ACADEMIC BOARD and ACADEMIC GOVERNANCE at JMC ACADEMY

Induction Handbook

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Chair, Academic Board

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Contents

Welcome

The Academic Board is the principal academic governance body of JMC Academy. The Academic Board was established by the Governing Council and has been delegated appropriate authority to fulfil its responsibilities for the quality provision of JMC Academy's higher education qualifications. The Academic Board, among other things, convenes other committees, sub-committees or working parties to assist it in its work, approves academic policies and reports such approvals to the Governing Council, considers proposals for academic courses and their curriculum, and recommends to Council students eligible for graduation. According to JMC Academy's Governance Charter (p.14):

> *At JMC Academy, the Academic Board is a committee of the Governing Council and is the primary source of advice to the Council on matters relating to learning, teaching and scholarship. The Council has delegated to the Board responsibility for the academic governance of JMC Academy. The Academic Board provides academic leadership, exercises and promotes free intellectual inquiry, and guides scholarship and staff research. It is responsible for ensuring that all aspects of academic governance meet the requirements of relevant legislation and standards. Collectively and individually, all members of the Academic Board are competent to exercise proper governance and oversight of the academic activities of JMC academy, in accordance with Governance Charter. Each member commits the time necessary to understand the academic affairs of JMC Academy, so that due consideration can be given to matters raised. Where an issue, topic or matter arises that is outside the normal scope of academic governance at JMC, and/or the expertise of Board members, the Board can invite persons with such expertise to attend meetings, provide reports or otherwise inform the Board.*

The Tertiary Education Quality and Standards Agency (TEQSA) (https://www.teqsa.gov.au/) defines academic governance as:

> *the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of a higher education provider's academic activities (teaching, learning and scholarship, and research and research training if applicable) at an institutional level. The collective oversight of the academic community is usually exercised through a single body (e.g. an academic board, with or without sub-committees) and/or a variety of other structures (e.g. faculty boards, teaching and learning committees or course advisory committees)* (TEQSA, 2017a, p.1).

The overall intent of the HESF 'is to establish a system of academic governance that will provide competent academic oversight and monitoring of all academic activities at the institutional level' (TEQSA, 2017, p.2). Academic Governance requires assurances of diligence, quality and standards through:

- *a degree of separation between corporate and academic governance;*
- *institutional monitoring and review to support continuous improvement;*
- *rigour in the independent scrutiny and peer review of academic activities;*

- *the setting of academic standards such as student success rates, student retention, required staff qualifications, and admissions standards;*
- *approving courses;*
- *developing and approving academic policies and procedures;*
- *providing academic leadership;*
- *providing academic advice to governing bodies;*
- *ensuring student engagement in academic decision making;*
- *requiring external referencing, credible external peer review exercises and benchmarking in its work* (TEQSA, 2017a).

In the higher education sector, some of these matters are not well defined. This therefore requires each institution to develop measures of performance and bodies of evidence that can withstand external scrutiny and assurance of higher education quality and compliance. Evidence of academic leadership and of the degree of separation between corporate and academic governance, are two areas of concern for some providers. Other matters are the subject of sector wide measures and benchmarks. According to TEQSA:

> *In the absence of a competent system of academic governance it is difficult or impossible for a provider to assure itself of the quality of its educational activities and to provide institutional academic leadership (e.g. through setting benchmarks, policy frameworks, scrutinising and approving courses of study, ensuring the meaningfulness of academic grades, determining admission requirements). This will inevitably lead to poor outcomes for students and consequent damage to the reputation of higher education* (TEQSA, 2017a, p.3).

Academic governance is critical to the success, sustainability and quality of JMC Academy's core functions of learning and teaching, and to the elements that underpin those functions.

With these and other issues raised below in mind, this Handbook has the following aims:

- describe the context and setting in which the Academic Board fulfils its functions and responsibilities;
- assist staff and students prepare for their roles as members of the Academic Board, its Committees and working parties;
- increase understanding of the responsibilities of the members of the Academic Board and its Committees;
- increase staff and student awareness of the Academic Board, and of the relationships between academic governance, corporate governance, and management.

The information for this Handbook is derived from a number of sources and uses extracts from key documents. The most important reference to internal structures, functions and responsibilities is JMC Academy's Governance Charter.

JMC Academy

JMC Academy is the provider trading name for JMC Pty Limited, a company registered with the Australian Securities and Investment Commission (ASIC) as an Australian Proprietary Company. Dr J Martin Cass is the Managing Director and founder of JMC Academy, which he established in 1982.

JMC Academy is a higher education provider registered by TEQSA (Provider ID PRV12029). JMC Academy's re-registration renewal date was 31 December 2019 and at the time of writing the outcome of that application was pending. TEQSA's national register contains a complete listing of JMC Academy's details, registration information and course accreditations (see https://www.teqsa.gov.au/national-register/provider/jmc-pty-limited).

