



Charles Sturt
University

**FACULTY OF BUSINESS, JUSTICE AND BEHAVIOURAL SCIENCES
FACULTY BOARD
Meeting No. 42**

NOTICE OF MEETING

Date Tuesday 11 February 2025

Time 1:00 pm – 3:00 pm

Location Zoom

<https://charlessturt.zoom.us/j/68120141253?pwd=yb9j0z4d6UZp0yO1jKHMbEFLt5cL2V.1>

Meeting ID: 681 2014 1253

Passcode: 625655

Number of Members 29 Number for Quorum 15
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Members	Position	Committee Term Ends
Professor Lewis Bizo	Executive Dean (Chair)	Ex-officio
Professor Jenny Kent	Deputy Dean	Ex-officio
Dr Julia Lynch	Associate Dean (Academic)	Ex-officio
Professor Zahid Islam	Associate Dean (Research)	Ex-officio
Associate Professor Fion Lim	Associate Dean (Charles Sturt University Sydney)	Ex-officio
Dr Arif Khan	Sub-Dean, Graduate Studies	Ex-officio
Dr Katherine Herbert	Sub-Dean Learning and Teaching	Ex-officio
Dr Douglas Allan	Acting Head of School, Australian Graduate School of Policing and Security	Ex-officio
Professor Jacqueline Birt	Acting Head, School of Business	Ex-officio
Professor Anna Shillabeer	Head of School, Computing, Mathematics and Engineering	Ex-officio
Professor Julian Parker-McLeod	Head of School, Policing Studies	Ex-officio
Professor Navjot Bhullar	Head of School, Psychology	Ex-officio
Professor David Widdowson	Head of School, Centre for Customs and Excise Studies	Ex-officio
Professor Mark Nolan	Director, Centre for Law and Justice	Ex-officio
Professor Tim Anderson	Director, CSU Engineering	Ex-officio
Associate Professor Azizur Rahman	Member of the Professoriate	30 June 2026
Professor Manoranjan Paul	Member of the Professoriate	30 June 2025
Professor Anthony Saliba	Member of the Professoriate	30 June 2025
Dr Alain Neher	School of Business	30 June 2026
Dr Amber McKinley	Australian Graduate School of Policing and Security	30 June 2025
Dr Sabih Rehman	School of Computing, Mathematics and Engineering	30 June 2025
Ms Catherine McCarthy	School of Policing Studies	30 June 2025
Dr Robyn Brunton	School of Psychology	30 June 2026
Ms Kirsten Locke	Faculty of Arts and Education	30 June 2026
Associate Professor Thiru Vanniasinkam	Faculty of Science and Health	30 June 2025
Ms Meredith Morton	Faculty Executive Officer	Ex-officio
Ms Jillian Taylor	Faculty Administration Manager	Ex-officio
Vacant	undergraduate student representative, nominated by Student Senate	30 September 2025
Vacant	postgraduate student representative, nominated by Student Senate	30 September 2025

Faculty of Business, Justice and Behavioural Sciences Faculty Board Meeting No. 42			AGENDA		Tuesday 11 February 2025		
No	Item	Responsibility	Purpose	Time	Page		
1	Welcome, Acknowledgement of Country and Apologies	Chair	Noting	1:00pm	4		
2	Declaration of Interests	Chair	Decision		5		
3	Confirmation of Agenda	Chair	Decision		6		
4	Previous Minutes (FB and FB SC)	Chair	Decision		7		
5	Action Sheet	Chair	Discussion		20		
For Decision/Discussion							
6	Chair's Report	* Chair	Discussion	1:20pm	21		
7	Faculty Assessment Committee Chair's Report	* Deputy Dean	Discussion		22		
8	Subjects and Courses for Approval	* Associate Dean (Academic)	Decision		44		
9	Course reviews for Endorsement	Associate Dean (Academic)	N/A		45		
10	Academic Risk and Compliance	* Chair	N/A		46		
11	Faculty Operational Plan - Quarterly Report	* Chair	Discussion		47		
12	Professional Accreditation Report	* Associate Dean (Academic)	Discussion		54		
13	Teaching Efficiencies Report	Associate Dean (Academic)	Decision		60		
14	Faculty Research Annual Report	Associate Dean (Research)	Decision		61		
15	Annual Course Performance Health Check	Associate Dean (Academic)	Discussion		173		
16	Subject Substitutions	Associate Dean (Academic)	Discussion		176		
17	Above Regulation Credit	Associate Dean (Academic)	Decision		179		
18	Above Regulation Credit	Associate Dean (Academic)	Decision		180		
19	Third Party Arrangements	Chair	Discussion		181		
Matters Taken as Read							
20	Committee Minutes for Noting	* Chair	Noting			187	
21	2025 Annual Plan	* Chair	Noting			233	
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22	Other business	* Chair	Discussion		2:50pm	235	
23	Next meeting	* Chair	Noting	236			
Meeting Close				3:00pm			

*Standing Item



Item 1: Welcome and Apologies

Acknowledgement of Country

“We acknowledge the Traditional Owners of the Lands on which we are meeting today and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present.”

Membership

The Business, Justice and Behavioural Sciences Faculty Board (BJBS FB):

- Welcomed
 - Dr Katherine Herbert, Sub-Dean Learning and Teaching.
 - Associate Professor Fion Lim, Associate Dean (Charles Sturt University Sydney)
 - Professor Jacqueline Birt, Head School of Business
- Thanked:
 - Associate Professor Dianne McGrath, Acting Head School of Business
 - outgoing student representative Mr Muhammad Rana, Postgraduate Student.

Apologies

The BJBS FB noted the following apologies:

- Dr Amber McKinley
- Professor Anthony Saliba



Item 2: Declaration of Interests

Members are responsible for disclosing circumstances that give rise or may give rise to actual, potential or perceived conflicts of interest.

Declarations should be submitted to Governance prior to the meeting

The Faculty of Business, Justice and Behavioural Sciences, Faculty Board will determine the appropriate course of action, which may include the member leaving the meeting for the duration of the item or abstaining from discussion and/or decision. If the meeting is held by flying minute a determination will be made by the Chair in consultation with Governance.



Item 3: Confirmation of Agenda



Item 4: Previous Minutes

PURPOSE

To approve the minutes of the previous meeting.

RECOMMENDATION

The Faculty of Business, Justice and Behavioural Sciences resolves to **approve** the minutes of the meeting held on 1 October 2024 as a true and accurate record.

ATTACHMENT

A. AS BJBS FB 41 1 October 2024 Minutes



Charles Sturt
University

**Faculty of Business, Justice and Behavioural Sciences
Faculty Board
Meeting No. 41**

Minutes of the meeting held on Tuesday 1 October 2024 by videoconference.

1. Welcome and Apologies

The Chair opened the meeting at 1:00pm with an Acknowledgement of Country.

Members Present

Professor Jenny Kent
Associate Professor Julia Lynch
Professor Zahid Islam
Dr Arif Khan
Dr Doug Allan

Associate Professor Dianne McGrath
Professor Anna Shillabeer

Professor Navjot Bhullar
Professor Julian Parker-McLeod
Professor David Widdowson (to item 9)

Professor Mark Nolan
Professor Tim Anderson
Dr Alain Neher
Dr Sabih Rehman
Dr Amber McKinley (to item 9)
Ms Catherine McCarthy
Dr Robyn Brunton
Professor Manoranjan Paul
Associate Professor Azizur Rahman
Professor Anthony Saliba
Ms Kirsten Locke
Ms Meredith Morton
Mr Muhammad Rana

Deputy Dean (Acting Chair)
Associate Dean (Academic)
Associate Dean (Research)
Sub-Dean, Graduate Studies
Acting Head of School, Australian Graduate School
of Policing and Security
Acting Head, School of Business
Head of School, Computing, Mathematics and
Engineering
Head of School, Psychology
Head of School, Policing Studies
Head of School, Centre for Customs and Excise
Studies
Director, Centre for Law and Justice
Director, CSU Engineering
School of Business
School of Computing, Mathematics and Engineering
Australian Graduate School of Policing and Security
School of Policing Studies
School of Psychology
Member of the Professoriate
Member of the Professoriate
Member of the Professoriate
Faculty of Arts and Education
Faculty Executive Officer
postgraduate student representative

Attendees

Ms Alison Woods
Ms Kim Craig

Acting Manager, Subject Administration Team
Manager, Course Administration Team

Minutes

Ms Verinnia Lansom

Governance Officer

Apologies

Professor Lewis Bizo
Associate Professor Thiru Vanniasinkam
Ms Jillian Taylor
Mr Nish K. Padiya

Executive Dean (Chair)
Faculty of Science and Health
Faculty Administration Manager
Undergraduate student representative

The Business, Justice and Behavioural Sciences Faculty Board (BJBS FB):

- welcomed Professor Navjot Bhullar, Head of School, School of Psychology to the committee.
- thanked Mr Nish K. Padiya, Undergraduate student representative, for his contribution to the work of the committee.

2. Declaration of Interests

There were no interests raised or declared by members or attendees.

3. Confirmation of Agenda

Committee members confirmed the agenda.

4. Previous Minutes

RESOLUTION FOBJBSFB41/1 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to approve the minutes 13 August 2024 meeting as a true and accurate record.

5. Action Sheet

The Board reviewed the Action Sheet and noted the following:

Item Ref	Action	Update
FOBJBSFB39/1 25 Jun 2024	Follow up with DPC regarding the requirement for adjunct, casual and sessional staff to undertake ELMO modules and report to a future meeting.	The response to action FOBJBS39/1 had been included in the Risk and Compliance report to the 1 October 2024 FB. Item was closed.
FOBJBSFB40/1 13 Aug 2024	Follow up with IBS to ensure Bachelor of Policing (Investigations), Bachelor of Policing and JST309 have received IBS endorsement.	The Secretary's note in the minutes of the 13 Aug 2024 meeting noted IBS endorsement had been confirmed and the Item was closed.

6. Chair's Report

The Chair provided a verbal update, and the following was noted:

- Dr Troy Whitford was thanked for his significant contribution to the Faculty as Sub-Dean, Learning and Teaching and as a member of the Board. Dr Whitford's contributions were highly valued by the Faculty and the Board wished him well in his future activities.
- The implementation of the Closing Loopholes legislation continues. The intent of the legislation is on providing continuity of work and opportunities for people to have ongoing work in lieu of casual roles. Details of the 2025 implementation rollout had not yet been confirmed however the impact on workload planning would continue.
- The Deputy Vice-Chancellor (Academic) confirmed that the implementation of the new Academic Workload Policy had been deferred to 2026 at the earliest. Existing school workload policies would be rolled over for 2025.
- Prudency on discretionary spending for the rest of 2024 included the removal of non-essential travel and recruitment and external professional development activities. Face-to-face meetings scheduled for the remainder of 2024 had been moved online and internal professional development would continue. In terms of essential recruitment, a conversation should be undertaken with the Executive Dean (ED).

The Faculty Executive Officer:

- verified the process for HDR students receiving operating funds and confirmed what was deemed essential.
- confirmed an update on travel components would be discussed in the upcoming Faculty Leadership Team meeting and an explanatory document to help triage essential/non-essential travel would be developed.

RESOLUTION FOBJBSFB41/2 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to note the Chair's verbal report.

7. Faculty Assessment Committee Chair's Report

The Chair confirmed that during Session 202430 grading, the Deputy Dean (DD) and grade approver for the faculty was also Acting Head of School of Psychology. To avoid any possible conflict of interests while undertaking dual roles, the Associate Heads of Psychology undertook grading activity for the School of Psychology, in lieu of the DD for that session only.

The main issues discussed at FAC included:

- Lack of student engagement in both internal and online cohorts and concerns about how that would be addressed.
- There was some confusion around the Embedded Tutor being the primary point of contact in some subjects, rather than the lecturer. This resulted in incorrect information being provided to the student.
- Early adopters of AI in assessments were acknowledged.
- Conversations about how to address the reluctance of some staff to report cases of suspected academic misconduct included:
 - reassurance that every case was attended to; and
 - providing staff with a copy of the 2023 Academic Misconduct Report that evidenced the number of allegations submitted, the number that were deemed to have breached misconduct and that only 6% of cases were dismissed.

8. Subjects and Courses for approval

The Faculty Course and Subject Review Panel provides endorsement of subject and course changes and assures the FB of the panel's consideration of issues, progress, and monitoring of associated actions.

Prior to the FB meeting, members were allocated proposals to review via the task allocation function in CDAP. Members reviewed their allocated proposals and recorded questions, comments, and suggested amendments in the comments field in CDAP. The FB referred to these comments to guide the discussion.

The Chair confirmed the full agenda would not allow individual subject proposals to be opened and reviewed in CDAP within the meeting time constraints. Reviewer pairings would be invited to report on key issues with particular emphasis on themes that may need to be addressed across multiple subjects. Editorial suggestions would be addressed post meeting.

The Associate Dean (Academic) (ADA) thanked Professor Tim Anderson, Dr Sabih Rehman, CSU Engineering, Manager Course Administration Team, Manager Subject Administration Team and the Acting Manager Subject Administration Team for the substantial body of work undertaken in the reduced timeframe available.

It was confirmed that the Engineering subjects were new subjects created:

1. due to an administrative split to replace existing year-long subjects; or
2. for the new Bachelor of Engineering course structure. (also included at Item 8).

The Chair worked through the subject proposals and invited reviewer pairings and committee members to provide feedback and comments. The following points were discussed:

- The ADA confirmed:
 - The administrative issue around the 2-credit point subjects and work placement hours for the subjects in the old degree were being addressed.
 - All feedback added in CDAP would be reviewed and closed off.
- Cross institutional study would be considered in consultation with the relevant academic.
- The requirement to review assessments would include: missing items, Type of Assessment, disproportionately high percentage weighting of some exams, confirm which exams would be invigilated, explanations in the assessment overview to advise students what to expect, some cases of double and triple assessing of learning outcomes and consideration of streamlining assessment items in ENG310 and 311.
- Consider adding the word 'Physics' to ENG114 as students studying outside of engineering could be interested in a physics unit.

- Consider expanding the Body of Literature in some subjects and ensure textbook information and currency was updated.
- Review wording of summaries, field of education etc to ensure electrical and mechanical streams were included not just civil.
- Consider the number and consistency of Subject Learning Outcomes (SLO) relevant for each subject level.
- Assumed knowledge and/or enrolment restrictions may be required in more subjects to prevent incorrect enrolments. Some subjects e.g. ENG332 and 330 have overlapping and/or related content.
- Consider the inclusion of a statistics subject as was available at other university Engineering courses.
- ENG390, 391 and 392 were dedicated to one field of engineering, civil, mechanical, and electrical to ensure there were the appropriate number of credit points for a major with different assessments with a focus on the particular discipline.
- ENG412, consider rewording, 'The subject was designed to engage and train students in cutting edge engineering.'
- Amend the Work Experience in Industry field to ensure it was recorded as 'supported' by the University. The ADA confirmed the accommodation of the volume of workplace learning within the credit point allowances would be investigated.
- Best practice would be for subjects to progress via School Boards, unfortunately due to time factors this was not possible in this instance.
- In relation to electrical engineering subjects:
 - ENG332 was the fundamental basis for several electrical engineering subjects and should be undertaken early and considered as assumed knowledge or prerequisite for 330, 334 etc.
 - Review of credit point allocation. 4 credit points may not be sufficient for some subjects eg ENG333. ITC254 was an 8-point subject with the same content.
 - Inconsistencies in the number of learning outcomes with a 4-point subject that in turn must be covered in assessment items.
 - ENG333 and ITC254 have the same title 'Wireless Networks'. Consider ENG333 'Wireless Communication Systems' and cover, wireless channel, wireless system design, 5G and 6G and related topics.
 - Enrolment patterns were listed in the full course, not in the majors.
 - Consider reducing or modifying the 24 credit points of mathematics subjects to more specific engineering mathematic applications for example Z Transform and Laplace Transform.
 - ENG331 had a disjoint between the syllabus, abstract and the SLOs.
 - All of the engineering subjects and particularly electrical engineering require practical hands-on experiment laboratory work.
 - The sequence of some subjects was incorrect, for example circuit theory was a basis and fundamental subject for many other topics including analogue electronics and operational amplifier.
- The ADA thanked the Sub-Dean, Graduate Studies for:
 - the informed and considered feedback as an electrical engineering discipline expert and confirmed CSU Engineering were working hard to refresh the engineering suite of courses.
 - undertaking to work with the Director, CSU Engineering to review the electrical engineering subjects.
- The Chair confirmed the four renamed Engineering Residency subjects listed in the agenda were correct as the subjects were recently renamed from Workplace learning and design portfolio subjects.
- It was confirmed the time critical proposals for 2530 were the suite of courses and the subjects replacing the existing year-long subjects. Comments, and suggested amendments made in CDAP in conjunction with feedback discussed by the Board would

be considered. Minor amendments would be made, and proposals progressed while any substantial changes identified would come back to a future meeting of the board.

