the services and amount payable are approved by the Committee;

   (iii) premiums on indemnity insurance to the extent permitted by law.

(c) Signatories for financial transactions, including the drawing and signing of cheques on behalf of the Faculty, are one of the four Office Bearers on the authorization of two of the Office Bearers (see clause 6(d)).

(d) The financial year of the Faculty is from 1 December to 30 November the following year.

(e) Subject to the requirements of the *Associations Incorporation Act 1991* (ACT) (“Act”), section 114, funding of the Faculty’s activities is met from income from membership fees, grants, sales, donations, contracts and similar activities and instruments decided by the Committee consistent with the objectives of the Faculty at clause 2(a).
(f) All monies received by the Faculty, excluding those monies received from The Australian National University and managed in accordance with University procedures, are deposited as soon as practicable and without deduction to the credit of the Faculty’s bank account[s].

6. General Management

(a) All management functions of the Faculty are vested in the Committee subject to the Act, this Constitution, and any resolutions passed by the Faculty in a general meeting.

(b) The Committee (consisting of at least five and not more than twelve Faculty members) is elected at the annual general meeting by secret ballot. Proxy voting (see 7(i)) is permitted. Candidates are self-nominated in writing to the Returning Officer of the Faculty at least 21 days before the election takes place. Should sufficient nominations not be received prior to the annual general meeting, further nominations may be taken from the floor.

(c) Each Committee member holds office, subject to this Constitution until the conclusion of the next annual general meeting. Committee members are eligible for re-election to the Committee.

(d) The Committee elects from those of its elected members the four office bearers of the Committee, being the Chair, Deputy Chair, Secretary and Treasurer ("Office Bearers") and the Public Officer (who acts as the contact between the Faculty and the ACT Registrar General’s Office). It also appoints a Returning Officer to receive nominations for election of the Committee.

(e) The Committee holds meetings from time to time as it decides.

(f) Written notice of a Committee meeting and the general nature of business for the meeting is given to the Committee members by the Secretary at least 48 hours (or any other period that may be unanimously agreed by the Committee members) before the time appointed for the holding of the meeting.

(g) Meetings of the Committee are presided over by the Chair, and in the Chair’s absence by an Acting Chair (being the Deputy Chair, or in the absence of the Deputy Chair, a member of the Committee elected to be Acting Chair).

(h) The Committee acts by resolution, with all matters decided by a majority vote. Each member (except where that member is co-opted, see 6 (i)) has one vote and in the case of an equality of votes the Chair or Acting Chair has a second, casting vote.

(i) The quorum for a Committee meeting is half the total elected membership of the Committee. If a quorum is not present 30 minutes after the appointed time for the start of the meeting, the meeting will be adjourned to a day and time not longer than one calendar month later.

(j) The Committee has power to make by-laws but such by-laws must be approved by the Faculty Membership in a general meeting. A register of current by-laws is kept by the Secretary.

(k) The Secretary keeps minutes of all elections, appointments, and deliberations and decisions of the Committee and general meetings. The Secretary is responsible for custody of the Faculty’s common seal and, with the Chair, for proper use of the seal. The Secretary keeps and maintains a register of Faculty members in accordance with the requirements of the Act, and also has custody of all records, books, and other documents relating to management of the Faculty. These are available for inspection by any Faculty Member by arrangement with the Secretary.

(l) The Treasurer keeps records of all financial transactions, and prepares an annual financial report and arranges for its audit by an auditor appointed by the Committee in accordance with the requirements of the Act.

(m) The Committee presents the audited annual financial report and auditor’s report, and a general report prepared by the Chair and Secretary in accordance with the requirements of the Act, to the annual general meeting of the Faculty.

(n) There will be a vacancy in the office of a Committee member or Public Officer if the member:

   (i) dies;

   (ii) ceases to be a member of the Faculty;

   (iii) resigns from office;
(iv) becomes an insolvent under administration within the meaning of the Corporations Act;
(v) suffers from mental or physical incapacity;
(vi) is disqualified from office under the Act, section 63(1);
(vii) in the case of the Public Officer, ceases to reside in the ACT.

(o) Subject to the Act, section 50, the Faculty in general meeting may also remove by resolution any member of the Committee before the end of the member’s term of office, and their position becomes vacant.

(p) A Committee member who fails to attend four or more consecutive meetings of the Committee without satisfactory explanation to the Committee will be deemed to have resigned from the Committee and their position becomes vacant.

(q) In the event of a vacancy on the Committee, the Committee may invite another Faculty Member to become a member of the Committee and to hold office until the conclusion of the next annual general meeting held after the date of appointment.

(r) The Committee may take advice from subcommittees. Any subcommittee appointed is advisory only and does not have the power to make decisions.

(s) The Committee may co-opt additional Faculty members to serve on the Committee until the conclusion of the next annual general meeting, except that such co-opted members shall not have voting rights.

7. **Annual General Meetings and Special General Meetings**

(a) Subject to the requirements of the Act, sections 68 and 69, the annual general meeting is held on a date and at a place decided by the Committee.