The Mission of JMC Academy is:

> *… to advance knowledge and educate students in Creative Industry practice and related areas of scholarship.*

> *The Academy is dedicated to providing its students with vocational and higher education courses that combine rigorous study and professional practice in a supportive, intellectually stimulating and diverse campus environment.*

> *The Academy seeks to develop in each member of the JMC community the ability and passion to work wisely, creatively and effectively.*

> *In this way JMC graduates can make a valuable and sustained contribution to their community, the nation and the world.*

JMC operates across three Australian campuses:

- 561-577 Harris Street, Ultimo, NSW, 2007;
- 169-171 Bank Street, South Melbourne, Victoria, 3205;
- 69-75 Grey Street, South Brisbane, Queensland, 4101.

Governance, Academic Governance, and Good Governance

There are many definitions of governance and academic governance. There are also many different perspectives about what is 'good governance' or 'effective governance' and the extent and nature of the relationships between governance, academic governance and management. TEQSA (2017) defines academic governance as:

> *the framework of policies, structures, relationships, systems and processes that collectively provide leadership to and oversight of a higher education provider's academic activities (teaching, learning and scholarship, and research and research training if applicable) at an institutional level. The collective oversight of the academic community is usually exercised through a single body (e.g. an academic board, with or without sub-committees) and/or a variety of other structures (e.g. faculty boards, teaching and learning committees or course advisory committees)* (TEQSA, 2017, p.1).

But what is good governance? What is effective governance? What might good governance and effective governance look like? According to Shattock (2006, p. 4), whose work has been widely cited in Australian contexts, good governance is:

> *ensuring that governance at all levels in the institution works well, that all the interlocking parts connect smoothly and that the processes combine to deliver an organizational culture which is robust, flexible and willing to take decisions on trust where the pressures of timing demand it (Shattock, 2006, pg. 4).*

This definition aligns closely with recent research on governance sponsored by the Australian Institute of Company Directors (AICD) that suggests an effective governance team displays diversity of view and experience; independence of mind; openness to alternatives; and trust.

The Australian Institute of Company Directors (AICD, 2013, p. 7) states:

> *Effective governance structures allow organisations to create value through innovation, development and exploration, and provide accountability and control systems commensurate with the risks involved. (AICD, 2013, p. 7)*

For those members who would like an introductory but deeper engagement with relevant governance literature, the References and Recommended Readings section in this Handbook includes several resources. Members of the Academic Board and its Committees are also invited to discuss with the Chair any academic governance matters arising from this Handbook or other sources.

The discussion below presents an overview of governance structures at JMC Academy, beginning with the Governing Council, followed by the Academic Board and its Committees. Relevant resource links are provided. Good academic governance is one of the key foundations of successful higher education providers. It enhances quality and standards, promotes good conduct, ethical behaviour and integrity, and underpins an organisation's brand and reputation. The important role of academic governance is highlighted in the JMC

Governance Charter and the Higher Education Standards Framework (Threshold Standards) 2015.

The Governance Overview in the Governance Charter states:

All JMC Academy staff are responsible for ensuring the efficient performance and high-quality provision of the higher education delivered by JMC Academy. The governance of this provision is the responsibility of JMC's formally appointed boards, committees, sub-committees and working parties.

JMC Academy's governance structure includes the following:

- Governing Council
- Student Appeals Committee
- Senior Management Committee
- Risk Management Committee
- Academic Board
  - Academic Board Executive Committee
  - Learning and Teaching Committee
    - o Curriculum and Delivery Committees
  - Course Advisory Committees
  - Working Parties

The JMC Academy Governance Structure is presented in Figure 1.

Figure 1: JMC Academy Governance Structure
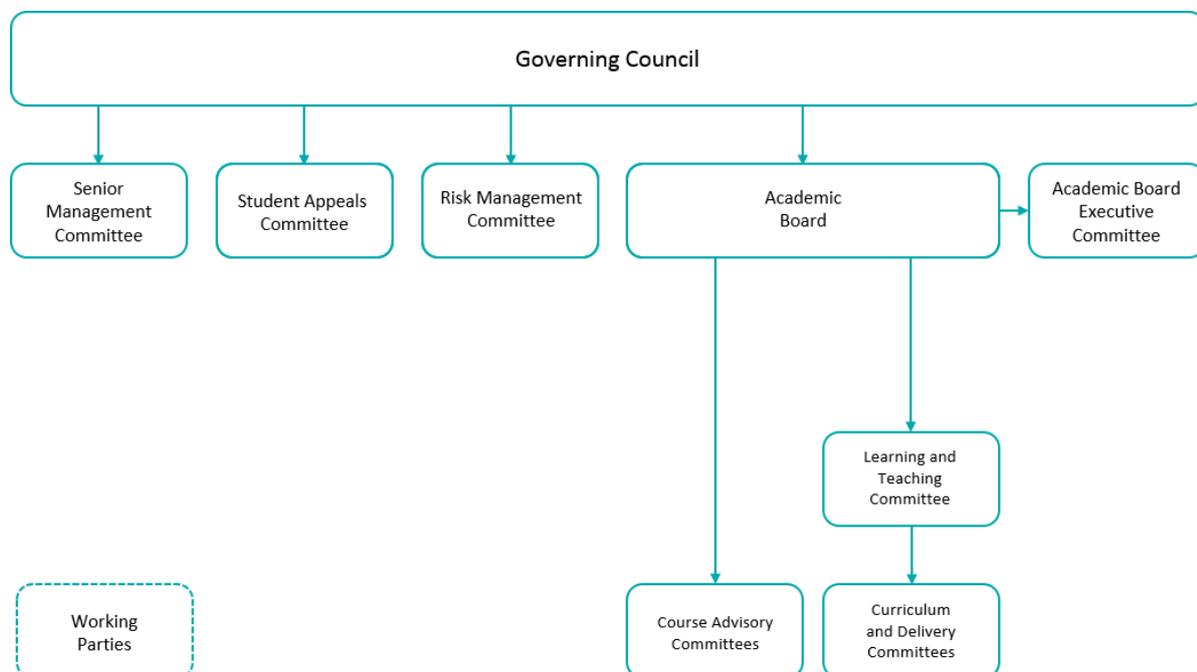
The Governing Council