The Chair worked through the course proposals and invited reviewer pairings and committee members to provide feedback and comments. The following points were discussed:

Bachelor of Engineering with Majors

The Chair confirmed the course modification proposal introduces the majors electrical, civil and mechanical engineering within the existing degree. The following points were discussed:

- The calculation used for the Credit Points value.
- The degree would be reviewed for level 5 subjects and adjusted accordingly.
- The Bachelor of Technology was the exit point for students wishing to exit early without accreditation as an engineering technologist.
- The ADA confirmed that the Indigenous Board of Studies (IBS) provided conditional endorsement for the Bachelor of Engineering with Specialisations.

Master of Project Management and Leadership (Professional Practice) and the Master of Business Data Analytics

The Chair confirmed the course proposals were specifically requested by Navitas for the Charles Sturt University Sydney Campus and Charles Sturt University Melbourne Campus for 2025 and have been adapted from existing courses and subjects. The following points were discussed:

- The title of MGT510 was recorded incorrectly.
- Compulsory study sessions points and professional practice points were noted.
- Consideration be given to including a statistics-based business data, analytics or modelling subject.
- Consider the inclusion of a basic level foundational IT subject in lieu of the current subject that requires a prerequisite and previous knowledge.

RESOLUTION FOBJSFB41/3 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **approve** the following Subject - (Coursework) proposals subject to amendment, noting any proposals identified as requiring substantial changes would be returned to a future meeting of the Board:

- ENG177 Topic Tree - Student Engineer 2
- ENG183 Performance Planning & Review placement preparation
- ENG277 Topic Tree - Junior Cadet Engineer 2
- ENG284 Performance Planning & Review - Junior Cadet 2
- ENG295 Engineering Portfolio - Junior Cadet 2
- ENG495 Engineering Portfolio - Senior Cadet 2
- ENG562 Engineering Capstone Thesis 2
- ENG367 Engineering Cornerstone Thesis 2
- ENG484 Performance Planning & Review - Senior Cadet 2
- ENG383 Performance Planning & Review - Intermediate Cadet 2
- ENG577 Advanced Topics In Civil Engineering 2
- ENG477 Topic Tree - Senior Cadet Engineer 4
- ENG377 Topic Tree - Intermediate Cadet Engineer 2
- ENG110 Engineering Design Challenge 1
- ENG111 Engineering Design Challenge 2
- ENG112 Engineering Materials
- ENG114 Engineering Mechanics - Dynamics
- ENG116 Introduction to CAD and Computing
- ENG117 Physics for Engineers
- ENG120 Engineering Mechanics - Statics
- ENG130 Electrical Systems
- ENG140 Introduction to Energy

- ENG190 Mathematics for Engineers 1
- ENG191 Mathematics for Engineers 2
- ENG192 Principles of Engineering Programming
- ENG211 Engineering Design Challenge 3
- ENG212 Workplace Performance Planning and Review
- ENG220 Soil and Rock Mechanics
- ENG221 Introductory Structural Analysis
- ENG222 Introduction to Surveying
- ENG223 Fundamentals of Water Resources and Environmental Engineering
- ENG224 Mechanics of Materials
- ENG225 Fluid Mechanics
- ENG226 Civil Engineering Design Challenge
- ENG230 Analogue Electronics
- ENG231 Circuit Theory
- ENG232 Communication Systems
- ENG233 Mechatronics and Embedded Systems
- ENG234 Electrical Machines
- ENG235 Power electronics
- ENG236 Electrical Engineering Design Challenge
- ENG240 Advanced Dynamics
- ENG241 Manufacturing Engineering
- ENG242 Mechanical Engineering Design Challenge
- ENG243 Thermodynamics
- ENG293 Mathematics for Engineers 3
- ENG310 Engineering Residency 1
- ENG311 Engineering Residency 2
- ENG312 Engineering Project Management
- ENG320 Applied Geotechnical Engineering
- ENG321 Advanced Structural Design
- ENG322 Introduction to Transport Engineering
- ENG323 Water and Wastewater Engineering
- ENG324 Engineering Construction
- ENG326 Civil Engineering Experimentation
- ENG330 Digital Signal Processing
- ENG331 Power Systems
- ENG332 Signals and Systems
- ENG333 Wireless Networks
- ENG334 Control systems
- ENG335 Electrical Engineering Experimentation
- ENG340 Heat Transfer
- ENG341 Mechanics of Machines
- ENG342 Strength of Materials
- ENG343 Vibration analysis
- ENG346 Mechanical Engineering Experimentation
- ENG390 Numerical Methods for Civil Engineers
- ENG391 Numerical Methods for Mechanical Engineers
- ENG392 Numerical Methods for Electrical Engineers
- ENG410 Engineering Capstone Thesis – Part A
- ENG411 Engineering Capstone Thesis – Part B
- ENG412 Engineering Residency 3
- ENG413 Engineering Residency 4
- ENG414 Renewable Energy Engineering
- ENG430 Applied Photovoltaics
- ENG440 Applied Computer-Aided Engineering

RESOLUTION FOBJBSFB41/4 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **endorse**, subject to amendment the following major course modification and forward to University Courses Committee for endorsement and for submission to Academic Senate for final approval:

- Bachelor of Engineering
 - Civil Engineering
 - Electrical Engineering
 - Mechanical Engineering.

RESOLUTION FOBJBSFB41/5 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **endorse** the following new courses for delivery through Navitas and forward to University Courses Committee for endorsement and for submission to Academic Senate for final approval:

- Master of Project Management and Leadership (Professional Practice)
 - Graduate Diploma of Project Management and Leadership
 - Graduate Certificate in Project Management and Leadership
- Master of Business Data Analytics
 - Graduate Diploma of Business Data Analytics.

9. Course Reviews for Endorsement

Prior to the FB meeting, members were allocated Course Review proposals to review in CDAP. Members reviewed their allocated proposals and recorded questions, comments, and suggested amendments in the comments field in CDAP. The FB referred to these comments to guide the discussion.

The ADA provided an overview of the course reviews and thanked Dr Jason Howarth for his professional work as the outgoing Course Director. The following points were discussed:

- Members questioned if the relevant actions should be aligned to the reviews.
- Consideration be given to reducing the number of course learning outcomes.
- Suggest adding the IBS resolution of endorsement to the Master and the Graduate Certificate.
- Members noted the Master of Cloud Computing and Visualisation articulated set was comprehensive and members congratulated Dr Howarth.
- Amend the name to Master of Cloud Computing and Virtualisation in lieu of visualisation.
- It was noted that at this stage the 'Does this academic item include Indigenous Australian content?' field can only contain a yes/no response. The CDAP team were investigating the ability to add text for a resolution with the vendor.

RESOLUTION FOBJBSFB41/6 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **endorse** the following Course Reviews and **recommend** them to the Academic Quality and Standards Committee for approval:

1. Master of Cyber Security articulated set including the Graduate Certificate in Cyber Security; and
2. Master of Cloud Computing and Virtualisation articulated set including the Graduate Certificate in Cloud Computing and Virtualisation.

10. Academic Risk and Compliance

The Chair highlighted the key issues as collated in the submission from the Risk and Compliance unit noting the following:

- The Study Centre CRICOS registration had officially been removed.
- The incorrect information on the IT Masters webpage regarding the Australian Qualifications Framework and how the University confers awards was corrected by the following business day.

- Over stamped page 56 provided an update on casual and adjunct staff requirements around mandatory ELMO training.

RESOLUTION FOBJBSFB41/7 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the Risk and Compliance report.

11. Faculty Operational Plan

The Chair confirmed the new look report on the Operational Plan would commence in 2025 and would include a summary of highlights from the plan and progress.

RESOLUTION FOBJBSFB41/8 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the verbal report from the Chair on the Faculty Operational Plan.

12. Professional Accreditation Report

The ADA confirmed the next report to the Australian Psychology Accreditation Council was due 30 November 2024.

RESOLUTION FOBJBSFB41/9 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved **note** the report from the Associate Dean Academic, Faculty of Business Justice and Behavioural Sciences regarding professional accreditation.

13. Comprehensive Course Review Schedule

The ADA confirmed some courses have undertaken an early review and thanked the Sub-Dean, Learning and Teaching for this work.

RESOLUTION FOBJBSFB41/10 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the report from the Associate Dean Academic, Faculty of Business Justice and Behavioural Sciences on the Comprehensive Course Review schedule.

14. External Advisory Committee Activity

The ADA confirmed the report covered the work of the External Advisory Committee over 2023 to 2024.

RESOLUTION FOBJBSFB41/11 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the report from the Associate Dean Academic, Faculty of Business Justice and Behavioural Sciences on the update regarding external advisory committee meetings in 2023 and 2024.

15. 2025 Annual Plan

The Chair advised members that the Annual Plan was before the Board for feedback and endorsement. The following points were raised:

- The Subject Substitutions Annual report would be better placed moving permanently to the first meeting of the following year.
- The timeline of QUASAR reporting was suggested as: a February report for the 60 session, a March report for the 90 session and an August report for the 30 session. This would provide enough time for completion after the end of session. The timeline could be

reviewed throughout the year as required. A template would be circulated for reporting purposes.

- The ED and DD would review the timeline for the new process for reporting on the Faculty Operational Plan.

RESOLUTION FOJBSFB41/12 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **endorse** the Faculty of Business, Justice and Behavioural Sciences Faculty Board Annual Plan for 2025.

16. Academic Promotions Policy and Procedure

The DD provided an overview of the key issues as highlighted in the submission to the Board.

RESOLUTION FOJBSFB41/13 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the proposed changes to the Academic Policy and Procedure.

17. Above Regulation Level Credit

The ADA provided an overview of the application for above regulation level credit noting the students enrolment strategy was based on advice provided by Admissions, which was correct under the previous credit policy.

RESOLUTION FOJBSFB41/14 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **approve** the above credit limits for student number 11371134 in the Master of Business Administration (Computing).

18. QUASAR Annual report

The DD advised members the QUASAR report was a compilation of data from the three faculties that went to the Academic Quality and Standards Committee (AQSC). The key actions for all Faculties were listed in over stamped page 111, and included:

- Ongoing investigation and review of 7-day auto extensions.
- Management of actions in QUASAR academic timelines, review of mark and review of grade policies.
- The integration of technology and AI and a request for clear messaging to staff on how to progress.

If members required any additional information on the report they were invited to contact the DD after the meeting.

RESOLUTION FOJBSFB41/15 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the Annual Subject Quality Enhancement and Grade Distribution Monitoring Report (202330, 202360, 202390).

19. Annual Course Health Check (2024 Category 3 Courses)

The ADA provided an overview of the report noting that Category 3 indicates that less than 40% of the data points contributing to the calculation were at or above the threshold and of the 27 courses identified a temporary suspension on enrolment for 2025 had been recommended for 6 courses. The following was discussed:

- Students undertaking 1st year study in the Bachelor of Accounting, Bachelor of Criminal Justice and Bachelor of Information Technology require significant para-academic support. Actions in hand with the Division of Student Success were required to be able to

integrate support in a way that students were not necessarily aware that they were receiving additional support to enable them to successfully undertake the academic components.

- Changes that have occurred since the report was compiled would be amended and actions consolidated before the report was forwarded to AQSC. This would also include the retention of domestic offerings of Navitas subjects for 2025.

RESOLUTION FOBJBSFB41/16 The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolved to **endorse** the 2024 annual Course Health check category 3 actions and progress to Academic Quality and Standards Committee.

20. Committee Minutes for Noting

RESOLUTION FOBJBSFB41/17 The Business, Justice and Behavioural Sciences Faculty Board resolved to **note** the following minutes provided for the information of Faculty Board:

- Academic Senate, 14 August 2024
- Australian Graduate School of Policing and Security/Centre for Law and Justice, School Board, 6 June & 18 July 2024
- CSU Study Centres Academic Management Committee, 5 July 2024
- CSU Sydney Academic Management Committee, 1 August 2024
- Joint Cooperative Program (China) 6 June 2024
- IT Masters Academic Management Committee, 16 July 2024.

21. 2024 Subject Substitutions Annual Report

The Committee noted the 2024 Subject Substitutions Annual Report would be submitted to the 11 February 2025 Faculty Board meeting.

22. Third Party and Partner Annual Summary Report

The Committee noted the Director Risk and Compliance confirmed that the Third Party and Partner Annual Summary Report scheduled for the 1 October 2024 meeting, would be submitted to the 11 February 2025 Faculty Board meeting.

23. Faculty Research Annual Report

The Committee noted the Faculty Research Annual Report scheduled for the 1 October 2024 meeting would be submitted to a Standing Committee of the Faculty Board. The report would then be submitted to the University Research Committee meeting on 8 November 2024.

24. Other Business

The Chair thanked members for supporting the review of subjects and courses as an important FB process and part of our governance expectations.

There were no other items of Business.

25. Next Meeting

The next meeting of the Faculty of Business, Justice and Behavioural Sciences Faculty Board would be held from 1:00pm to 3:00pm on Tuesday 11 February 2025 by videoconference. The agenda for this meeting closes on Friday 24 January 2025.

There being no further business, the meeting concluded at 3:00pm.

Signed as a true and accurate record:

Chair

Date

Item 5: Action Sheet - FOBJBS Faculty Board

Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status	Status Information
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Item 6: Chair's Report

The Chair may provide a verbal report as required.

Item 7: Faculty Assessment Committee Chair's Report

PURPOSE

To provide the Faculty of Business Justice and Behavioural Sciences Faculty Board with a report from the Chair of Faculty Assessment Committee.

RECOMMENDATION

The Business Justice and Behavioural Sciences Faculty Board resolves to **note** the Faculty Assessment Committee Chair's Report of Session 202460 grades and reflection and planning meetings.

KEY ISSUES

Meeting held on 6 November 2024

Issues raised included:

- Grade transfer issues although all grades were transferred by the deadline (AGSPS);
- The quality and experience of the student cohorts (as an explanation for the strong performance in CUS401 and CUS402);
- The performance of Sydney cohorts - performed poorly with high fail rates, disengagement and non-attendance raised as issues to be addressed (SOB and SOCME);
- Improvements in first year offerings in SOB with higher pass rates in the 60 session;
- Brightspace load grade and error notices prompting issues to be resolved prior to transfer removed workload from School Exec Officers during the grade transfer process;
- SOPS exploring options for more robust and challenging assessments for the ADPP; and
- Brightspace challenges including adding zero marks to blank assessment cells to ensure grade is calculated out of 100 and multiple columns as sections resulting in confusing additional columns in gradebook.

Meeting held on 4 December 2024

Issues raised included:

- The challenges in meeting 2024 progress targets in some disciplines was noted by AGSPS. These issues will be addressed in the upcoming course reviews;
- Improving response rates in student surveys;
- Progress rate issues in CLJ included: confusion amongst students regarding the nature of the assessment incorrectly labelled as a hurdle assessment; and inconsistency in scaffolding techniques across cohorts. The need for consistency across cohorts was discussed;
- Improvements in Psychology subjects which previously had poor performance;
- The role of the Embedded Tutor in relation to the Subject Coordinator;
- Concerns regarding under-resourcing in the WPL Team which has led to delays in processing student placements;
- The outstanding DLT support received during Session 60. This included several subject builds, and helping staff transition to Brightspace while also undertaking significant development work in subjects.