(b) A special general meeting may be called by the Committee at any time, or on a requisition signed by one tenth of the financial Faculty members. The requisition states the nature of matters to be considered by the meeting.

(c) If a general meeting is called, the Secretary gives written notice specifying the place, date and time of the meeting, matters to be considered at the meeting, and whether the meeting is an annual general meeting or special general meeting, at least 14 days (21 days in the case of special resolutions – see clause 7 (e) below) before the annual general meeting or any special general meeting.

(d) At the annual general meeting, business consists of reception of the annual report, the audited financial report and auditor’s report as required to be submitted to members under the Act, section 73(1), election of the Committee, and any other business that may be transacted at an annual general meeting.

(e) General meetings at which ‘special resolutions’ are considered and decided have special requirements. Those decisions requiring special resolutions are set out in the Act (“Special Resolutions”), and include:

(i) altering the Constitution, including altering the objectives of the Faculty (in accordance with the Act);
(ii) changing the name of the Faculty;
(iii) amalgamating the Faculty with another organisation;
(iv) winding up the Faculty.

(f) Where the nature of the business proposed to be dealt with at a general meeting requires a Special Resolution of the Faculty, at least 21 days notice of the general meeting and notice of intention to propose a resolution as a Special Resolution must also be given. To become effective such Special Resolutions must be passed by a general meeting at which at least three-quarters of financial Faculty members who vote at the meeting, either in person or by proxy, vote to pass the resolution.

(g) General meetings are presided over by the Chair, and in the Chair’s absence by an Acting Chair (being the Deputy Chair, or in the absence of the Deputy Chair, a member of the Faculty elected to be Acting Chair).
(b) Every Faculty Member is entitled to one vote upon each motion at any general meeting, in person or by proxy. General meetings act by resolution, with all decisions (other than those requiring a Special Resolution, see 6(f)) decided by a majority of the financial Faculty members who vote at the meeting by a show of hands (or secret ballot in the case of the election of Committee members, see 6(b)), and counting of proxy votes. In the case of an equality of votes, the Chair, or in the Chair’s absence the Acting Chair, has a second casting vote.

(i) Proxy voting is in writing using a form consistent with that attached to this Constitution, and delivered to the Secretary not less than three days before the general meeting at which the vote will be exercised.

(j) The quorum for general meetings is twelve financial members. If a quorum is not present 30 minutes after the appointed time for the start of the meeting, the meeting will be adjourned to a day and time not longer than one calendar month later.

8. **Disciplining of Members**

(a) If the Committee considers that a Faculty Member has persistently or wilfully acted in a manner prejudicial to the interests of the Faculty, the Committee may by resolution expel the Faculty Member from the Faculty, or suspend the Faculty Member for a specified period. The resolution is of no effect unless confirmed at a meeting of the Committee within 28 days in accordance with this clause 8.

(b) If action is taken under clause 8(a), the Committee must within seven days of its decision give written notice to the Faculty Member of the resolution and its grounds and advise the Faculty Member that the Committee will meet at a specified place, date and time (being no later than 28 days after the notice is given to the Faculty Member). The notice must also invite the Faculty Member to respond to the Committee in relation to the resolution in person at the meeting or in writing to the Committee at or before the date of the meeting.

(c) Subject to the Act, section 50, having considered any response of the Faculty Member given in accordance with clause 8(b), the Committee will by resolution confirm or revoke the resolution made under clause 8(a), and notify the member within seven days.

(d) A resolution confirmed under clause 8(c) will not take effect until the end of the period within which the Faculty Member is entitled to appeal against the decision pursuant to clause 9 (if the Faculty Member does not appeal within that time), or unless and until the Faculty confirms the resolution in accordance with clause 9 (where the Faculty Member does appeal the decision within the required period).

9. **Right of Appeal of Disciplined Members**

(a) A Faculty Member may appeal against expulsion or suspension by the Faculty by giving written notice to the Secretary within seven days of receipt of notice of the confirmed Committee decision under clause 8(c).

(b) Subject to the Act, section 50, where a Faculty Member makes an appeal in accordance with clause 9(a), a special general meeting must then be held to consider the appeal within 28 days (but not less than 21 days) of receipt of the notice of the Faculty Member’s appeal. No other business is to be transacted by the special general meeting. The Faculty Member and the Committee may make representations to that meeting in writing (at or before the date of the meeting) or orally (at the meeting) or both, following which Faculty members present at the general meeting will vote by secret ballot (including proxy votes), to confirm or revoke by simple majority the Committee’s original disciplinary decision.

10. **Notices**

A written notice to a Faculty Member may be sent by post or emailed, and is deemed received at the time when the letter would have been delivered in the ordinary course of post if sent by post or upon sending if sent by email.
11. **Winding up the Faculty**

Should a decision to wind up the Faculty be made by Special Resolution passed at a special general meeting, then after providing for all liabilities, debts, costs, charges and expenses of the Faculty, the residue of the property of the Faculty shall be disposed of by vesting it in:

(i) another association for the Act, section 92(1)(a) (where that association fulfils the requirements specified in the Act, section 92(2)); or

(ii) a fund, authority or institution for the Act, section 92(1)(b), as decided by Special Resolution of the Faculty.