JMC's Governing Council has oversight of JMC Academy's funding, strategic direction and management. The functions of the Governing Council, as well as details regarding membership, voting rights, the roles of individual members (such as the Owner/Founder, CEO, independent members and the Chair of Academic Board), meeting protocols, terms of office and inductions are prescribed in the Governance Charter. The Governance Charter is essential reading for all members of the Academic Board and its Committees.

The Governing Council delegates responsibilities. The delegations prescribed in the Governance Charter are as follows:

1.3.1 The Academic Board is responsible for the quality provision of JMC Academy's higher education qualifications and can convene other committees, sub-committees or working parties to assist it in this work, as per its terms of reference

1.3.2 The Academic Board can approve Academic policies and report such approvals to the Governing Council.

1.3.3 The Senior Management Committee is responsible for managing and monitoring the day-to-day operations of all JMC Academy campuses, including monitoring and managing risk and can convene other committees, sub-committees or working parties to assist it in this work, as per its terms of reference.

1.3.4 The Risk Management Committee is responsible for oversight of the risk profile and risk management of the JMC Academy within the context of the Governing Council's determined risk appetite and can convene other committees, sub- committees or working parties to assist it in this work, as per its terms of reference.

The Academic Board

The Academic Board is a committee of the Governing Council and is the primary source of advice to the Council on matters relating to learning, teaching and scholarship. The Council has delegated to the Board responsibility for the academic governance of JMC Academy. The Academic Board provides academic leadership, exercises and promotes free intellectual inquiry, and guides scholarship and staff research. It is responsible for ensuring that all aspects of academic governance meet the requirements of relevant legislation and standards.

Collectively and individually, all members of the Academic Board are competent to exercise proper governance and oversight of the academic activities of JMC academy, in accordance with the Governance Charter. Each member commits the time necessary to understand the academic affairs of JMC Academy, so that due consideration can be given to matters raised. Where an issue, topic or matter arises that is outside the normal scope of academic governance at JMC, and/or the expertise of Board members, the Board can invite persons with such expertise to attend meetings, provide reports or otherwise inform the Board. (Governance Charter 3.1)

The *functions* of the Academic Board are prescribed in Section 3.2 in the Governance Charter. The functions of the Academic Board are to:

3.2.1 Have oversight of the quality of learning, teaching, scholarship and JMC students' educational experience at JMC Academy

3.2.2 Confirm that delegations of academic authority are implemented as required

3.2.3 Ensure the principles and practices of academic integrity are upheld by students and staff in all their work

3.2.4 Report regularly to the Governing Council on the work of the Academic Board

3.2.5 Ensure, in accordance with the Higher Education Standards Framework 2015, and TEQSA's Guidance Note: Corporate Governance (2017)2, that periodic independent reviews and internal self-reviews are carried out of the Academic Board's efficacy in undertaking its functions, and that actions from such reviews are implemented

3.2.6 Advise the Governing Council on the academic aspects of JMC Academy activities, including academic aspects of JMC Academy's Strategic Plan and Risk Management Plan, and on any other matter referred to the Academic Board by the Governing Council

3.2.7 Initiate where appropriate, contribute to the development of, and approve, academic policies and procedures; or, where policies and procedures have both academic and non-academic aspects, endorse their academic aspects and recommend them to the Governing Council for approval, subject to the Council's satisfaction with their non-academic aspects

3.2.8 Review academic policies and procedures regularly for their effectiveness, initiating and approving changes as required and providing oversight to ensure implementation

3.2.9 Monitor and assess the quality of the content and delivery of all higher education programs, and initiate and approve measures for their continuous improvement

3.2.10 Approve the introduction of new units, and review and approve any changes to existing units upon advice from the Learning and Teaching Committee.