- A general upward skewing of grades in SOB will be reviewed and actioned as appropriate.
- Low student evaluation response rates in SOB. Staff have been encouraged to explore other ways to gather feedback from students;
- Efforts to improve the quality of QUASAR reporting in the SOB;
- SOB QUASAR action items will be allocated to continuing staff as Subject Convenors rather than staff on casual or fixed term contracts to ensure items are actioned;
- Several SOCME students experienced 'save and progress' issues during their exams resulting in exam questions being lost and overwritten. Further staff training will ensure appropriate Brightspace set-up;
- Skewing towards higher grades in SOCME was discussed including how to add more challenging assessments without disadvantaging students;
- SOCME will investigate inconsistencies across subject offerings and develop strategies to address the discrepancy through a planned quality assurance project;
- The challenges of student engagement at the Sydney campus. Issues with low attendance, ghost students were noted as was the need for more engaging activities in class to encourage participation; and
- Work continues with the SOPS Curriculum Manager to establish a more formal end of session process, focusing on quality assurance and reflection.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
<p>Teaching and learning Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.</p>	<p><i>School and Faculty Assessment Committees review grades at the Marking and Grades meeting prior to grade release. Subsequent Reflection and Planning meetings held after QUASAR reports are completed provide the opportunity to consider and recommend further actions to improve subject assessment approaches.</i></p>	Yes

ACTIONS AND NEXT STEPS

Proposed Committee Action Items

Follow up actions are included in SAC and FAC Action Sheets.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: <ul style="list-style-type: none"> • Sections 1.4 and 5.3 of the <i>Higher Education Standards Framework 2021</i>
Policy/TOR Alignment	This submission is made in accordance with: <ul style="list-style-type: none"> • the Terms of Reference of the Faculty Assessment Committee.

ATTACHMENTS

- A. AS BJBSFAC 49 November 2024 Minutes
- B. AS BJBSFAC 50 December 2024 Draft Minutes

Prepared by: 31/1/2024 Professor Jenny Kent, Deputy Dean, FOBJBS

Approved by: 31/1/2024 Professor Jenny Kent, Deputy Dean, FOBJBS

Cleared by: 31/1/2024 Professor Jenny Kent, Deputy Dean, FOBJBS

**Faculty of Business, Justice and Behavioural Sciences
Assessment Committee**

Meeting No. 49

Minutes of the meeting held on **Wednesday 6 November 2024** by videoconference.

1. Welcome and Apologies

The Chair opened the meeting at 2pm with an Acknowledgement of Country and welcomed members and attendees.

Members Name	Title
Professor Lewis Bizo	Executive Dean
Professor Jenny Kent	Deputy Dean and Chair
Associate Professor Julia Lynch	Associate Dean (Academic) and Acting Chair Sub-Dean, Learning and Teaching
Associate Professor Nick O'Brien	Head of School, Australian Graduate School of Policing and Security
Dr Douglas Allan	Head of School, Australian Graduate School of Policing and Security (Acting)
Associate Professor Dianne McGrath	Acting Head of School, Business
Professor Anna Shillabeer	Head of School, Computing, Mathematics and Engineering
Professor Julian Parker-McLeod	Head of School, School of Policing Studies
Professor Navjot Bhullar	Head of School, Psychology
Professor Mark Nolan	Director, Centre for Law and Justice
Professor Timothy Anderson	Director, Engineering
Professor David Widdowson	Head of School, Centre for Customs and Excise Studies
Associate Professor Greg Weppner	Centre for Customs and Excise Studies
Right of Audience and Debate	
Ms Teresa Van Kesteren	Senior Subject Administration Officer, Subject Administration Team and Meeting Secretary
Ms Alison Woods	Manager, Subject Administration Team
Apologies	
Professor David Widdowson	Head of School, Centre for Customs and Excise Studies
Professor Lewis Bizo	Executive Dean
Professor Jenny Kent	Deputy Dean and Chair

2. Declaration of Interests

There were no interests raised or declared by members or attendees.

3. Confirmation of Agenda

The agenda was confirmed. The School Assessment Committee Minutes were discussed in the following order: Items 6, 7, 8, 9, 10, 11, 12 and 13

4. Previous Minutes

RESOLUTION FOBJBSFAC49/1 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to approve the minutes of the meeting held on Wednesday 31 July 2024 as a true and accurate record.

5. Action Sheet

The Faculty of Business, Justice and Behavioural Sciences Assessment Committee reviewed the Action Sheet and noted the following:

Item Ref	Action	Update
FOBJBSFAC48/1	Processor Jenny Kent to follow up on the Membership of the FOBJBS Faculty Assessment Committee and advise at the next meeting scheduled for Wednesday, 6 November 2024	
FOBJBSFAC48/2	Professor Troy Whitford to arrange meetings for the Retention Team and Embedded Tutors to attend whole school meetings for the faculty. This would be to present and discuss the roles of both the Retention Teams and Embedded Tutors.	Response: The issue of retention teams and embedded tutors was an ongoing discussion. Troy met with SoB and covered some issues around the retention teams and embedded tutors and misunderstandings about roles. There is further work to do on this.
FOBJBSFAC48/3	Professor Anna Shillabeer to elaborate on the ENG512 202362 wording in the Minutes dated 25 July 2024 regarding CDAP and work placement.	
FOBJBSFAC48/4	Professor Troy Whitford to run a piece in the FOBJBS Newsletter on Academic Misconduct. This should outline the process and how it works and possibly include 'Helpful Hints'. This would also include statistics from Deputy Dean full report on Academic Misconduct.	Response: Academic misconduct article featured in the BJBS blog back in April.

Item Ref	Action	Update
FOBJBSFAC48/5	The Chair asked the schools to review all grades with the focus on resolving outstanding grades as follows:- <ul style="list-style-type: none"> • A Shillabeer to follow up on ENG173 202330 – GP since 202260 • D McGrath to follow up on MGT220 202330 – TA – possibly a SAM Case • N Sugden to follow up on number of GP’s for PSY214 202360 	Update 8/8/2024 ENG173 202330: COG Actioned 23/7/2024. Grade resolved. MGT220 202330: COG Actioned 1/8/2024. Grade Resolved. PSY214 202360:
FOBJBSFAC48/6	Renee Warr, Manager, FOBJBS Subjects was requested to address the issue of inconsistent comments on the Outstanding Grade Report.	Update: 8/8/2024. R Warr has spoken with the SAT regarding the inconsistent comments in the Outstanding Grade Report and this will be rectified before the next Faculty Assessment Committee Meeting.

6. School of Australian Graduate School of Policing and Security

The Australian Graduate School of Policing and Security/ Centre for Customs and Excise Studies/ Centre for Law and Justice Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- Acting Head of School Doug Allan noted that the school experienced a few grade transfer issues with the new learning system Brightspace, but all their grades were transferred by the deadline.
- A few borderline subjects with high grade flags were discussed and will require further discussion at the next Reflection and Planning (R&P) meeting.
- JST312 and JST322 were flagged with no fail grades and low student numbers.
- JST347, high grade flag triggered, not previously raised in this subject. A new staff member taught the subject, and the grades were moderated. Reason for high grade distribution to be addressed in R&P.
- The School Assessment Committee will change their membership in 2025 to include all the teaching staff in the school.

6.1. Centre for Customs Excise Studies

Associate Professor Greg Weppner presented the report on behalf of the Centre for Customs and Excise Studies noting the following:-

- AGSPS’s SAC minutes give a good reflection on the moderation and grades outcomes particularly in respect of the results of the course level grade data we use and analyse each Session. Overall the gradings followed expected patterns again this Session.
- As reported to the SAC we spent some time on the grades in our two first year postgraduate subjects (CUS401 and CUS402) which did skew the high-grade numbers in our Master’s degree.
- Our QUASAR comments set out our view that it was the quality and the experience of the student cohorts that explained the good performance in these two subjects and not other factors.
- Given this we do not think that the QUASAR metrics suggest any ongoing concerns for these subjects.

6.2. Centre for Law and Justice

Professor Mark Nolan presented the report on behalf of the Centre for Law and Justice noting the following: -

- LAW113, 7 out of the 18 students who failed did not submit one or more assessments without applying for AW or LW (there were 6x AW and 5x LWs approved). The 18 failing students included 2 FNS grades. The subject will be reviewed at the R&P meeting.
- LAW213, at the time of the School Assessment Committee was sitting at the moderation stage. The grades have now been transferred with no flags raised.
- The LAW subjects performed well overall with major improvements in the first-year offerings.

ACTION FOBJBSFAC49/1

The Presiding Officer requested LAW113 the non-submission rate be discussed at Reflection and Planning meeting.

RESOLUTION FOBJBSFAC49/2 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Australian Graduate School of Policing and Security/Centre for Customs and Excise Studies/Centre for Law and Justice Assessment Committee meeting held on Thursday 31 October;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

7. School of Business

The School of Business Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- All 202460 grades have been released.
- Sydney metro cohorts have poorly performed this session with high fail rates, disengagement, and non-attendance all raised as issues to be addressed.
- Sydney staff questioned the open book, online exam structure on the Sydney campus. The Head of School will review the process prior to making any significant changes.
- Sydney metro operation manual to be reviewed to confirm moderation requirements. Changes made to a live version of the document without consultation has caused confusion for staff.
- ACG511 Sydney metro cohort flagged with only 1 pass grade awarded.
- ACC128 with high number of FL & FNS grades will be discussed at the R&P meeting.
- ACC127 will be revised for the 202490 offering to include in class assessment tasks to boost attendance and engagement.
- Improvements noted in the first-year offerings with higher pass rates recorded this session.

- Brightspace grade transfer process was much easier and worked well with the load grade and error notices prompting issues to be resolved prior to transfer, this removed workload from the School Exec Officers. Educating staff to add the zero's back into blank cells took some time.

ACTION FOBJSFAC49/2

The Presiding Officer will add the Navitas Operation Manual as an agenda item to be discussed at the AMC to seek clarity on the moderation obligations.

RESOLUTION FOBJSFAC49/3 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Business Assessment Committee meeting held on Friday 1 November;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

8. School of Computing, Mathematics and Engineering Assessment Committee

The School of Computing and Mathematics and Engineering Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- Regional offerings noted higher than normal pass rates this session
- High fail rates noted in the Sydney metro offerings.
- A few forms were returned to Convenors to update in QUASAR
- Subjects flagged with high grades will be addressed at the R&P meeting
- Moderation discrepancies between Sydney metro and the subject Convenors this session. Julia will raise this issue at the next AMC meeting for discussion.

RESOLUTION FOBJSFAC49/4 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Computing, Mathematics and Engineering Assessment Committee meeting held on Friday 1 November;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

9. School of Policing Studies

The School of Policing Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- The new curriculum manager is working on increasing QUASAR engagement across the school.
- The high number of high grades and low fail rates to be reviewed during the R&P meeting.
- The school is exploring options for more robust and challenging assessments for the course.

RESOLUTION FOBJBSFAC49/5 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Policing Studies Assessment Committee meeting held as follows:
 - Associate Degree in Policing Practice (ADPP) 202443, 14 August 2024
 - Associate Degree in Policing Practice (ADPP) 202453, 9 October 2024
 - University Certificate in Workforce Essentials (UCWE) 202459 13 August 2024
 - University Certificate in Workforce Essentials (UCWE) 202477, 8 October 2024
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports; and
3. approve the final grades as provisionally approved by the Executive Dean

10. School of Psychology

The School of Psychology Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- Overall, the Psychology subjects this session ran smoothly, with the exception of PSY310. The high fail rate for this subject was concerning, as it fell outside the typical range for the third-year subjects and previous offerings of this subject. The subject convenor noted a significant decline in student engagement, as well as a sharp rise in AI use, which has led to a number of academic misconduct cases. The results from Assessment 2 were identified as the primary factor contributing to the unusually high fail rate. In light of this, the Presiding Officer has recommended that these assessments be re-moderated, and if necessary, re-marked before final grades are confirmed and released to students.

RESOLUTION FOBJBSFAC49/6 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Psychology meeting held on Friday 1 November;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

11. Review of Grade Report

The Review of Grades were addressed in conjunction with each set of school minutes.

RESOLUTION FOBJBSFAC49/7 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to note the decisions of the Deputy Dean on review of grade outcomes.

12. Grade Distribution Report

The Grade Distribution Report was addressed in conjunction with each set of school minutes.

RESOLUTION FOBJBSFAC49/8

The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to note the Grade Distribution Report.

13. Other Business

The Committee reviewed the new grade transfer process in Brightspace and highlighted several common challenges:

- **Adding Zero Marks to Blank Assessment Cells:** Some staff were unclear on the process of adding zero marks to blank cells in the gradebook to ensure scores are correctly calculated out of 100.
- **Non-Returnable Assessments:** Mark Nolan raised an issue regarding non-returnable assessments. For the online exam marks to appear in the gradebook, the results must first be published to students, which is not typical practice for exams. Lachlan Kalache identified a workaround to include the marks without sending feedback to students.
- **Multiple Cohorts as Sections:** When multiple cohorts are set up as sections in Brightspace, it results in additional columns for each student in the gradebook. This led to confusion, with staff accidentally adding zero marks to all columns, which skewed the final marks.
- **Moderation and Grade Finalisation Tool:** Some staff experienced confusion with the moderation and grade finalisation tool.
- **Overall Feedback:** Despite the challenges, the grade transfer process went relatively smoothly, especially considering it was the first-time staff had used the new system.

The Presiding Officer thanked the Subject Team for all the support they provide the schools during the grade resolution process.

ACTION FOBJBSFAC49/3

Alison Woods to investigate an easier way to add the zero marks in blank cells for students who did not submit an assessment item when the created sections additional columns.



Next Meeting

The next meeting of the Faculty of Business, Justice and Behavioural Sciences Assessment Committee is scheduled to be held from 2.00 pm to 4:00 pm on Wednesday 4 December 2024 by videoconference. The agenda for this meeting closes on Wednesday 20 November 2024.

There being no further business, the meeting concluded at 3.17.

Signed as a true and accurate record:

Julia Lynch

15/11/2024

Chair

Date



**Charles Sturt
University**

**Faculty of Business, Justice and Behavioural Sciences
Assessment Committee**

Meeting No. 50

Minutes of the meeting held on **Wednesday 4 December** 2024 by MS Teams.

1. Welcome and Apologies

Members Name	Title
Professor Lewis Bizo	Executive Dean
Professor Jenny Kent	Deputy Dean and Chair
Associate Professor Julia Lynch	Associate Dean (Academic)
Dr Katherine Herbert	Sub-Dean, Learning and Teaching
Associate Professor Nick O'Brien	Head of School, Australian Graduate School of Policing and Security
Dr Douglas Allan	Head of School, Australian Graduate School of Policing and Security (Acting)
Associate Professor Dianne McGrath	Head of School, Business (Acting)
Professor Anna Shillabeer	Head of School, Computing, Mathematics and Engineering
Professor Julian Parker-McLeod	Head of School, School of Policing Studies
Professor Navjot Bhullar	Head of School, Psychology
Professor Mark Nolan	Director, Centre for Law and Justice
Professor Timothy Anderson	Director, Engineering
Associate Professor Greg Weppner	Chair, Centre for Customs and Excise Studies

Right of Audience and Debate

Ms Teresa Van Kesteren	Senior Subject Administration Officer, Subject Administration Team and Meeting Secretary
Ms Alison Woods	Manager, Subject Administration Team
Ms Biljana Kearney	Centre for Customs and Excise Studies
Dr Nicole Sugden	Head of School, Psychology
Dr Troy Whitford	School, Australian Graduate School of Policing and Security

Apologies

Professor Lewis Bizo	Executive Dean
Professor David Widdowson	Head of School, Centre for Customs and Excise Studies
Associate Professor Greg Weppner	Centre for Customs and Excise Studies
Dr Douglas Allan	Head of School, Australian Graduate School of Policing and Security (Acting)
Professor Timothy Anderson	Director, Engineering
Associate Professor Nick O'Brien	Head of School, Australian Graduate School of Policing and Security
Professor Navjot Bhullar	Head of School, Psychology

The Chair, Professor Jenny Kent started the meeting with an acknowledgment of the traditional owners of the lands and welcomed Dr Kath Herbert as an official member of the Faculty Assessment Committee. Jenny also acknowledged and thanked Professor Mark Nolan for his contribution to the committee.

2. Declaration of Interests

There were no interests raised or declared by members or attendees.

3. Confirmation of Agenda

The School Assessment Committee Minutes were discussed in the following order: Centre for Law and Justice; School of Psychology; Australian Graduate School of Policing and Security; Centre for Customs and Excise; School of Business; School of Computing, Mathematics and Engineering; and School of Policing Studies.

4. Previous Minutes

RESOLUTION FOBJBSFAC50/1 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to approve the minutes of the meeting held on Wednesday 6 November 2024 as a true and accurate record.

5. Action Sheet

The Faculty of Business, Justice and Behavioural Sciences Assessment Committee reviewed the Action Sheet and noted the following:

Item Ref	Action	Update
FOBJBSFAC48/1	Processor Jenny Kent to follow up on the Membership of the FOBJBS Faculty Assessment Committee and advise at the next meeting scheduled for Wednesday, 6 November 2024	Closed: Membership discussed and confirmed.
FOBJBSFAC48/2	Professor Troy Whitford to arrange meetings for the Retention Team and Embedded Tutors to attend whole school meetings for the faculty. This would be to present and discuss the roles of both the Retention Teams and Embedded Tutors.	Response: Confusion around the roles of retention teams and embedded tutors, Jenny Kent emphasised the need for clear guidelines and communication to avoid confusion and ensure equity between different student groups, including Navitas. Jenny proposed working with DLT and Kath Herbert to clarify the roles of embedded tutors and ensure consistent guidelines are followed across all campuses.
FOBJBSFAC48/3	Professor Anna Shillabeer to elaborate on the ENG512 202362 wording in the Minutes dated 25 July 2024 regarding CDAP and work placement hours.	Ongoing: Anna and Julia to continue the work through the Engineering placement subject issues.

Item Ref	Action	Update
FOBJBSFAC48/4	Professor Troy Whitford to run a piece in the FOBJBS Newsletter on Academic Misconduct. This should outline the process and how it works and possibly include 'Helpful Hints'. This would also include statistics from Deputy Dean full report on Academic Misconduct.	Response: Academic misconduct article featured in the BJBS blog back in April. Jenny Kent to add this as an action item for her to address with the Faculty Heads of Schools.
FOBJBSFAC48/5	The Chair asked the schools to review all grades with the focus on resolving outstanding grades as follows:- <ul style="list-style-type: none"> • N Sugden to follow up on number of GP's for PSY214 202360 	PSY214 202360: Nicole to follow up on these outstanding grades.
FOBJBSFAC48/6	Renee Warr, Manager, FOBJBS Subjects was requested to address the issue of inconsistent comments on the Outstanding Grade Report.	Closed: SAT have a work instruction to assist with the correct outstanding grades comments for future reports.

6. School of Australian Graduate School of Policing and Security

The Australian Graduate School of Policing and Security/ Centre for Customs and Excise Studies/ Centre for Law and Justice Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- The SAC discussed the 2024 progress rate target from the DVCA, which is now set at 88.9. This represents a shift, but some subject teams have already met or exceeded this new target. As part of the EMG course review, AGSPS is hoping to make improvements based on what had been learnt to date, with the aim of resolving some recurring issues.
- **EMG100** student evaluation flag showing the results are either average or below expectations. The school intends to look at the EMG issues to understand if and how Brightspace might be affecting it.
- **EMG102**, while the progress KPI wasn't met, there was an improvement on last year, which is promising.
- **GPM417** progress rates are being reviewed against the target. This course is also due for a review soon, so this will be considered as part of the review.
- **GPM514** had no student survey evaluation results available due to too few responses, which seems to be a recurring issue. The school will put more effort into improving participation and response rates for these evaluations.

6.1. Centre for Customs Excise Studies

Billy Kearney presented the report on behalf of the Centre for Customs Excise Studies and stated nothing additional to add to the submitted minutes.

6.2. Centre for Law and Justice

Professor Mark Nolan presented the report on behalf of the Centre for Law and Justice noting the following: -

- **JST117 Progress Rate Issue:** Discussion around the 68% progress rate issue in the subject. He explained that a casual staff member mistakenly marked an assessment as a hurdle, leading to confusion among students. Mark ensured that this would be corrected in future subject outlines.

- **JST203 Progress Rate Issue:** Discussion around the 73% the progress rate in the subject. He explained that inactive students impacted the progress rate and that scaffolding techniques were not consistently applied across all cohorts. Mark emphasised the need for consistent teaching approaches.
- **LAW113 Progress Rate:** Julia Lynch raised concerns about the 46% progress rate. Mark Nolan acknowledged that there were staffing issues and mentioned that changes would be made to improve the subject's performance going forward.

Mark Nolan left the meeting at 2.22 at the conclusion of his report.

ACTION FOBJBSFAC50/1

The Presiding Officer asked Troy Whitford to review the school minutes and amend the comment on page 36 referring to a grade adjustment.

RESOLUTION FOBJBSFAC50/2 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Australian Graduate School of Policing and Security/Centre for Customs and Excise Studies/Centre for Law and Justice Assessment Committee meeting held on Thursday 31 October;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

7. School of Psychology

The School of Psychology Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- Nicole reported positive reflections from the School of Psychology, noting improvements in subjects with previously poor performance. She highlighted concerns about resourcing for embedded tutors and the need for better communication between coordinators and tutors.
- Workplace Learning Resourcing: Nicole raised concerns about the under-resourcing of the Workplace Learning (WPL) team, which has led to delays in processing student placements.
- Nicole acknowledged the outstanding DLT support received during the last session. The DLT team were instrumental in assisting with several subject builds, helping staff transition to Brightspace while also undertaking significant development work in subjects. Feedback from the school staff has been overwhelmingly positive regarding the assistance they've provided. Additional support with workplace learning initiatives was provided.
- PSY310 grades issues are to be captured in the minutes and QUASAR.

Nicole Sugden left the meeting at 2.39 at the conclusion of her report.

ACTION FOBJSFAC50/2

Julia Lynch requested Nicole add a comment in the School minutes regarding the PSY310 grades, why the grades were held, what action was taken, and then what did you do to release them.

RESOLUTION FOBJSFAC50/3 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Psychology meeting held on Friday 1 November;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

8. School of Business

The School of Business Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- There were no critical elements that emerged from the meeting, but we did conduct an analysis to look at the average grade across the 202460 subjects, which came out to be around a distinction, suggesting a potential skewing of results toward the high end. A few subjects were identified with this issue in the last meeting, and they were asked to provide analysis and take action.
- Student evaluation response rates were generally low. Some staff members had incorporated alternative methods for gathering feedback, such as sending emails and using short 3-minute surveys. It seems that students are experiencing survey fatigue, so staff are being encouraged to explore other ways to gather feedback for reflection.
- In the reflection and planning meeting, about 45% of the reports from QUASAR were approved. The majority were returned to convenors either during the meeting or in the following days because the quality didn't meet expectations. Despite providing professional development on completing QUASAR, many reports were returned with no action items, even when the reflection identified areas for improvement. While this didn't impact students directly, as they had already received their grades, it was important that the convenors, not the committee, take ownership of fixing these issues.
- The rotation of casual staff led to a lack of ownership over action items, but by attaching them directly to permanent convenors, the School is looking to improve accountability and ensure that action items are addressed and closed out appropriately.

RESOLUTION FOBJSFAC50/4 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Business Assessment Committee meeting held on Friday 1 November;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

9. School of Computing, Mathematics and Engineering Assessment Committee

The School of Computing, Mathematics and Engineering Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- The main issue raised at the RAP meeting was related to exams. Three students experienced problems with a "save and progress" issue, which caused some of their exam questions to be lost and overwritten. Brightspace was initially blamed for this, but after discussion, it became clear that the problem was more related to poor exam review processes rather than an issue with Brightspace itself. However, there were still some user-related technical issues highlighted. As a result, it was agreed that staff need further training to ensure they are using Brightspace correctly. The students affected have now accepted the proposed resolution.
- Skewing towards higher grades was discussed including how to add more challenging assessments without disadvantaging students.
- There were only four action items returned to conveners asking them to provide more detailed action plans for improvement, with clear, measurable goals to evaluate success. For most of the other actions, conveners were present during the meeting, and adjustments were made on the spot.
- There was discussion on how to address inconsistencies across our offerings. For example, online students generally perform worse than their face-to-face counterparts, even when they are in the same class or lecture. This is an area where we need further investigation and to develop strategies to address the discrepancy. The school is committed to launching a quality assurance project to establish clear guidelines for best practices and create a unified student experience across all subjects, cohorts, and courses.
- Navitas Communication and Support: Anna Shillabeer mentioned the need for a dedicated point of contact for Navitas to streamline communication and issue resolution. Both Julia Lynch and Jenny Kent emphasised the importance of clearly defining the role to avoid confusion.
- Sydney Campus Student Engagement: Dianne McGrath and Anna Shillabeer discussed the challenges of student engagement at the Sydney campus. They noted issues with low attendance, ghost students, and the need for more engaging activities in class to encourage participation.



RESOLUTION FOJBBSFAC50/5 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Computing, Mathematics and Engineering Assessment Committee meeting held on Friday 1 November;
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports;
3. approve the final grades on recommendation of the School Assessment Committee

10. School of Policing Studies

The School of Policing Assessment Committee minutes were reviewed. Committee members were advised that the subjects listed at Item 3.2 were explicitly discussed in the meeting and the outcomes are detailed in the minutes. In addition, the following points were noted:

- Work continues with our Curriculum Manager to establish a more formal end of session process, focusing on quality assurance and reflection, which is proving to be a positive step forward.
- PPP151, our communications module, is undergoing a significant overhaul of the assessment strategy. Moving toward more practical assessments will be included, which is exciting. We aim to have this in place by May of next year. Additionally, we are implementing reflective practice changes across several areas. These changes will go live in January for the teaching in the new year.
- There is a lot of activity happening, but the main priority right now is formalising everything, and having solid processes in place. The conversations around issues like disproportionately high marks—whether due to assessments being too easy, poorly designed, or students receiving too much guidance—are becoming more frequent. These topics are getting more attention and discussion.

RESOLUTION FOJBBSFAC50/6 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to:

1. note the minutes of the School of Policing Studies Assessment Committee meeting held as follows:
 - University Certificate in Workforce Essentials (UCWE) 202479, 12 Nov 2024
2. note the School Assessment Committee's consideration and decisions regarding Subject Moderation and Grades Reports; and
3. approve the final grades as provisionally approved by the Executive Dean

11. Review of Grade Report

The Review of Grades were addressed in conjunction with each set of school minutes.

RESOLUTION FOBJBSFAC50/7 The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to note the decisions of the Deputy Dean on review of grade outcomes.

12. Grade Distribution Report

The Grade Distribution Report was addressed in conjunction with each set of school minutes.

RESOLUTION FOBJBSFAC50/8
The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to note the Grade Distribution Report.

13. Confirmation of Unresolved Grades

The unresolved grades have been checked and found to be accurate.

14. QUASAR Action Items

The QUASAR Action Items Report was addressed, and committee members were asked to action and close any completed or out-of-date action items within QUASAR.

RESOLUTION FOBJBSFAC50/9
The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to note the QUASAR Action Items Report.

15. Outstanding Grades

ACTION FOBJBSFAC50/5
The Chair asked the schools to review all grades with the focus on resolving outstanding GP grades.

RESOLUTION FOBJBSFAC50/10
The Faculty of Business, Justice and Behavioural Sciences Assessment Committee resolved to note Outstanding Grade Report.

16. Other Business

To confirm the 2025 Meeting Schedule as noted below.

17. Next Meeting

The next meeting of the Faculty of Business, Justice and Behavioural Sciences Assessment Committee is scheduled to be held from 2.00 pm to 4:00 pm on Thursday 27 February 2025 by videoconference. The agenda for this meeting closes on Thursday 13 February 2025.

No.	Date	Time	Location	Agenda Close
51	Thursday, 27 Feb 2025	2:00pm – 4:00pm	MS. Teams	13 February
52	Thursday, 27 March 2025	2:00pm – 4:00pm	MS. Teams	13 March
2025 FAC Dates				
53	Wed, 9 July 2025	2:00pm – 4:00pm	MS. Teams	26 June
54	Wed, 6 August 2025	2:00pm – 4:00pm	MS. Teams	24 July
55	Wed, 12 Nov 2025	2:00pm – 4:00pm	MS. Teams	30 October
56	Wed, 10 Dec 2025	2:00pm – 4:00pm	MS. Teams	27 November
57	Thur, 26 Feb 2026	2:00pm – 4:00pm	MS. Teams	12 February
58	Thur, 26 March 2026	2:00pm – 4:00pm	MS. Teams	12 March

There being no further business, the meeting concluded at 3.30.

Signed as a true and accurate record:

Chair

Date

Item 8: Subject and Course Changes

PURPOSE

To consider and approve, endorse and/or note Subjects and Courses Changes.

RECOMMENDATION

The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolves to **approve** the following Subject - (Coursework) profiles endorsed by the Faculty Course and Subject Review Panel:

- ITC506 Applied IT Ethics
- ENG370 Topic Tree - Bachelor of Engineering 1

KEY MATTERS FOR DECISION

None

KEY MATTERS FOR NOTING

Subject	Subject Name	Description of Change	Link to
ITC506	Applied IT Ethics	Update to Assessment items	https://cdap.csu.edu.au/courseloop/show#/subject-information/52dc7b4a473a4210b9df5e44f26d4387
ENG370	Topic Tree - Bachelor of Engineering 1	New subject added in split from multi-session Bachelor of Engineering subjects.	https://cdap.csu.edu.au/courseloop/show#/subject-information/342cce818317d610ea5c43547daad3a3

OUTSTANDING MATTERS

None.

ATTACHMENTS

- A. Link to CDAP Documentation for Approval [**CDAP- FACULTY BOARD - FB-FOBJBS-42**](#)

Prepared by: 30/01/2025 Ms Verinnia Lansom, Governance Officer
Cleared by: 30/01/2025 A/Prof Julia Lynch, Associate Dean (Academic), Faculty of Business Justice and Behavioural Sciences
Approved by: 3/02/2025 Professor Lewis Bizo, Executive Dean Faculty of Business, Justice and Behavioural Sciences.



Item 9: Course Reviews for Approval

There are no Course Reviews for Approval for this meeting of the Board.



Item 10: Academic Risk Report

The Director, Risk and Compliance confirmed there is no report for this meeting of the Board.



Item 11: 2025 Faculty Operational Plan

PURPOSE

To provide the Faculty of Business, Justice and Behavioural Sciences (FOBJBS) Faculty Board with the 2025 Faculty Operational Plan.

RECOMMENDATION

The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolves to **note** the 2025 Faculty Operational Plan.

BACKGROUND

Building on the 2024 FOBJBS Operating Plan, the 2025 Faculty Operating Plan includes strategic, continuous improvement and specific Your Voice actions for FOBJBS in 2025.

The 2025 FOBJBS Operational Plan was endorsed by the Deputy Vice-Chancellor, Academic in January 2025 and was subsequently socialised with the Faculty Leadership Team.

The Faculty will review and acquit against the plan quarterly during a Faculty Leadership Team meeting and will periodically report to Faculty Board in line with the quarterly reporting requirements to the DVC Academic.

KEY ISSUES

The 2025 Faculty Operational Plan outlines the annual Faculty strategic objectives that align with the University Strategy and have been approved by the DVC Academic.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Strategy and Business Development Charles Sturt University has a High Appetite and willingness to pursue activities which promote strategic growth and business improvement in the highly competitive and consistently evolving higher education sector	Faculty Leadership Team to continually monitor and manage on a day-to-day basis.	Yes

ACTIONS AND NEXT STEPS

Following noting at Faculty Board, the FOBJBS Operational Plan will be managed at an operational level within Faculty and monitored by the Faculty Leadership Team.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with standard 6.3 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This decision is made in accordance with (00297) 'Faculty Boards' – Membership and Terms of Reference from the Policy Library .

ATTACHMENTS

A. BJBS Operational-Plan-2025 (BJBS Fac Office) Summary [PDF]

Prepared by: 30 Jan 2025 Meredith Morton, Faculty Executive Officer – FoBJBS

Approved by: 31 Jan 2025 Jenny Kent, Deputy Dean + Acting Executive Dean – FOBJBS

Cleared by: 31 Jan 2025 Jenny Kent, Deputy Dean + Acting Executive Dean - FOBJBS



Charles Sturt University Operational Planning Faculty of Business, Justice and Behavioural Sciences - FACULTY MASTER

(Current as of 10 January 2025)

Progressing our 2030 Strategy is a collective journey, not an isolated effort.

Together, we have the opportunity to make a meaningful impact across our four Strategic Focus Areas and our First Nations Strategy through targeted strategic initiatives and portfolio and team operational planning.