3.2.11 Identify, monitor and review academic risks as recorded in JMC Academy's Risk Register and in accordance with its Risk Management Framework

3.2.12 Ensure students have the opportunity to provide feedback on their educational experiences, and that this data informs monitoring, review and improvement activities

3.2.13 Ensure lecturers have the opportunity to provide feedback on their teaching experiences, and that this data informs monitoring, review and improvement activities

3.2.14 Develop the Academic Quality Assurance Plan for the JMC Academy

3.2.15 Receive reports, monitor and review (applying institutional benchmarks for academic quality and outcomes), and provide guidance and constructive feedback on the work undertaken in accordance with the Academic Quality Assurance Plan and the Academic Delegations Register, including:

   3.2.15.1 curriculum review projects

   3.2.15.2 learning and teaching projects

   3.2.15.3 course accreditation renewal application projects

   3.2.15.4 student educational experience projects

3.2.16 Critically evaluate the quality and effectiveness of educational innovations or proposals for innovation

3.2.17 Recommend to the Governing Council the introduction, significant and substantive alteration and/or discontinuation of accredited higher education courses

3.2.18 Recommend to the Governing Council the submission to TEQSA of completed applications for the reaccreditation of existing courses

3.2.19 Recommend to the Governing Council the submission to TEQSA of completed applications for the accreditation of new courses

3.2.20 Recommend to the Council the awarding of degrees and other higher education qualifications

3.2.21 Establish and amend as it deems appropriate such standing orders governing the conduct of its business as the Board may consider necessary (please refer to Attachment One Academic Board Standing Orders)

3.2.22 Establish an Academic Board Executive Committee and other such standing committees, ad-hoc committees and working parties as the Board may consider necessary for the conduct of its business, approve the membership of these bodies, receive reports from these bodies and oversee their work, and disestablish any of these bodies if it deems that they are no longer required (please refer to Attachment Two Academic Board Committees, and to the Terms of Reference of Academic Board committees later in this Charter)

3.2.23 Delegate to the Executive Committee the authority to conduct Academic Board business outside of normal meeting times and to prepare Academic Board meeting agendas

> *3.2.24 Exercise such additional authority as may be delegated to the Board by the Council.*

The Academic Board **must** attend to these functions and ensure they are fulfilled.

Membership, terms of office, voting, cessation of membership, meeting protocols, governance, induction and other important matters are prescribed in the Governance Charter (see Sections 3.3 to 3.13).

Membership of the Academic Board is prescribed at Section 3.3 of the Governance Charter. The membership consists of:

> *3.3.1 At least three external members*
>
> > *3.3.1.1 External members shall be appointed by the Governing Council and shall have a postgraduate qualification and experience in a senior academic position within the Australian higher education system*
>
> *3.3.2 Three elected staff members*
>
> > *3.3.2.1 Elected staff members shall be one Head of Department from each JMC campus chosen by the Heads of Department on that campus*
> >
> > *3.3.2.2 An elected staff member who is unable to attend a meeting of the Academic Board may appoint an alternate Head of Department from the same campus to attend that meeting as a voting member acting on the elected staff member's behalf*
> >
> > *3.3.2.3 Appointment is made by notification of the Director of Education in writing prior to the meeting in question*
>
> *3.3.3 One elected student member*
>
> > *3.3.3.1 The elected student member shall be the President or Vice President of the Student Representative Council (SRC) from one JMC campus, elected by the SRC Presidents from all JMC campuses. A student member who is unable to attend a meeting of the Academic Board may appoint an alternate SRC President or Vice President to attend that meeting as a voting member acting on the student member's behalf. Appointment is made by notification of the Director of Education in writing prior to the meeting in question*
>
> *3.3.4 Ex-officio*
>
> > *3.3.4.1 Chair of the Learning and Teaching Committee [ex-officio, but elected to that position by the Learning and Teaching Committee]*
> >
> > *3.3.4.2 Chief Executive Officer*
> >
> > *3.3.4.3 Director of Education*
> >
> > *3.3.4.4 Director of Postgraduate Studies and Research*

The **Standing Orders** of the Academic Board are also presented in detail in the Governance Charter. The Standing Orders are to be read together with the Board's terms of reference. The Standing Orders apply to the proceedings of the Academic Board and, as far as applicable, to the proceedings of all 'Meetings of Members of the Academic Board'. All

members must abide by the Standing Orders. The Standing Orders prescribe procedures and processes for notices of meeting (e.g., preparation of the agenda, agenda papers sent to members), conduct of business (e.g., meeting agenda, starring of agenda items, order of business, minutes), meetings (frequency, business, decision making, voting, attendance of non-members) and the Chair's authority, and they list other committees of the Academic Board.

The Academic Board Executive Committee (ABEC)

The **Academic Board Executive Committee** is a committee of the Academic Board and has been convened by the Academic Board to assist it in carrying out its academic governance and leadership role. The Executive Committee is responsible for the overall focus and direction of Academic Board activities, the organisation of Board meeting agendas and the transaction of Board business outside regular Board meetings (see Section 4 of the Governance Charter).