Strategic Focus Area	Category	Strategic Objective	Initiative Title	Initiative Lead	Organisational KPI	2025 Milestones (Faculty)	Start Date	End Date	Milestone Lead	Milestone KPI	Stakeholders
People	Your Voice People and Culture Action Plan	People - We manage our workforce strategically.	Increase efficiency of Faculty processes.	Executive Dean	1. Staff NPS	Review processes in the Faculty and identify areas of improvement.	6/01/2025	30/11/2025	FAM	Process review completed.	DD
People	Your Voice People and Culture Action Plan	People - We have a highly capable and coveted workforce.	Promote and increase career opportunities for staff	Executive Dean	1. Staff NPS	Continue to devote time and effort to career planning through effective staff PPDR meetings and interim reviews.	6/01/2025	30/11/2025	DD	Completed PPDR meetings.	HOS
People	Your Voice People and Culture Action Plan	People - We have a highly capable and coveted workforce.	Promote and increase career opportunities for staff	Executive Dean	1. Staff NPS	Utilise pathways for casuals to secure ongoing positions.	6/01/2025	30/11/2025	HOS, FAM	Career opportunities promoted to staff through PPDR meetings.	Faculty staff, DPC
People	Your Voice People and Culture Action Plan	People - We manage our workforce strategically.	Improve how change is managed in the Faculty through enhanced opportunities for consultation and discussion.	Executive Dean	1. Staff NPS	Improve discussions and consultations re workplaces, curriculum development and new initiatives to include greater opportunities for input and consultation with staff during the development and implementation of change.	6/01/2025	30/11/2025	ED	Evidence of discussions and consultations in the Faculty.	DD, HOS, DPC
People	Continuous improvement	People - We have a highly capable and coveted workforce.	In conjunction with DLT and the Research Office, develop, promote and deliver professional learning opportunities for academic staff in the faculty to increase the efficiency and efficacy of their teaching and research activities to achieve University objectives.	Executive Dean	1. Staff NPS	Staff development needs identified and delivered to Faculty staff.	6/01/2025	30/11/2025	ADA, ADT	Staff seminars and/or workshops providing professional development opportunities to support teaching and research activities organised and delivered in the Faculty.	SD L&T, SDGS
People	Continuous improvement	People - We have a highly capable and coveted workforce.	Improve onboarding of Faculty leaders.	Executive Dean	1. Staff NPS	Update and expand the onboarding checklist particularly for the HOS role.	6/01/2025	30/01/2025	ED	Updated checklist finalised.	DD, ADA, HOS
People	Continuous improvement	People - We have a highly capable and coveted workforce.	Improve quality and completion rate for staff PPDRs.	Deputy Dean	OPM PPDR Completion Rates.	Support staff in leadership roles through a Community of Practice that focuses on lifting the quality and completion rates of PPDR reports.	6/01/2025	30/06/2025	DD	Improved completion rate for PPDRs across the Faculty.	HOS, FLT
People	Operational	People - We will champion a safe and connected community that delivers equity, diversity, inclusion and belonging for all.	Closure of Brisbane Avenue Canberra offices.	Executive Dean	1. Staff NPS	Relocation of all staff located at the Brisbane Avenue premises in Canberra.	6/01/2025	31/03/2025	ED	Relocation complete.	Canberra based staff, DFM

Strategic Focus Area	Category	Strategic Objective	Initiative Title	Initiative Lead	Organisational KPI	2025 Milestones (Faculty)	Start Date	End Date	Milestone Lead	Milestone KPI	Stakeholders
Students	Strategic	Student, Education Strategy - Sector-leading course profiles.	Review and update the Faculty course profile to ensure contemporary, in-demand offerings.	Associate Dean (Academic)	2 Commencing EFTSL	Review of existing course offerings by campus.	6/01/2025	30/06/2025	ADA	Review complete.	HOS, CDs
Students	Strategic	Student, Education Strategy - Sector-leading course profiles.	Review and update the Faculty course profile to ensure contemporary, in-demand offerings.	Associate Dean (Academic)	2 Total EFTSL	Implement new courses at Sydney and Melbourne campuses.	6/01/2025	30/11/2025	ADA	Successful implementation.	AD CSUSM, HOS SOB, HOS SOCME, OGE
Students	Strategic	Student, Education Strategy - Sector-leading course profiles.	Review and update the Faculty course profile to ensure contemporary, in-demand offerings.	Associate Dean (Academic)	2 Total EFTSL	Develop new courses that attract undergraduate load in Criminology (AGSPS) and the Behavioural Sciences (Psychology).	6/01/2025	30/09/2025	ADA	New courses approved.	HOS AGSPS, HOS SOP
Students	Sustainability	Enablers - Financial sustainability.	Continue to deliver on teaching efficiencies.	Associate Dean (Academic)	1 Cost Effective Teaching	Changes bedded down in Engineering.	6/01/2025	30/11/2025	ADA	Efficiencies embedded.	Director Engineering
Students	Sustainability	Enablers - Financial sustainability.	Continue to deliver on teaching efficiencies.	Associate Dean (Academic)	1 Cost Effective Teaching	Implement more efficient offerings in 4th year supervision in Psychology.	6/01/2025	30/11/2025	ADA	Efficiencies embedded.	HOS SOP
Students	Sustainability	Enablers - Financial sustainability.	Continue to deliver on teaching efficiencies.	Associate Dean (Academic)	1 Cost Effective Teaching	Implement changes in AGSPS to achieve target hours per EFTSL.	6/01/2025	30/11/2025	ADA	Efficiencies implemented.	HOS AGSPS
Students	Strategic	Student, Education Strategy - Excellence in teaching and student success.	Assessment Transformation	Associate Dean (Academic)	2 Teaching Quality	1. Pilot secure assessment strategies in identified courses. 2. Pilot programmatic assessment in specified courses. 3. Extend the use of Gen AI in assessment.	6/01/2025	30/11/2025	ADA	Pilots complete.	SD L&T, HOS
Students	Operational	Student, Education Strategy - Excellence in teaching and student success.	Complete Brightspace Implementation	HOS	1 Student Satisfaction	Implementation of Brightspace for 30 session subject offerings.	6/01/2025	30/06/2025	HOS	Successful delivery of 202530 subjects.	Faculty academic staff
Students	Strategic	Student, International Strategy - Strategic partnerships to diversify revenue.	Reinforce and grow existing domestic and international partnerships while exploring new opportunities.	Executive Dean	2 Commencing EFTSL	JCP - Explore opportunities for new courses including doctoral programs.	6/01/2025	31/07/2025	ED	Opportunities identified.	ADA, ADR, SDGS, OGE
Students	Strategic	Student, International Strategy - Strategic partnerships to diversify revenue.	Reinforce and grow existing domestic and international partnerships while exploring new opportunities.	Executive Dean	2 Commencing EFTSL	JCP - Deliver on agreed actions from the Steering Committee including improving teaching quality with a focus on pass rates and support for students, revision of the Operations Manual, and improved turn around times on exams and misconduct allegations, and development of a resource regarding examinations.	6/01/2025	31/07/2025	DD	Actions complete.	ADA, HOS SOB, HOS SOCME, JCP, OGE
Students	Strategic	Student, International Strategy - Strategic partnerships to diversify revenue.	Reinforce and grow existing domestic and international partnerships while exploring new opportunities.	Executive Dean	2 Commencing EFTSL	EFI - Explore opportunities for new courses including doctoral programs.	6/01/2025	30/06/2025	ADA	Opportunities identified.	ADR, OGE, EFI
Students	Strategic	Student, International Strategy - Strategic partnerships to diversify revenue.	Reinforce and grow existing domestic and international partnerships while exploring new opportunities.	Executive Dean	2 Commencing EFTSL	ITM - Explore opportunities for new courses including short courses and microcredentials.	6/01/2025	30/06/2025	ADA	Opportunities identified.	HOS SOCME, HOS SOB, OEE
Students	Strategic	Student, International Strategy - Strategic partnerships to diversify revenue.	Reinforce and grow existing domestic and international partnerships while exploring new opportunities.	Executive Dean	2 Commencing EFTSL	CCES - undertake preliminary work for the next partnership agreement.	6/01/2025	30/11/2025	ED	Preliminary work completed.	Head CCES, OEE

Strategic Focus Area	Category	Strategic Objective	Initiative Title	Initiative Lead	Organisational KPI	2025 Milestones (Faculty)	Start Date	End Date	Milestone Lead	Milestone KPI	Stakeholders
Students	Strategic	Student, Education Strategy - Load optimisation and equity.	Increase high school and TAFE sector engagement.	Associate Dean (Academic)	2 Commencing EFTSL	Increase in the scope and scale of engagement with high schools and the TAFE/VET sector within the Faculty's footprint, including potential collaborations or involvement in pathway activities and utilisation of Australian Graduate Management Consortium (AGMC) Trust funds.	6/01/2025	30/11/2025	ADA	Increased engagement.	HOS.OEE
Students	Operational	Student, Education Strategy - Excellence in teaching and student success.	Improve timeliness of placement processing by implementing Psychology placement forms in Inplace via Logbooks and Insight module.	Deputy Dean	1 Student Satisfaction	Develop online forms including identifying opportunities for streamlining) and pilot with the Psychology WIL cohort prior to full implementation in Q4.	6/01/2025	30/06/2025	FAM	1. Placement documentation for Psychology streamlined. 2. Improved student experience.	BJBS WIL team, DIT, Psychology placement coordinators.
Students	Operational	Enablers - Technology and business innovation.	Work with the Student Management Transition Project (SMTP) on the Tech One transition.	Deputy Dean	1 Student Satisfaction	Work with the SMTP development team, identifying options for streamlining, to ensure Faculty processes are met.	6/01/2025	30/11/2025	FAM	Key milestones of the SMTP are met.	All Faculty administrative services, FOBJS Schools.
Students	Operational	Research - Build world class research institutes.	Provide governance uplift to Research Institutes.	Associate Dean (Academic)	2 Teaching Quality	Timely appropriate governance of AICF award courses and subject, with professional development provided to AICF staff as required.	6/01/2025	30/09/2025	ADA	Timely completion of course and subject approvals.	AICF staff
Students	Strategic	Student, Education Strategy - Sector-leading course profiles.	Explore opportunities for closer collaboration and links to Agribusiness with the Faculty of Science and Health	Executive Dean	2 Commencing EFTSL	Opportunities identified and progressed.	6/01/2025	30/11/2025	DD	Opportunities identified.	ADA, HOS SOB
Students	Operational	Student, Education Strategy - Excellence in teaching and student success.	Implement Transition In/ Transition Out plans under the NSW PF tender.	Deputy Dean	2 Commencing EFTSL	Timelines articulated in plans met.	6/01/2025	31/12/2025	HOS SOPS	Timelines met for smooth transition.	SOPS
Students	Strategic	Student, Education Strategy - Load optimisation and equity.	Tender submitted for NSW Dept of Education - School Counselling Services Scholarships	Faculty Executive Officer	2 Commencing EFTSL	If tender successful, implement new contract.	6/01/2025	30/11/2025	FEO	Implement new contract.	SOP
Students	Operational	Student, Education Strategy - Load optimisation and equity.	Implement the external review of the Centre for Law and Justice	Deputy Dean	2 Commencing EFTSL	Review recommendations actioned.	6/01/2025	30/06/2025	HOS AGSPS	Review implemented.	Director Centre for Law and Justice
Students	Operational	Student, Education Strategy - Load optimisation and equity.	Explore opportunities for the provision of legal services in rural communities in partnership with regional practices.	Director Centre for Law and Justice	2 Commencing EFTSL	Engage with regional law practices to explore possible placement opportunities.	6/01/2025	30/11/2025	Director Centre for Law and Justice	Placement opportunities identified.	FAM, Manager WPL Team

Strategic Focus Area	Category	Strategic Objective	Initiative Title	Initiative Lead	Organisational KPI	2025 Milestones (Faculty)	Start Date	End Date	Milestone Lead	Milestone KPI	Stakeholders
Students	Operational	<i>Student, Education Strategy - Excellence in teaching and student success.</i>	UAE Abu Dhabi Police College (ADPC) - Consultation Project (2024 to 2026)	Faculty Executive Officer	<i>2 Commercial and industry partnerships</i>	Execution of International Consultancy Agreement and delivery of the complete range of services by end of 2025.	6/01/2025	31/12/2025	HOS AGSPS	Deliver on the Consultancy Agreement for the client (AFAQ Leadership) within contractual timelines and project objectives.	Finance, CSU Legal
First Nations	Strategic	<i>First Nations - Integrate Indigenous Australian studies and content into all courses.</i>	Work with Gulaay and the Indigenous Board of Studies to further embed First Nations content in Faculty courses.	Associate Dean (Academic)	<i>2 Teaching Quality</i>	Indigenous content evident in new Faculty courses and courses progressing through course review.	6/01/2025	30/09/2025	ADA	All new courses and course reviews evidence Indigenous content.	HOS, CDs, Gulaay, IBS
First Nations	Strategic	<i>First Nations - Increase First Nations people's success in higher education as students, graduates, researchers,</i>	First Nations Cadetships	Executive Dean	<i>2 Commencing EFTSL</i>	First Nations students engaged with the Faculty via the cadetship program.	6/01/2025	30/11/2025	FAM	Increase in First Nations Student Cadetships	HOS, CDs, PVC First Nations Engagement, PVC Student Success
Research	Continuous improvement	<i>Research - Supporting and driving excellence in research</i>	Faculty-wide FOE and FoR Performance Risk Assessment	Associate Dean (Research)	<i>2 Research outputs</i>	Identify areas of risk and priority in relation to Fields of Education (FOE) and Field of Research (FoR) performance and incorporate them into our Faculty and School research strategies.	6/01/2025	30/04/2025	ADR	Faculty and School research strategies updated and implemented.	HOS
Research	Operational	<i>Research - Developing next generation leading scholars and researchers.</i>	Faculty wide assessment of research inactive staff and staff without PhDs	Associate Dean (Research)	<i>2 Research outputs</i>	Identify the reasons for some staff (with research work function) not meeting the research expectations and provide support.	6/01/2025	30/04/2025	ADR	All staff (with research work function) not meeting research expectations including not having a PhD have been supported.	HOS
Research	Strategic	<i>Research - Supporting and driving excellence in research</i>	Adjunct staff performance assessment	Associate Dean (Research)	<i>2 Research outputs</i>	Encourage adjunct staff to contribute to the research aspiration of the Faculty through top quality publications in the priority FoR codes.	6/01/2025	30/11/2025	ADR	Adjunct staff have been encouraged to contribute to the Faculty research aspirations.	Faculty Adjunct staff
Research	Strategic	<i>Research - Supporting and driving excellence in research</i>	Improve Faculty research outputs	Associate Dean (Research)	<i>2 Q1/Q2 Journals %</i>	Use the tri-faculty research funds to increase Q1/Q2 publication percentage and HERDC income	6/01/2025	31/12/2025	ADR	Q1/Q2 percentage and HERDC income increased.	HOS
Research	Strategic	<i>Research - Supporting and driving excellence in research</i>	Establish Collaborative Framework with Research Institutes	Associate Dean (Research)	<i>1 Research Income</i>	Increase collaboration with CSU research Institutes aiming for more joint grant applications, co-authored publications, HDR supervisions and Institute fellowships.	6/01/2025	30/11/2025	ADR	Increased joint publications, grant applications, HDR supervisions, and fellowships	Research Institutes
Research	Strategic	<i>Research - Supporting and driving excellence in research</i>	Improve Faculty Research Visibility and Citations	Associate Dean (Research)	<i>2 Field-Weighted Citation Impact</i>	Showcase research through a seminar series and the CSU Research Hub and provide training and support on bibliometric tools, altmetrics and Open Science resources to improve Faculty research visibility and citation impact.	6/01/2025	30/09/2025	ADR	Faculty seminars and increased citations for the Faculty research.	Faculty researchers