The Academic Board has assigned the following **functions** to ABEC:

4.2.1 To assist JMC Academy, the Academic Board and its Chair to develop the strategic direction and annual priorities of the Academic Board and its committees and subcommittees

4.2.2 To transact urgent Academic Board business at the discretion of the Chair rather than having to defer significant items to a regular meeting of the Board, provided that such transactions are reported to the next Board meeting that follows

4.2.3 To develop a rigorous annual work schedule for the Academic Board and each of its committees, and to monitor progress against this schedule

4.2.4 To advise the Director of Education on the professional development needs of Academic Board members, and to monitor progress in the delivery of appropriate professional development programs to Board members, including where relevant short presentations on 'hot topics' during Board meetings

4.2.5 To oversee and manage internal self-reviews of the Academic Board, its committees and subcommittees, ensuring that processes of self-reflection are robust and effective, and that recommendations from self-reviews are implemented in a timely manner

4.2.6 To receive, evaluate and provide advice on regular reports from the Director of Education concerning the effectiveness of JMC's academic policies and procedures with reference to higher education standards and to quality and performance indicators in the Strategic Plan and the Learning and Teaching Plan

4.2.7 To develop and maintain the currency of a robust induction program for new Academic Board members

4.2.8 To oversee the Academic Assemblies and to evaluate the attendance, effectiveness and relevance of these assemblies in Academic Board self-reviews

4.2.9 To organise the agendas of Academic Board meetings to ensure that the business therein genuinely warrants the Board's attention, and that agendas are of such scope and size as will be manageable and realistic in their demands on members' time

4.2.10 To transact non-urgent business on behalf of the Board outside of regular meetings when delegated by the Board to do so, and to report such transactions to the next Board meeting that follows

4.2.11 To exercise such additional authority as may be delegated to the Committee by the Academic Board

The **membership** of the ABEC is prescribed as:

4.3.1.1 Chair of the Academic Board

4.3.1.2 All other external members of the Board

4.3.1.3 Director of Education

4.3.1.4 Director of Postgraduate Studies and Research

4.3.1.5 Chair of the Learning and Teaching Committee

Details regarding meetings and voting are prescribed in the Governance Charter, together with the **Standing Orders** of the Committee.

Committees of the Academic Board: Learning and Teaching Committee

The Learning and Teaching Committee (L&TC) is a committee of the Academic Board. The L&TC has been convened by the Academic Board, in accordance with its terms of reference to assist it in carrying out its academic governance and leadership functions. The L&TC is the principal advisory committee to the Academic Board for learning and teaching at JMC Academy (Governance Charter Section 5).

The functions of the L&TC as prescribed in section 5 of the Governance Charter are to:

5.2.1 Report to each meeting of the Academic Board on the implementation of JMC Academy's Academic Quality Assurance Framework, as it relates to these Terms of Reference

5.2.2 Report to the Academic Board on actions arising from analysis of student data (grades, student satisfaction; unit and lecturer performance)

5.2.3 Undertake an annual 'Learning and Teaching' planning cycle, that includes the collection and analysis of data to plan, develop and implement a range of activities3 that are designed to address prioritised identified shortfalls in the current quality provision of teaching and learning at JMC Academy

5.2.4 Report to each meeting of the Academic Board on status of activities in the Learning and Teaching Plan

5.2.5 Approve the establishment of Curriculum and Delivery Committees.

5.2.6 Receive Trimester Review reports, and monitor action plans

5.2.7 Receive Library and Academic Support reports, monitoring for trends and recommending actions as required

5.2.8 Advise the Academic Board of any systemic risks to the quality of its programs

5.2.9 Advise the Academic Board on proposals for the introduction of new units and changes to existing units

5.2.10 Participate in the development of new courses for accreditation

5.2.11 Participate in the development of existing courses for renewal

5.2.12 Formulate an annual professional development plan for JMC Academy academic staff

5.2.13 Promote scholarship at JMC Academy

5.2.14 Promote and practice the principles of academic integrity in all their affairs

5.2.15 Contribute to the development and review of academic policies and procedures

5.2.16 Monitor and analyse innovations in learning and teaching, and recommend modifications to learning and teaching matters to the Academic Board

5.2.17 Undertake regular self-review, reporting to the Academic Board findings and

outcomes.

Details regarding membership, election of the Chair and Deputy Chair, meetings, voting, the secretariat and governance (e.g., induction) are prescribed in the Governance Charter.

Curriculum and Delivery Committees (CDC) are sub-committees of the Learning and Teaching Committee. They advise the Learning and Teaching Committee and the Academic Board on academic activities such as curriculum development and the improvement of delivery and assessment procedures.

The Governance Charter (Section 6) prescribes the responsibilities, functions and procedures for CDCs. CDCs are responsible for seeing that approved changes to courseware are made, monitoring the implementation process, analysing outcomes and reporting to the Learning and Teaching Committee on project status and outcomes. Scope of work chiefly includes approved amendments/modifications to learning outcomes, content, topic order, assessment tasks, weighting and load.

CDCs may also be invited to actively contribute to mid-course reviews and/or course reaccreditation processes and/or the development of new courses.

The C&D Committees are constituted in different ways according to the task to be undertaken. Typically, they take one of the following forms (see Section 6 of the Governance Charter):

6.1.1 Institution-wide C&D committees focussing on the whole organisation, with Head of Department and other academic staff representation from all disciplines and all campuses

6.1.2 Campus-wide C&D committees focussing on a single campus, with Head of Department and other academic staff representation from all disciplines on one particular campus

6.1.3 Discipline-based C&D committees focussing on a single discipline, with Head of Department and other academic staff representation from one particular discipline on all campuses.