Strategic Focus Area	Category	Strategic Objective	Initiative Title	Initiative Lead	Organisational KPI	2025 Milestones (Faculty)	Start Date	End Date	Milestone Lead	Milestone KPI	Stakeholders
Research	Continuous improvement	Research - Supporting and driving excellence in research	Improve Media and Social Media Presence	Associate Dean (Research)	2 Research outputs	Develop strategies and offer training to help researchers effectively engage with media outlets, maintain professional social media profiles and share research outputs.	6/01/2025	30/09/2025	ADR	Increased professional social media presence (Googl Scholar, Linkedln etc.) and news items	Faculty researchers
Research	Strategic	Research - Supporting and driving excellence in research	Apply for Capital works and RISS funding to support research activity.	Associate Dean (Research)	2 Research outputs	Seek Capital Works funding for the Engineering Lab and/or other suitable labs including the Psychology Lab, and Data Science Lab to enhance research opportunities.	6/01/2025	30/09/2025	ADR	Capital works and RISS funding approved.	HOS
Research	Strategic	Research - Supporting and driving excellence in research	Explore opportunities in research post the end of the Cyber Security CRC in December 2024	Associate Dean (Research)	1 Research Income	Identify opportunities post the CSCRC.	6/01/2025	31/10/2025	ADR	Opportunities identified and progressed.	HOS SCOME, AICF Institute
Research	Operational	Research - Supporting and driving excellence in research	ADR input into relevant staff recruitment to facilitate achieving research goals.	Associate Dean (Research)	1 Research Quality	Input provided into the staff recruitment in schools of the Faculty.	6/01/2025	31/12/2025	ADR	Increase in participation of the ADR in Teaching/Research staff recruitment activity.	HOS
Research	Strategic	Research - Build world class research institutes.	Research HDR collaboration with research Institutes.	Associate Dean (Research)	OPM HDR Admission and Completion Numbers	Research HDR collaborations with research institutes (AICF, Gulbali and RHRI).	6/01/2025	31/12/2025	SDGS	Joint HDR student enrolments with FOBJBS Schools academics and Research Institute staff	Research Institutes
Research	Operational	Student, Education Strategy - Sector-leading course profiles.	Review professional doctorate programs.	Sub Dean Graduate Studies	2 HDR Completions	Review Doctor of Business Administration and Doctor of Public Safety.	6/01/2025	30/09/2025	SDGS	Reviews complete.	HOS
Research	Strategic	Research - Developing next generation leading scholars and researchers.	Increase enrolments in Honours and PhD programs.	Sub Dean Graduate Studies	2 HDR Completions	Explore opportunities to increase Bachelor of Applied Research (Honours) and PhD enrolments in FOBJBS.	6/01/2025	30/09/2025	SDGS	Increase in enrolments.	HOS
Research	Continuous improvement	Research - Developing next generation leading scholars and researchers.	Clarify the role of the School based HDR coordinators and review HDR processes in the Faculty to improve the student experience.	Sub Dean Graduate Studies	2 HDR Completions	Review and update the Confirmation of Candidature (CoC) process and review the roles and responsibilities of HDR coordinators.	6/01/2025	31/03/2025	SDGS	Revised HDR CoC process and HDR roles and responsibilities implemented.	Faculty HDR Coordinators, Faculty HDR Supervisors
Research	Strategic	Research - Establishing enduring partnerships for societal and commercial impact.	Reinforce and grow existing domestic and international partnerships through exploring new research opportunities.	Executive Dean	2 Research outputs	Research opportunities with JCP partners and EFI identified and collaborations progressed.	6/01/2025	30/09/2025	ADR	Collaborations progressed.	OEE, OGE
First Nations	Strategic	First Nations - Promote university-wide understanding and engagement with First Nations ways of knowing, being and doing.	Engage respectfully with First Nations stakeholders to build and develop new research opportunities and informed perspectives that support positive social and economic development.	Executive Dean	2 Research outputs	Explore research opportunities incorporating First Nations perspectives including through NHMRC grants.	6/01/2025	30/09/2025	ED	Increase in research outputs involving First Nations collaborators or concerning First Nations matters.	ADR, PVC First Nations Engagement
Social Responsibility	Strategic	Social Responsibility - Business development and partnerships.	Engage respectfully with First Nations stakeholders to explore opportunities for collaborations and student internships.	Executive Dean	2 Teaching Quality	Explore opportunities with Land Councils and through First Nations Innovation Entrepreneurship	6/01/2025	31/10/2025	ED	Increase in WIL placements for First Nations students.	PVC First Nations Engagement, PVC Student Success

Strategic Focus Area	Category	Strategic Objective	Initiative Title	Initiative Lead	Organisational KPI	2025 Milestones (Faculty)	Start Date	End Date	Milestone Lead	Milestone KPI	Stakeholders
Social Responsibility	Strategic	Social Responsibility - Business development and partnerships.	Leverage relationship with IBM.	Executive Dean	2 Commercial and industry partnerships	Engage with OEE re leveraging relationship with IBM.	6/01/2025	30/06/2025	ED	New opportunities identified.	ADR

Item 12: Professional Accreditation Update

PURPOSE

To report to the Faculty of Business Justice and Behavioural Sciences Faculty Board on the status of Professional Accreditation, in all courses where professional accreditation is required.

RECOMMENDATION

The Faculty of Business Justice and Behavioural Sciences Faculty Board resolves to **note** the report from the Associate Dean Academic, Faculty of Business Justice and Behavioural Sciences on the update regarding professional accreditation.

KEY ISSUES

Accounting

CPA/CAANZ Australia approved the delivery of the Bachelor of Accounting, the Master of Professional Accounting and the Master of Professional Accounting (Professional Practice) by Navitas at the CSU Sydney campus. The documentation for approval of arrangement for delivery of the Bachelor of Accounting at CSU Melbourne was submitted on 8/1/2025.

Australian HR Institute (AHRI)

AHRI re-accredited the following School of Business Programs with no conditions until 31/12/2027.

- Bachelor of Business (HRM),
- Master of Human Resource Management,
- Graduate Diploma of Human Resource Management,
- Graduate Certificate in Human Resource Management,
- Master of Business (HRM), and
- Master of Social and Organisational Leadership (HRM)

Psychology

On the 29 November CSU presented a response to APAC regarding the on-going issue of Professional Competency 3.17, first raised as an outstanding condition during re-accreditation in 2022. The correspondence included the forward timings of addressing the outstanding condition:

- Full details of the revised assessment task that will ensure students meet the standard to be submitted to APAC by **28 February 2025**.
- Revised Subject Outline with full details of the subject offering including the new assessment item to meet the requirements of 3.17 – **due date 30 April 2025**
- Samples of student assessments (evidence of student approaches and learning in relation to 3.17) **due date 30 November 2025**

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.	<i>All accreditation matters are managed through the ADA and the Manager Course Administration Team. The ADA is responsible for working with Heads of School and Course Directors to ensure courses are professionally accredited where required and that Faculty Board is notified of any issues with respect to accreditation. The Faculty MCAT is responsible for registering accreditation status updates on the accreditation register.</i>	Yes

ACTIONS AND NEXT STEPS

Proposed Committee Action Items

To note the updates for professional accreditation in the Faculty.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with: <ul style="list-style-type: none">• Standard 3.1.5 of the Higher Education Standards Framework 2021• Standard 7.2 of the Higher Education Standards Framework 2021• Standard 7.1 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This decision is made in accordance with the Course and Subject Policy

Attachments

1. Accreditation letter from AHRI
2. Correspondence to APAC from CSU.

Prepared by: 17/01/2025	Associate Professor Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioral Sciences
Approved by: 17/01/2025	Associate Professor Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioral Sciences
Cleared by: 3/02/2025	Professor Lewis Bizo, Executive Dean, Faculty of Business, Justice and Behavioral Sciences

20 January 2025

Kylie Gumbleton
Via email: kgumbleton@csu.edu.au

AUSTRALIAN HR INSTITUTE

Level 2, 31 Queen Street
Melbourne, VIC 3000
Phone 1300 811 880
ahri.com.au

Dear Kim

RE: AHRI Accreditation of HR Qualification

I am delighted to advise you that your Course(s) Accreditation application for, Bachelor of Business (HRM), Master of Human Resource Management, Graduate Diploma of Human Resource Management, Graduate Certificate in Human Resource Management, Master of Business (HRM), Master of Social and Organisational Leadership (HRM) at Charles Sturt University has been approved as accredited course(s) by AHRI.

We are pleased to endorse this course as aligned to the Australian HR Capability Framework and as a qualification serving to uplift the HR capabilities of current and future HR practitioners.

AHRI course accreditation across the higher education sector raises the bar for workplace and business outcomes and builds confidence in the HR profession among Australian businesses and future students.

Accreditation is granted for the period of 1/1/2025 to 31/12/2027 Should curriculum changes be made to the qualification during this period, there is a requirement that AHRI is informed as soon as practicable.

On behalf of the Australian HR Institute, I wish your programs well and trust that AHRI accreditation will support their future success.

Yours sincerely,



Sarah McCann-Bartlett
CEO – Australian HR Institute





28 November 2024

Associate Professor Melissa Davis
Chair, APAC Accreditation Assessment Committee

Dear Associate Professor Davis

Re: APAC Determination referencing Professional Competency 3.17

I am writing in relation to APAC determination of Criteria 5.2:

- Assessment of Professional Competency 3.17 - Assessment instructions and marking criteria.
- Assessment of Professional Competency 3.17 – Samples of de-identified student assessments.

The Accreditation Assessment Committee (AAC) identified gaps in the evidence submitted to address the condition referencing Professional Competency 3.17. Upon further checking of samples of completed student assessment reports, gaps in addressing the key components of a research project (as per Lead Assessor's feedback) were confirmed.

I was appreciative of the opportunity to receive further feedback on the requirements from the Lead Assessor during our meeting held on 16 October 2024. This information has helped us with a much better understanding of what is required to address this outstanding condition.

We are proposing a new assessment task which will require students to:

- Articulate a clear research question relevant to the field of clinical psychology.
- Complete a relevant review of literature to situate the research question within the context of the proposed investigation.
- Use standard systematic approach to reporting guidelines (e.g., PRISMA):
<https://libguides.csu.edu.au/systematicreviews/rapid>
- Data analysis – appropriate analysis of data suited to systematic review-type studies.
- Discussion of findings in the light of background literature, implications, identified limitations and future research directions.

The timeline for implementation of the new assessment task is proposed as Session 2 2025 scheduled to commence in July 2025. The full details of the revised assessment task will be submitted to APAC by the end of February 2025 (the full subject outline will be available closer to the start of session).

I am therefore requesting a further extension of time as follows:

1. Full details of the assessment task to be submitted to APAC by **28 February 2025**.
2. Revised Subject Outline with full details of the subject offering including the new assessment item to meet the requirements of 3.17 – **due date requested is 30 April 2025**
3. Provide de-identified sample reports demonstrating that students are engaging with and answering the research question. **As samples of student assessments (evidence of student approaches and learning in relation to 3.17) could not be provided until the end of session 202560, therefore the due date requested is 30 November 2025.**

Finally, I confirm that, despite failing to meet Professional Competency 3.17 via a research project assessment item (in PSYC569 in session 2 2024) focussing on a single-case experimental research design, the current cohort of students were taught and provided training in single case study research designs covered in PSY568 (Psychological practice and Research 1) in 2024. As shown in the Subject Outline (p. 32), students were required to complete an online assessment relevant to single case study research design, therefore, demonstrating research training in this type of research methodology.

Copies of samples of de-identified student assessments from PSY569 2024 Teaching Session 2 and PSY568 2024 Subject Outline are provided as attachments.

Please do not hesitate to contact me if you require any further information.

Yours sincerely
Navjot

A handwritten signature in blue ink that reads "Navjot" with a long horizontal stroke underneath.

Professor Navjot Bhullar
Head, School of Psychology
Charles Sturt University



Attachment A: Sample Student Assessments from 2024 Teaching Session 2

Attachment B: PSY568 2024 Subject Outline





Item 13: Teaching Efficiencies Report

The Associate Dean (Academic) confirmed that the Teaching Efficiencies Report would be circulated as a late paper.

Item 14: FOBJBS Draft Annual Research Report for 2023

PURPOSE

This draft report is submitted for noting by the Faculty Board..

RECOMMENDATION

The Faculty of Business, Justice and Behavioural Sciences resolves to **endorse** the Draft Annual Research Report.

BACKGROUND

This document is the FOBJBS draft Annual Research Report for 2023. A single combined report will be prepared for all three Faculties, with each Faculty providing their commentary and inputs into a template pre-populated with data by the Office of the Pro-Vice Chancellor Research (OPVCR). This draft includes inputs from FOBJBS and FOSH, with FOAE's input to be added soon. The FOBJBS commentary and inputs were prepared by the FOBJBS Associate Dean (Research) and Sub-Dean (Graduate Studies) and shared with the Faculty Research Committee (FRC) for feedback and comments. The Associate Dean (Research) also received feedback and guidance from the Executive Dean while preparing this draft report.

The OPVCR will consolidate and refine inputs from all three Faculties before submitting the final report to the University Research Committee. Once finalised, the report will be submitted to the FOBJBS Faculty Board for noting again.

KEY ISSUES

Overall, there are excellent outcomes reported, including FWCI increasing from 1.608 in 2019 to 2.816 in 2023, a remarkably strong figure within CSU. The percentage of outputs in the top 10% by citations rose from 12.8% in 2019 to 15.65% in 2023. FOBJBS delivers high-quality HDR supervision, achieving 90% on-time HDR completions during 2019–2023, including 100% in 2021 and 95% in 2023.

Faculty-managed HERDC income grew from \$458,814 in 2019 to \$3,308,937 in 2023. Similarly, Faculty-involved HERDC income increased 4.31 times, from \$928,831 in 2019 to \$4,007,387 in 2023, averaging \$33,118 per academic with a research work function, another notable achievement at CSU.

The percentage of Q1/Q2 publications rose from 47.20% in 2019 to 62.85% in 2023, with Q1 outputs increasing from 33.33% to 47.06%. The proportion of FOBJBS academics with a doctoral degree (among those with a research work function) improved from 72% in 2020 to 83% in 2023.

In this report five major trends, and seven key issues with their risks have been identified. The recommendations to the risks have been suggested.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
1. Research, Development, Innovation and Entrepreneurship – High Appetite	Monitoring of School and Faculty KPIs by Faculty Executive and Faculty Board. Implementation of priority actions by ADR with support from Faculty Executive, HOS and Research Portfolio.	Yes
2. Legislative and Regulatory Compliance – Very Low Appetite	Monitoring their progress by Faculty Executive and Faculty Board, and addressing of issues faced.	

ACTIONS AND NEXT STEPS

See previous section

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: <ul style="list-style-type: none">Higher Education Standards Framework (Threshold Standards) 2021 (Higher Education Standards Framework (Threshold Standards) 2021 (legislation.gov.au))
Policy/TOR Alignment	This submission is made in accordance with:

Prepared by: 27/01/25 Professor Zahid Islam, FOBJBS Associate Dean (Research)

Approved by: 03/01/25 Professor Lewis Bizo, FOBJBS Executive Dean

Cleared by: 03/01/25 Professor Lewis Bizo, FOBJBS Executive Dean



Charles Sturt
University

Annual Faculty Research Report 2024

Charles Sturt University

Charles Sturt University - TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F.

Delete once complete - Instruction to complete.

Blue italic text indicates instruction to assist in completing.

Red text indicates notes about data and recommendations to be applied to future annual iterations.

Red and Blue text will be deleted once each ADR confirms completion, ready to circulate as required.

Purple text is the FOJBBS input. The text colour will be changed to black before circulation.

Pink text is the FOSH input. The text colour will be changed to black before circulation.

Executive Summary

This report presents research activity and outcomes across the faculties for the period 2023.

Where there is commentary common to all Faculty, include here.

For example –

This report includes detail of the new Centres, launched in March 2024.

Or

This report includes Research Thematic Groups established in Q2 and Q3 2024. Outcomes for these groups will be provided in the interim Annual Faculty Report.

This report summarises the research activity in the Faculties for the year end 2023. That this report is being submitted in January 2025 highlights the necessity to continue building systems that enable real-time or reduced-lag research reporting where possible. It also highlights the need for linked up reporting between Faculties and Institutes, DPC, CRO, grants management systems and RPI. These changes are imperative to ensure the continued maturity of research activity and research reporting in the Faculties, and across the university. *It is also crucial for CSU to have the capability to track activities and monitor progress using accurate and timely data, a single source of truth, and a clear and consistent census date for capturing data. Additionally, while the data presented in this report are up to 2023, references to some activities in 2024 have been included where relevant, to provide the most recent context and insights into ongoing progress and activities.*

Commentary specific to an individual faculty to be included below.

FACULTY OF ARTS AND EDUCATION

Insert Faculty specific summary – 200-word limit

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES

Insert Faculty specific summary – 200-word limit

FOJBBS is dedicated to advancing research excellence across disciplines. Academics are achieving greater research impact, with FWCI increasing from 1.608 in 2019 to 2.816 in 2023, a remarkably strong figure within CSU. The percentage of outputs in the top 10% by citations rose from 12.8% in 2019 to 15.65% in 2023.

2

FOJBBS delivers high-quality HDR supervision, achieving 90% on-time HDR completions during 2019–2023, including 100% in 2021 and 95% in 2023.

Our academics are committed to real world research. Therefore, Faculty-managed HERDC income grew from \$458,814 in 2019 to \$3,308,937 in 2023. Similarly, Faculty-involved HERDC income increased 4.31 times, from \$928,831 in 2019 to \$4,007,387 in 2023, averaging \$33,118 per academic with a research work function, another notable achievement at CSU.