The functions of C&D Committees are to advise the Learning and Teaching Committee and the Academic Board on all matters relating to and affecting JMC Academy's teaching activities and educational programs, including:

6.2.1 Maintaining an overview of the academic activities of the campuses, and preparing reports on same

6.2.2 Participating in assessment moderation and validation activities.

6.2.3 Participating in course reviews

6.2.4 Encouraging scholarship, and the maintenance and development of high standards of teaching

6.2.5 Developing detailed advice on new academic developments and priorities

6.2.6 Making changes to curriculum, as delegated by the Academic Board or Learning and Teaching Committee.

Matters concerning meetings and their frequency, the secretariat, agendas and so on are also contained in Section 6 of the Governance Charter.

Committees of the Academic Board: Course Advisory Committee

The Course Advisory Committees are JMC Academy's advisory committees for each course of study. They provide strategic advice to the Learning and Teaching Committee on industry trends, teaching practices and scholarly activity to ensure all course development work is undertaken to meet future anticipated industry needs and prepare students for further study. They play a key role in new course accreditation and course reaccreditation processes.

The Governance Charter states that a Course Advisory Committee is established by the Academic Board to develop a proposed new higher education course or to review an existing course as directed by the Academic Board. In providing advice to the Academic Board, the Course Advisory Committee will pay heed to:

> *7.1.1 Course content to assure relevance and academic quality*
>
> *7.1.2 Assessment to assure relevance and academic quality*
>
> *7.1.3 Appropriate links with industry and employability skill-development*
>
> *7.1.4 Appropriate links with professional organisations/groups*
>
> *7.1.5 Benchmarking internally with related courses and externally with regard to equivalent degrees*
>
> *7.1.6 Ensuring that courses under development or review are compliant with the requirements of all the relevant regulatory bodies (Governance Charter, Section 7).*

Under normal circumstances, this is an ad hoc committee that is convened on an 'as needed' basis and provides advice to the Academic Board specific to the proposed new course being developed or to an existing course being reviewed.

The functions of the JMC Academy Course Advisory Committee are to:

> *7.2.1 Advise the Academic Board on the new course proposal and existing course amendments regarding:*
>
> > *-7.2.1.1. future directions in the discipline and industry/profession that may have an impact on the skill needs and employment opportunities of graduates*
> >
> > *- 7.2.1.2. professional and practice matters that impact on course design and delivery*
> >
> > *-7.2.1.3. likely market demand from students and employers for the course*
> >
> > *-7.2.1.4. specialist resources, equipment and library holdings required for the course.*
>
> *7.2.2 Update the Academic Board on recent developments and trends in policy development and higher education curriculum standards*

7.2.3 Provide curriculum related advice on the proposed new higher education course or the amendment of an existing higher education course

7.2.4 Conduct course development processes in accordance with the JMC Academy's relevant higher education policies and procedures

7.2.5 Consult as necessary with Academy academic staff, current and recent Academy students, professional/industry leaders, and external academics on the content and directions of higher education course under development or review

7.2.6 Appropriately benchmark the proposed higher education course or the existing higher education course against other higher education courses

7.2.7 Make recommendations to the Academic Board concerning the quality and quantity of teaching and learning resources for the higher education course under development or review

7.2.8 Discuss current teaching methods and modes of delivery and advises on options for the proposed new courses or the existing course

7.2.9 Advise on the development of the proposed new higher education course including course content, unit outlines, learning outcomes, assessment tasks and teaching materials, in accordance with the standards required by the relevant industry body and/or TEQSA

7.2.10 Prepare course development or course review reports for the Academic Board as required.

Details concerning membership protocols, membership, meeting protocols and the secretariat are prescribed in the Governance Charter at Section 7.

Working Parties of the Academic Board and its Committees

From time to time, JMC Academy's Academic Board may convene Working Parties to provide specialist advice to the Academic Board (see Section 10 of the Governance Charter). The functions of a Working Party are to: consider the matter referred to it having regard to the contribution that the matter makes to the quality of JMC Academy academic programs and operation and administration; and report to the Academic Board, as prescribed by its terms of reference.

A working party could be established for any number of reasons such as to review an interrelated suite of policies or procedures to assess whether they are fit for purpose; or to undertake a review of specified academic outcomes to look for solutions to poor performance (e.g., student attrition; systemic low grade distributions and poor student performance in a course); or to examine compliance with higher education standards in relation to student complaints and appeals.

The protocols for membership are determined by the Academic Board on a case by case basis to ensure the best possible focus and outcome. The Academic Board determines membership. A Working Party meets as need determines. A Working Party will be decommissioned with the presentation of their final report to the Academic Board.

Roles and Responsibilities of Members of the Academic Board and its Committees

Board members

Members of the Academic Board and its Committees will:

- declare conflicts of interest;
- ensure they are aware of the functions, standing orders and roles and responsibilities of the Academic Board and its Committees;
- be well prepared for meetings by reading all the papers and making notes about issues they wish to address;
- attend meetings and engage in discussion;
- act in the best interests of JMC Academy;
- promote the vision, mission and values of JMC Academy, which are incorporated in the Strategic Plan;
- disseminate decisions and information among those whom they represent and/or supervise;
- request the inclusion of an item on the agenda, by contacting the Chair or Secretariat prior to the meeting to discuss a contribution the member wishes to make, so they are aware of the member's desire to speak at the meeting;
- volunteer to be a member of a working group or to undertake a task the Board or Committee requires to be completed;
- request an amendment to the minutes on the grounds they are inaccurate;

- have their dissension, abstention or vote recorded.

Members of the Academic Board are required to maintain the confidentiality of all commercial-in-confidence information.

It is recommended that members speak to the Chair regarding professional development for academic governance that they themselves might need, and that they believe the Academic Board or any Committee of the Academic Board as a whole might need.

Chair of the Academic Board

The Chair of the Academic Board is appointed by the Governing Council from among the external members of the Board. The Chair serves for a term of three years and may be appointed to serve a subsequent term or terms but shall not serve more than two consecutive terms. In the event that the Chair will be absent from a meeting, then the Chair will appoint a member of the Academic Board Executive Committee to serve as Chair pro tempore for that meeting.

The Chair of the Academic Board is a member of the Governing Council and has the right of attendance at meetings of all Committees of the Academic Board. The Chair must actively engage with the academic community, the Executive and senior management, and relevant external bodies. The Chair promotes both the engagement of staff in the work of the Academic Board and its Committees, and the salience of the Board to JMC Academy's academic endeavours.

Specifically, the Chair of the Academic Board:
- provides leadership in academic matters;
- chairs meetings of the Academic Board and Academic Board Executive Committee;
- approves the agenda and draft minutes of the Academic Board prior to publication;
- engages with Academic Board Committees, and where necessary provides leadership and advice, and attends meetings;
- ensures that the Academic Board fulfils its responsibilities and terms of reference;
- ensures that the Governing Council is well informed and advised about academic matters and the work of the Academic Board;
- seeks and promotes good and effective academic governance principles and practices;
- takes responsibility for initiating the setting of work plan priorities in consultation with the CEO, the Academic Board and Governing Council, and with approval of the Academic Board and where necessary the Governing Council;
- remains informed of and engaged with matters that relate to academic quality and standards;
- ensures the members of the Academic Board and its Committees are informed about academic matters related to the Board's functions and responsibilities;
- disseminates information about the decisions and other aspects of the work of the Academic Board to the wider JMC Academy community;
- wherever possible represents the Academic Board at graduations, and other ceremonies and functions;
- supports the engagement of students in academic governance;
- consults regularly, and where necessary without delay, with the Chair of the Governing Council, the CEO and the Director of Education on academic matters.

Secretariat

The timely and effective support of the Secretariat and the Education Team is critical to the effectiveness of the Academic Board and its Committees and the conduct of their business.

Section 3.12 of the Governance Charter states that the Director of Education is responsible for providing secretariat services to the Academic Board and shall ensure:

3.12.1.1 That the preparation of agendas and draft minutes, the circulation of meeting papers to Board members before each meeting, and the circulation of draft minutes to Board members after each meeting are carried out in accordance with the Board's Standing Orders

3.12.1.2 That after each Board meeting, the draft minutes of that meeting and the confirmed minutes of the previous meeting are sent to the Secretary of the Governing Council for distribution to that body

3.12.1.3 That when the term of office of any elected or appointed member of the Board, or the term of office of the Chair of the Board, is nearing completion, the Board is notified of that fact in writing at the meeting prior to the meeting at which the member's or Chair's term of office expires

3.12.1.4 That the records of all Board business, including a separate register of all Academic Board resolutions, are maintained in an up-to-date fashion in accordance with the standards of the national regulatory authority, and are easily accessible to Board members

3.12.1.5 That all changes made to accredited courses (approved by the Academic Board or reported to the Academic Board) are recorded for the purposes of managing the reporting requirements of the national regulatory authority.

Procedural Information

Procedural information is generally provided for in the Standing Orders for the Academic Board and those prescribed for its Committees (see the Governance Charter). The following are selected section summaries.

Schedule of Meetings, Reports and Reviews

Once approved, this will be available in the Academic Board Dropbox folder and will accompany each agenda of the Academic Board and its Committees.

Attendance at meetings is an essential part of being an effective Board and Committee member. Attendance is necessary for meeting the requirements for a quorum of each meeting and thus for meeting business to proceed.

Academic Board Dropbox Folder

An online file hosting service for Board members to access information relating to Board meetings (e.g. agendas, meeting minutes, attachments).

Accessible to JMC Academic Board members only.

Distribution of agenda

An electronic version of the meeting agenda will be emailed to members and will also, together with attachments and supporting documentation, be available via Dropbox or other means as advised at least 5 working days (7 days) prior to the scheduled meeting. Attachments will also be available in Dropbox within a subfolder titled 'Attachments' using a numbering system which will relate to each agenda item.

Please ensure that for each meeting you have access to a copy of the minutes of the last meeting, and all the agenda papers and attachments for the meeting.

Notification of Apologies

If you are unable to attend a meeting or are going to be delayed, please email the Chair and Secretariat. If you know in advance of a meeting that you need to be excused to leave before the meeting ends, please advise the Chair and Secretariat prior to commencement of the meeting. If the need to leave arises during the meeting, please tender your apology to the Chair and the secretariat at the earliest convenience.