The percentage of Q1/Q2 publications rose from 47.20% in 2019 to 62.85% in 2023, with Q1 outputs increasing from 33.33% to 47.06%. The proportion of FOJBBS academics with a doctoral degree (among those with a research work function) improved from 72% in 2020 to 83% in 2023.

Our diverse disciplines – spanning from Data Science/AI, Cybersecurity, Psychology, Law, Marketing, Management, Engineering and Policing – offer potential for collaborative research across fields at CSU. We invite partnerships to address real-world challenges through multidisciplinary approaches.

FACULTY OF SCIENCE AND HEALTH

Insert Faculty specific summary – 200-word limit

The percentage of Q1/Q2 outputs from FoSH academics increased from 66.42% in 2019 to 75.43% in 2023, with Q1 outputs rising from 46.34% to 52.55%. All operational units showed a cumulative increase of 4.62 percentage points in top 10% citations. The total value of grant proposals increased while the number of submissions decreased, indicating better collaboration and quality. HDR enrolments rose from 38 in 2018 to 47 in 2023, with 70% in the Doctor of Philosophy. Timely completions improved from 70% in 2018 to 83% in 2023.

This reflects a positive shift in research culture and support within FoSH. As this trend continues, FoSH academics will seek larger, more complex, and impactful research opportunities, especially in health-related fields with comprise five of the six operational units in FoSH. This is particularly important given that the Health Field of Education (06), is one of the largest in the university and a priority area of research to meet the university provider category standards for research by 2030. At present there is no organizational unit overseeing health research grant submissions and activities, nor a coordinated view of health research industry collaborators. A mechanism is needed to support continued growth in health research within FoSH and across the university.

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6

1. Faculty Research Overview

1.1. Alignment with Research Strategy and broader University Strategic Objectives

1.1.1. Alignment with University Strategy 2030

FACULTY OF ARTS AND EDUCATION

1 paragraph.

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES

1 paragraph.

FOBJBS aligns closely with the University's Strategy 2030, focusing on applied research that tackles regional challenges with global impact. The areas of research strengths in FOBJBS enable the Faculty to lead multidisciplinary research (in various domains including agriculture, water, environment, health, education, and security) that addresses regional needs with global relevance. FOBJBS possesses significant strengths in data science, AI, cyber security, sustainable and circular engineering, psychology, marketing, management, accounting, law, justice, criminology, and policing, making it naturally aligned with the University's focus areas. Nearly all aspects of modern life rely on computer systems and generate vast amounts of data, underscoring the critical roles of data science, AI, and cyber security in harnessing AI's potential and safeguarding digital systems. Sustainable circular engineering supports environmental and water research by promoting the upcycling of industrial waste and enhancing water management efficiency. Human involvement in most systems highlights the importance of understanding psychology and behaviour of end users, vendors, and service providers. Psychology can contribute to solutions for mental health and their impact on physical health. Solutions should also align with relevant laws and policies to ensure feasibility and impact. Effective pricing, marketing and management are vital for addressing adoption barriers and maximising usefulness, while many challenges and solutions intersect with criminology, law, and policing, emphasising their relevance in achieving sustainable outcomes. By aligning its six thematic research areas with the university's strategic goals, FOBJBS fosters impactful partnerships through multidisciplinary research to deliver high-quality solutions for real-world applications, reinforcing its vital role in achieving the university's vision for 2030.

FACULTY OF SCIENCE AND HEALTH

1 paragraph.

1.1.2. Alignment with the Research requirements of the 'Australian University' Provider Category Standards

Where there is commentary common across each faculty, include here.

Commentary specific to a faculty in relation to how the faculty research contributes to the research requirements for provider category standards to be included below. For example, consider initiatives underpinning priority FoRs.

FACULTY OF ARTS AND EDUCATION

1 paragraph.

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES

1 paragraph.

FOBJBS research spans 14 Fields of Research (FOR) codes across five of the University's eight Fields of Education (FOEs). While the recent changes to FOR codes make direct comparisons to the 2018 ERA rankings challenging, FOR codes in two FOEs (02 and 01) with FOBJBS involvements were ranked at world standard (ERA 3), another FOE (09) had mixed rankings (ERA 2 and 3) for its FOR codes, and two FOEs (03 and 08) were ranked at Level 2. Table 8 shows a healthy number of outputs in 2023 in FOR 46 (81.3 outputs) which relates to FOE 02, and FOR 35 (21.79 outputs) which relates to FOE 08. Three FORs - 52, 44 and 48, relating to FOE 09 produced 204, 62.68 and 6.84 outputs, respectively, in 2023. Moreover, to further improve these rankings, CSU has strategically invested \$274,024 from the 2024 Research Investment Funds (RIF) into six thematic areas in FOBJBS, with a commitment to producing 27 additional Q1 journal articles and 10 new external grant applications beyond existing targets of the academics in these FOR codes. Two thematic areas in FOE 08 (Management and Commerce) were allocated \$98,693. These FOR codes have demonstrated strong improvements: a HERDC income of \$1,413,575 in 2022 (Appendix 12) and an FWCI of 1.847 in 2023 (Appendix 11). The Data Science theme with FOR 46 and FOE 02 was allocated \$50K. They have also demonstrated strong performance, achieving a HERDC income of \$1,923,168 in 2023 (Appendix 12), producing 1,885 research outputs from 2019-23 (Appendix 6), attaining an FWCI of 2.842 in 2020 (Appendix 11), and having 72.35% of their publications in Q1/Q2 journals in 2022 (Appendix 8). Criminology theme (FOR 4402 with an ERA 2018 Level 3), received \$44,510 while Psychology (FOR 5201 with an ERA 1 in 2018) received \$51,951 to drive improvements. Remarkably academics in Psychology are demonstrating great improvements recently. They published 80.28% of their 71 research outputs in 2023 in Q1/Q2 journals (Appendix 8). FOBJBS initiatives aim to boost their ERA outcomes, reflecting the Faculty's growing research strength. The percentage of staff with a research work function meeting MRPE in FOBJBS is 90.08% (FOSH 75.82%; FOAE 89.43%). The total outputs by FOBJBS in 2023 were 323, averaging 2.67 publications per academic with a research work function (FOSH 1.94; FOAE 1.45). For 2019-23, FOBJBS produced 1,563 outputs, averaging 12.92 per academic with a research work function (FOSH 10.05; FOAE 8.11).

FACULTY OF SCIENCE AND HEALTH

1 paragraph.

1.2. Faculty Research Groups

The faculty's research groups are listed and briefly described (one sentence) in the table below with an indication of the main Fields of Education (FoE) and Fields of Research (FoR).

Note that STURT Groups will complete in December 2024.

Research Group	
Ageing Well in Rural and Regional Australia (AWRRA)	
Funding	Sturt Scheme
Faculty	Interdisciplinary.

Program Leads	Melissa Knott, Suzanne McLaren, and Belinda Cash		
FoE	7	9	6
FoR	3901	4409, 5201	4201, 4203, 4205, 4207
AWRRA is a cross-faculty group of established, mid-career, and early-career researchers, with the means to explore and deliver <i>novel</i> solutions for healthy ageing. AWRRA draws on the <i>multi-disciplinary</i> perspectives of researchers to explore the physical-social-economic-political factors associated with ageing in Australia, adopting <i>innovative</i> solutions that will attract a range of potential funding sources and external partners.			
Early Childhood Interdisciplinary Research (ECIR)			
Funding	Sturt Scheme		
Faculty	Interdisciplinary		
Program Leads	Sharynne McLeod, Julian Grant, Libbey Murray, Sarah Verdon		
FoE	06	07	09
FoR	4201	3903	5201
ECIR emphasises enhancing children's access to, participation in and outcomes from equitable, quality early childhood programs and services, workforce sustainability, children's rights, communication rights, and transformation of the social, policy and organisational conditions that enable social justice.			
ECIR has two themes: Theme 1: interdisciplinary practice in the early years, and Theme 2: children's communication in the early years.			
Curriculum and Pedagogy Project (C&P)			
Funding	Sturt Scheme		
Faculty	Arts and Education		
Program Leads	Jenni Munday, Lena Danaia, Amy MacDonald, and James Deehan		
FoE	07		
FoR	3901, 3903		
Text required			

Commented [MS1]: @Winslade, Matthew can you add 1-2 lines to describe the C&P Group? I don't have a blurb on any of the Progress Reports to add in. Thanks

Future of the Professions Research Group (FoPRG)		
Funding	Sturt Scheme	
Faculty	Arts and Education	
Program Lead	Stephen Clarke	
FoE	02	09
FoR	4610	4410, 4610, 5001
The FoPRG conducts research on new and emerging challenges to professionals and professional organisations. The Group facilitates high quality academic work in applied ethics, library and information studies, sociology, and social work.		
Regional Work and Organisational Resilience (RWOR)		
Funding	Sturt Scheme	
Faculty	Business, Justice, and Behavioural Sciences	
Program Lead	Larissa Bamberry	
FoE	08	09
FoR	3505, 3507	5201
The Regional Work and Organisational Resilience Sturt Group (RWOR) aims to explore the experiences of workers in regional Australia and examine the factors that contribute to their physical, mental, emotional health and wellbeing.		
Contemporary Threats to Australian Society (CTAS)		
Funding	Sturt Scheme	
Faculty	Business, Justice, and Behavioural Sciences	
Program Lead	Marcus Smith	
FoE	09	
FoR	4402, 4804	
CTAS is comprised of four research projects: Threats to Domestic Security (TDS), Trade-based Money Laundering (TBML), Health Security Intelligence Early Warning (HSIEW), and Genomic Security (GS).		
Data Science and Engineering Research Unit (DSERU)		
Funding	RIF	

Commented [MS2]: An example of other Research Groups ADRs may wish to include.

Faculty	Business, Justice, and Behavioural Sciences
Program Lead	Lihong Zheng
FOE	02
FOR	4602, 4603, 4604, 4605, 4606, 4905, 4005

2. Faculty Research Capability

2.1. Principal Supervisor Eligibility Status

Data collection – Do not include staff recorded as having an 'Other function'.

Staff in Schools or Centres covered by third party agreements (eg Theology) need to be manually added to the data staff are employed as "Adjuncts".

Table 1 presents the number of academic staff with a Research work function, inclusive of work function (excludes adjuncts) who are Eligible for Principal Supervision (PS) of a HDR student, and the number of those eligible who currently support a HDR student(s). Note this does not include the number of those PS's who also co-supervise HDR students.

Eligible was previously referred to as 'Research Active'

Refer to [Appendix 1](#) to view at School level.

Refer to [Appendix 2](#) to view trend data at Faculty and School level.

Note that PS Eligibility is separate to meeting Minimum Research Performance Expectations (MRPE). Refer to **Table 2** for comparison.

Commented [MS3]: Suggest removing Table 2 - refer to comment at Table 2 re the data provided.

Table 1.

Work Function	Eligible	HDR student/s	Not Eligible	Total
Faculty of Arts and Education				
Research Only Function	6	97	7	13
Teaching and Research Function	88		41	129
Total	94		48	142
Faculty of Business, Justice, and Behavioural Sciences				
Research Only Function	9	84	4	13
Teaching and Research Function	71		37	108
Total	80		41	121
Faculty of Science and Health				

Research Only Function	13		3	16
Teaching and Research Function	174	99	83	257
Total	187		86	273
Grand Total	396		278	674

FoSH analysis

In 2023 there were 273 academics in FoSH with a research function. This represents 50.9% of all academics with a research function in the university. In 2023 68.5% of academics with a research function in FoSH were eligible to supervise HDR candidates. This is slightly higher than the overall university percentage of 63.35%. SAEVS had the highest number of eligible academics at 79.8%, with the SNPHS having the lowest at 46.7%. This is likely due to the historical research strength in attracting and supervising HDR candidates in SAEVS which apart from a relatively short hiatus has been linked with productive institutes. Units such as SNPHS have been historically linked with teaching and are currently building their research and supervisory capabilities.

Since 2019 all operational units in FoSH have seen an increase in the number of academics with a research function, with the SNPHS almost doubling from 21 in 2019 to 42 in 2023. While this stands to be positive in the longer term, in the shorter term this has not yet resulted in an increase in research active status of these academics. The percentage of academics with a research function who are research active has dropped between 2019 and 2013 across all operational units. This may be due to academics being recruited at junior levels who are completing Higher Degrees, or academics who might be noted as research active on publicly available data sets but who have not entered their outputs onto CRO. This needs to be monitored with efforts made to link up DPC data with research output data in a measurable way that indicates key categories of support offered.

FOBJBS Analysis

In 2023, some schools and centres within FOBJBS had a reasonably high percentage of academics with a research work function (i.e., research-only or teaching-and-research work functions) who were eligible to serve as Principal Supervisors (PS) for HDR students.

For instance, in SCME, 82% of academics with a teaching-and-research (T/R) work function were eligible for PS, and 74% of academics with either a T/R or research-only (R) work function met the eligibility criteria (see Appendix 1). However, it is interesting to observe that only 56% of academics with an R work function were eligible, likely because many are on short-term postdoctoral contracts (typically one year) and may not have entered their research outputs in CRO. Similarly, 72% of academics in SOP and 75% in CSU Engineering with either a T/R or R work function were eligible for PS. These figures are reasonably high within CSU.

Conversely, three schools/centres – CCES (43%), SOPS (50%), and AGSPS (53%) had lower percentages of academics with a T/R or R work function eligible for PS. Notably, CCES is a partner organisation, SOPS was a teaching-only school in 2023, and AGSPS is a small school with 15 academics with a research work function, and at least two out of their 7 not-eligible academics are enrolled in HDR programs.

Overall, 66.12% of academics with a research work function in FOBJBS were eligible for PS in 2023. These percentages are expected to improve, supported by the CSU internal Research Investment Fund (RIF), which helps research groups within the Faculty enhance their outputs.

Table 2.

Comment from Reporting Team - MRPE numbers have been updated as best as possible based on the RPI Tool dashboards. It is not possible to export MRPE by staff or even enough information to double check such calculations, so aggregate values needed to be used. I have included Other (as above) and also have included adjustments for CCES, CISAC and SoT. It is entirely possible that this data is inflated by the data duplication previously reported to RPI Support which will not be amended until the week commencing 14 October at the earliest.

Commented [MS4]: Suggest removing Table 2 and instead working toward inclusion in 2025. Data is not consistent and underwent considerable manual manipulation. Not sure of what value it adds in current state.

Faculty	Eligible for PS	Met MRPE
FoAE	94	127
FoBJBS	80	109
FoSH	187	207

FoSH Commentary

While 207 academics in FoSH met the Minimum Research Performance Expectations, of these only 187 (90.3%) were eligible for principal supervision. This is higher than both FoAE and FoBJBS. The most likely explanation for the discrepancy is that they have not had opportunity to act as co-supervisors for a sufficient period to enable principal supervisory status. It is imperative that more opportunities are made available for cosupervision and mentoring of junior academics into supervisory practice. Another consideration is that many academics are undertaking PhDs in other institutions. These academics will not have their Opportunity Weighting adjusted in the same manner as those studying at Charles Sturt.

FOBJBS Commentary

To be eligible for Principal Supervision (PS), academics must achieve a specific number of RPI points (currently 53) during the reporting period, regardless of their academic level, work function, or other factors. In contrast, the RPI points required to meet Minimum Research Performance Expectations (MRPE) can vary based on academic level, duration with a research work function, and the percentage of research workload.

In 2023, 109 out of 121 FOBJBS academics (90.08%) with a T/R or R work function met MRPE. Notably, some academics met MRPE despite being ineligible for PS, likely because they were either early career academics (Level A) or did not have sufficient research workloads and/or sufficient duration with a research work function for the reporting period, enabling them to achieve MRPE but not the required 53 RPI points for PS eligibility. Nevertheless, having 90.08% of academics with a research work function, meeting MRPE, is a strong outcome for FOBJBS.

2.2. Academic Staff Qualifications

Data collection - Schools or Centres covered by third party agreements (eg Theology) will need to be provided manually as staff are "Adjuncts". For future reports need to be able to provide year on year trend data more easily.

Table 3 shows the number of faculty academic staff with a Research function (excludes adjuncts) that have a doctoral degree.

Refer to [Appendix 3](#) to view at School level.