Voting in Meeting

Voting at meetings is normally by show of hands. A secret ballot may be used at the discretion of the Chair with votes distributed and counted in front of members present at the meeting by the minute secretary.

Post-meeting actions

The Secretariat will contact members to confirm tasks they have agreed to undertake.

Minutes are written and distributed within a fortnight of the meeting.

All members will be advised by email of the publication of the minutes, which will be available in the Academic Board's shared Dropbox folder or otherwise as advised.

Conflict of Interest

Members must bring to the attention of the Chair any potential conflict of interest that they might experience as a Board or Committee member, or as a member of a working party, as soon as they become aware of that conflict, for example, if an item is one in which a member *might* have a direct interest, such as a financial interest. Depending on the matter, and after consultation with the Chair, it may be sufficient for the member to be absent from the meeting during consideration of the item; or it may be sufficient to refrain from voting on a motion. The Chairperson will advise on the most appropriate action when informed of the potential conflict of interest.

JMC Academy's Conflict of Interest Policy applies to all staff members and teaching faculty as well as members of JMC Academy committees and boards who may be in a position to inappropriately influence decisions according to their own interests.

A Conflict of Interest occurs when an individual's personal interests could, or could be seen to, improperly influence the performance of their official duties or responsibilities at JMC Academy. Personal interests include direct interests, as well as those of family, friends, or other organisations a person may be involved with or have an interest in and can be both financial and non-financial. Conflicts of Interest may be:

- an actual conflict involving a direct conflict between a person's current duties and responsibilities and a competing interest or obligation, whether personal or involving a third party;
- a perceived conflict where it could reasonably be perceived, or appears, that a competing interest could improperly influence the performance of a person's duties and responsibilities
- a potential conflict where a person has an interest or obligation, whether personal or involving a third-party, that could conflict with the person's duties and responsibilities in the future.

For other definitions please refer to JMC Academy Glossary in the policy and procedures section of PLATO.

Internal and External Resources

Australian Institute of Company Directors: http://aicd.companydirectors.com.au/

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
https://internationaleducation.gov.au/Regulatory-Information/Provider-Registration/Getting-Started/Pages/default.aspx

Education institutions can only enrol and deliver education services to students in Australia on a student visa if they are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). Registered providers must have met, and continue to meet, the requirements of the *Education Services for Overseas Students Act 2000* (ESOS Act) and *National Code of Practice for Providers of Education and Training to Overseas Students 2007* (National Code). Any providers wishing to deliver English Language Intensive Courses for Overseas Students (ELICOS) or Foundation Program courses must also meet the ELICOS or Foundation Program Standards as relevant.

Education Services for Overseas Students (ESOS)
https://internationaleducation.gov.au/Regulatory-Information/Pages/Regulatoryinformation.aspx

The Education Services for Overseas Students Act 2000, or ESOS Act, establishes legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa. ESOS also provides tuition fee protection for international students.

Higher Education Standards Framework 2015

https://www.teqsa.gov.au/higher-education-standards-framework-2015

https://www.legislation.gov.au/Details/F2015L01639

The Higher Education Standards Framework (the Framework) is established by section 58 of the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act 2011).

The Standards are a critical item for academic governance.

JMC Academy Policies and Procedures: http://www.jmcacademy.edu.au/about-us/policies OR https://plato.jmcacademy.edu.au/course/view.php?id=2954

The Australian Qualifications Framework https://www.aqf.edu.au/

The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Tertiary Education Quality and Standards Agency (TEQSA)

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's regulatory and quality agency for higher education. TEQSA's primary aim is to ensure that students receive a high quality education at any Australian higher education provider. TEQSA is the peak

government body and legislative instrument regulating and assuring the quality of higher education in Australia, including the application of the AQF and ESOS.

- Course accreditation/renewal
  https://www.teqsa.gov.au/applying-become-provider-0
- Guidance Notes: https://www.teqsa.gov.au/guidance-notes
- Renewing registration https://www.teqsa.gov.au/renewing-registration

Checklist: Academic Board Induction Pack for all Members

The Secretariat will ensure each new Academic Board member receives and Induction Pack which comprises the following:

- Letter of Welcome and Introduction
- Links to relevant websites such as the list of Academic Board members
- Schedule of meeting dates
- JMC Governance Charter
- JMC Strategic Plan
- List of Academic Policies
- Information relating to logins and document access
- The Agenda, Papers and Minutes of the most recent meeting.

The pack will be redistributed to all members in January each year.

Relevant references

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Chairs of Academic Boards and Senates (2013) *The Purpose and Function of Academic Boards and Senates in Australian Universities*, Last retrieved from www.une.edu.au/__data/assets/pdf_file/0008/72935/PurposeandFunctionofAcademicBoards.pdf , 24 July 2020.

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TEQSA (2016), *Explanations of Terms in Part A of the HES Framework 2015*, Last retrieved from http://www.teqsa.gov.au/explanations-hes-framework-terms , 22 September 2020.

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TEQSA. (2017b) *Higher Education Standards Framework (Threshold Standards) 2015 – TEQSA Contextual Overview Version 1.1*, TEQSA.

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