2023 data has been provided based on following data sources:

- RPI Tool – staff summary for staff qualifications where staff has publications listed in RPI Tool, publications listing by staff
- Pure Person Report (from Ascender Pay) to recognise who is current as at 31 December 2023
- Staff Qualifications Report (from Ascender Pay) to backfill qualification data where staff member does not have a publications listed in RPI Tool

Table 4. provides trend data from 2019 – 2022.

Data for prior years was sourced from OPA dashboards, however data from 2023 did not distinguish between academic/adjunct/etc so has been excluded from this view. Adjustments have been made for organisational structure changes as best as possible. There is insufficient information to construct such a table for adjunct staff. Only Research Focused and Teaching and Research functions have been included.

Refer to [Appendix 4](#) to view trend data at School level.

Table 3.

Work Function	Doctoral Degree	Not Doctoral Degree	Total
Faculty of Arts and Education			
Research Only Function	11	2	13
Teaching and Research Function	109	20	129
Total	120	22	142
Faculty of Business, Justice, and Behavioural Sciences			
Research Only Function	12	1	13
Teaching and Research Function	89	19	108
Total	101	20	121
Faculty of Science and Health			
Research Only Function	12	4	16
Teaching and Research Function	180	77	257
Total	192	81	273
Grand Total	413	123	536

Table 4.

Faculty	Doctoral Degree	Not Doctoral Degree	Grand Total
Faculty of Arts and Education			
2019	114	36	150
Research Only Function	7	4	11

Teaching and Research Function	107	32	139
2020	113	36	149
Research Only Function	8	3	11
Teaching and Research Function	105	33	138
2021	108	32	140
Research Only Function	4	3	7
Teaching and Research Function	104	29	133
2022	118	23	141
Research Only Function	7	2	9
Teaching and Research Function	111	21	132
Faculty of Business, Justice and Behavioural Sciences			
2019	97	32	129
Research Only Function	5	2	7
Teaching and Research Function	92	30	122
2020	97	37	134
Research Only Function	8	5	13
Teaching and Research Function	89	32	121
2021	82	29	111
Research Only Function	5	2	7
Teaching and Research Function	77	27	104
2022	79	22	101
Research Only Function	4	2	6
Teaching and Research Function	75	20	95
Faculty of Science and Health			
2019	148	89	237
Research Only Function	12	5	17
Teaching and Research Function	136	84	220
2020	161	93	254
Research Only Function	12	3	15
Teaching and Research Function	149	90	239
2021	148	82	230
Research Only Function	5	4	9

Teaching and Research Function	143	78	221
2022	157	86	243
Research Only Function	11	6	17
Teaching and Research Function	146	80	226

FoSH Commentary

The overall percentage of academics in 2023 with a research function in FoSH who hold a Doctoral Degree (70.3%) is less than FoAE (83.5) or FBJS (84.5). It is difficult to ascertain explanations for this without composite data that indicates academic levels and recency of employment. There is however, a steady trend upwards in the number of academics holding Doctoral Degrees in FoSH from 62.4% in 2019 to 70.3% in 2023.

Operational unit level data indicates SAEVS (79.8%) has the highest percentage of academics in 2023 with research work functions who hold a doctoral degree, with the Centre for Rural Dentistry and Oral Health (CRDOH) having the lowest at 41%, noting that the CRDOH only comprises 12 academics with a teaching research function.

Of concern are four academics, one in TRDRH and three in SAEVS who are reported as being in a Research Only function and who are recorded as not holding a higher degree. This needs investigation.

Four Operational units in FoSH show increasing trends in the number of academics with a research function holding Higher Degrees. These are SAEVS, SAHES, TRDRH, and SDMS. SAEVS saw a slight increase between 2019(77.3%) and 2023(79.8%) during a period when overall employment of TR academics rose from 88 to 109. SAHES also saw a strong increase of 16% overall between 2019 (52.9%) and 2023(68.9%). TRDRH almost doubled the percentage of academics holding a HDR in a TR role from 2019 (36.4%) to 2023(60%) with very little movement in overall staff numbers. The SDMS saw the strongest increase (+24.4%) between 2019(54.7%) and 2023(79.1%).

The CRDOH has decreased the percentage of academics holding a HDR from 2022 (62.5%) to 2023 (41%) with an overall increase in academics with a TR function. Similarly, despite more than doubling the number of TR academics employed in SNPHS from 2019(n=19) to 2023(n=45), the percentage of these academics holding a HDR has fallen slightly from 52.6% in 2019 to 51.2% in 2023. The SRM has similarly dropped from 100% in 2021 to 66.7% in 2023, however SRM academic numbers are low and the school is still in an establishment phase.

Four academics are in a Research Only function without a HDR. This suggests that new academics may have been employed into a TR function without HDRs in CRDOH and SNPHS and SRM. To address this inconsistency, it is imperative that academics in a TR function are supported to enrol in and complete a HDR, and for employment strategies to consider carefully the research needs of the operational unit.

FOBJS Commentary

In 2023, 101 out of 121 academics in FOBJS (84.5%) with a research work function held a Doctoral Degree. Notably, the percentage of such academics steadily increased in FOBJS from 72% in 2020 to 84.5% in 2023.

The percentage of academics with a research work function holding a Doctoral Degree was 100% in SOPS, 94% in SCME, 88% in SOP, and 78% in CLJ, with all schools in FOBJS maintaining figures above 70% (see Appendix 3).

Importantly, most schools saw an increase in these percentages between 2019 and 2022 (see Appendix 4). For instance, SOP increased from 84% to 85%, SOB from 68% to 73%, AGSPS from 64% to 73%, and CCES from 50% to 56%. SCME saw a slight decrease from 95% to 92%, while CSU Engineering remained

steady at 100%. CLJ experienced a more significant drop, from 70% to 60%, likely due to natural attrition during COVID-19, as reflected in the reduction of staff numbers from 10 to 5 during that period (see Appendix 4).

2.3. Adjunct Staff Holding Teaching/Research Positions

Data collection – exclude Schools or Centres covered by third party agreements (eg Theology) as these have been manually included in the preceding tables. Need to investigate ability to provide trend data for future annual reports.

Table 5 presents the number of adjunct academic staff with a doctoral degree in each area of the Faculty.

Refer to [Appendix 5](#) to view at School level.

Note: Data has not been updated while awaiting feedback from ORSGS regarding data anomalies in RPI Tool. Below data may include former staff who earned RPI points at some stage over the reference period regardless of whether they were employed by CSU at the end of the reference period.

Table 5.

Work Function	Doctoral Degree	Not Doctoral Degree	Total
Faculty of Arts and Education			
Research Only Function	22	13	46
Teaching and Research Function	27	25	52
Total	60	38	98
Faculty of Business, Justice, and Behavioural Sciences			
Research Only Function	16	5	21
Teaching and Research Function	22	15	37
Total	38	20	58
Faculty of Science and Health			
Research Only Function	31	11	42
Teaching and Research Function	42	37	79
Total	73	48	121
Grand Total	171	106	277

FOSH Commentary

Overall FoSH has 121 adjunct staff with a research work function, of which 73 (60.3%) reportedly hold a Doctoral Degree. It is difficult to assess any concerns related to this percentage without concurrent examination of the research outputs of these adjuncts, or without confirmation that they have all entered the requisite information to DPC. However, if the expectations of employed academics with a research function were applied, one would expect that the majority would hold a doctoral degree. Of greatest concern would be

the 11 adjuncts (26.2%) who are in a Research Only function without a Doctoral Degree. SAEVS and SAHES each accommodate four Research Only Adjuncts. One each are located in SDMS, SNPHS, and TRDRH. Of the 37 (46.8%) of FoSH adjuncts who do not hold a Doctoral Degree, the majority (22) are in SAEVS.

There is a need to review adjuncts to ensure they are in an appropriate work function. If they do not hold a HDR consideration could be given to repositioning them to a TF or professional adjunct status. TR status of adjuncts is recommended to be reviewed as agreements time out to ensure optimisation of research contributions to the university, specifically in SAEVS. Consideration needs to be given when appointing new adjuncts to ensure a minimum standard of Doctoral preparation for TR adjunct status.

FOBJBS Commentary

In FOBJBS, 38 out of 58 adjunct academics (65.52%) with a research work function hold a Doctoral Degree. While the percentages among the three Faculties are comparable (FOBJBS: 65.52%, FOSH: 60.3%, and FOAE: 61.22%), they remain relatively low. Some adjuncts without a Doctoral Degree may have been appointed for strategic reasons, and the accuracy of these figures being reported here could be affected by complexities and manual processes involved in data retrieval.

Despite this, a separate analysis within FOBJBS using data from the RPI tool suggests that some adjunct academics are highly research active. For instance, two of the top five academics in FOBJBS, based on Total RPI points, are adjuncts (40% of the top five), and seven of the top 35 academics (20% of the top 35) are adjunct staff. Notably, the average Cat A points for adjunct academics with a research work function in FOBJBS is 134. In comparison, the average Cat A points for all regular academics (Levels A to E) in FOBJBS is 181. This indicates that while adjunct contributions are slightly lower (as expected), they are still significant and should be explored whether appropriate nurturing and engagement could further enhance their impact.

3. Faculty Research Performance

3.1. ERA 2023 Outcomes

Table 6 presents the 2023 outcomes based in the Excellence in Research Australia (ERA) model for the University Priority Fields of Research (FoR) at the 2 digit level.

Note that the 2 digit FoRs are relevant to both Faculty and Research Institutes.

Table 6.

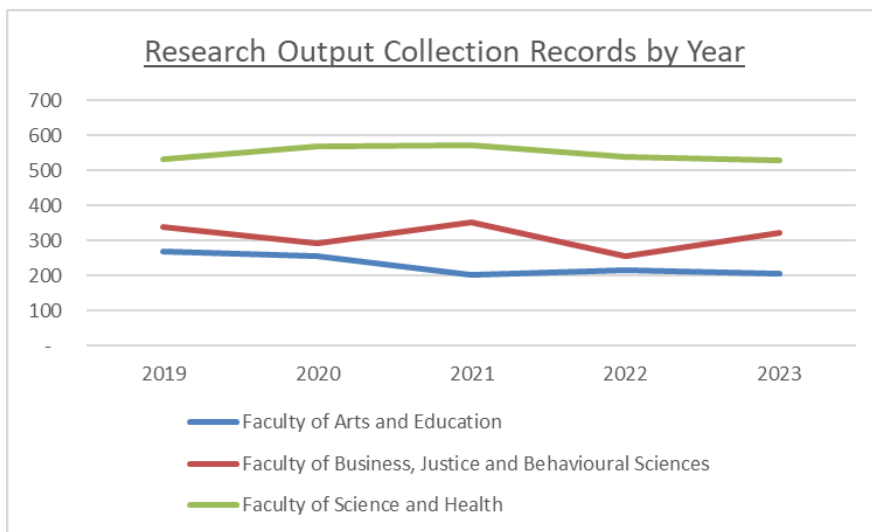
01 - NATURAL AND PHYSICAL SCIENCES	3
31 - Biological sciences	2
02 - INFORMATION TECHNOLOGY	3
46 - Information and computing sciences	3
05 - AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES	4

30 - Agricultural, veterinary and food sciences	4
41 - Environmental sciences	3
06 - HEALTH	2
32 - Biomedical and clinical sciences	2
42 - Health sciences	2
07 - EDUCATION	3
39 - Education	3
08 - MANAGEMENT AND COMMERCE	2
35 - Commerce, management, tourism and services	2
09 - SOCIETY AND CULTURE	2 - 3
44 - Human society	3
45 - Indigenous studies	-
47 - Language, communication and culture	2
48 - Law and legal studies	2
50 - Philosophy and religious studies	3
52 - Psychology	1

3.2. Research Outputs

Research output counts by year are presented below, sourced from Pure.

Please note that a research output may count against multiple faculties due to cross-faculty collaboration.



3.2.1. Research Outputs at FoR level.

Table 7 presents research outputs from 2019 – 2023, capturing all FoRs.

Refer to [Appendix 6](#) to view at School level.

Table 8 presents research outputs in the year 2023 only, that align with a faculty priority FoR at 2 digit level only. Data is sourced from Pure, totals are for the whole university for a given FoR code, allowance is made for multiple FoR codes, so totals may not be whole numbers.

Refer to [Appendix 7](#) to view at School and 4 digit FoR level.

Note that priority FoRs were defined in 2024, Reports provided from 2025 onward will adapt alignment with priority FoRs.

Table 7.

Faculty	Overall	2019	2020	2021	2022	2023
Arts and Education	1,152	270	257	203	216	206
Business, Justice, and Behavioural Sciences	1,563	339	293	352	256	323

20

Commented [MS5]: @Burns, John Hi John, can you explain why totals at Faculty level in Table 7 differ to totals for same year in Appendix 6? Is it because a single output at School level could be counted across several Schools or even Faculties?

Science and Health	2,744	533	568	574	540	529
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Table 8.

FoE / FoR	Faculty Priority	2023 Output
01 - NATURAL AND PHYSICAL SCIENCES		
31 - Biological sciences	FoSH	48.7
02 - INFORMATION TECHNOLOGY		
46 - Information and computing sciences	FoBJBS / FoAE	81.3
05 - AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES		
30 - Agricultural, veterinary and food sciences	FoSH	90.65
41 - Environmental sciences	FoSH	40.0
06 - HEALTH		
32 - Biomedical and clinical sciences	FoSH	60.95
42 - Health sciences	FoSH	112.35
07 - EDUCATION		
39 - Education	FoAE / FoSH	64.55
08 - MANAGEMENT AND COMMERCE		
35 - Commerce, management, tourism and services	FoBJBS	21.79
09 - SOCIETY AND CULTURE		
44 - Human society	FoBJBS / FoAE	62.68
45 - Indigenous studies	FoAE / FoSH	11.9
47 - Language, communication and culture	FoAE	9.53
48 - Law and legal studies	FoBJBS	6.84
50 - Philosophy and religious studies	FoAE	25.1
52 - Psychology	FoBJBS	204

Commented [BJ6R5]: @Smith, Monique This is precisely correct, there can be one research output with affiliations recorded across multiple schools/faculties/research institutes.

Commented [MS7]: @Burns, John Hi John, again, can you explain why totals in Table 8 differ to totals in Appendix ? For example in Table 8, 2023 output for 31 is 48.7 but in the Appendix its 349

Commented [BJ8R7]: @Smith, Monique I thought I had flagged previously that I hadn't seen Appendix 7 on my list of things to update. I highly suspect that this Appendix 7 data would have been generated from SciVal given the time frame from when it was created (in March this year).

FoSH Commentary

Overall outputs from FoSH in Table 7 appear to be static with only a minimal change from 533 in 2019 to 529 in 2023. However, looking at operational unit level data there appears to be a steady decrease in outputs across all areas except TRDRH (Appendix 6). This conflicts with the steady increase in Q1 and Q2 outputs across all areas identified in Section 3.2.2. below. It appears that either, academics are focussing their efforts more intentionally on publishing fewer outputs focussed on high quality journals, or as data is sourced from Pure, academics are choosing more carefully what outputs they enter into Pure.

Appendix 7 uses FWCI as a proxy measure of excellence given that there was no National framework for excellence in research in use in 2023. According to [Scopus](#) :

Field-Weighted Citation Impact is the ratio of the total citations actually received by the denominator output and the total citations expected based on the average of the subject field.

A Field-Weighted Citation Impact of:

- *Exactly 1 means that the output performs just as expected for the global average.*
- *More than 1 means that the output is more cited than expected according to the global average. For example, 1.48 means 48% more cited than expected.*
- *Less than 1 means that the output is cited less than expected according to the global average.*

At 2 digit level, all FoRs for which FoSH is responsible have a FWCI above 1. While this is positive, these citations need to grow to position Charles Sturt above world standard in their priority fields of research.

Some areas will need specific lift strategies into the future. These include in the Natural and Physical Sciences (FoE 01), zoology (3109) which has a FWCI of 0.85 and in Agriculture, environment and related studies (FoE 05), animal production (3003) which has a FWCI of 0.84. These FoRs are both shared between SAEVS and Gulbali. In Health (FoE 06) clinical sciences (3202) is below 1 at 0.89. This FoR is shared by SAHES, SDMS and RHRI. As such there is clear opportunity for collaboration across research teams and individuals.

Stand out FWCI achievements in 2023 include Cardiovascular medicine and haematology (3201) at 2.17 for which SDMS is primarily responsible and Ecological applications (4102) at 1.93, shared by SAEVS and Gulbali.

FOBJBS Commentary

According to Table 7, the average number of total research outputs during 2019 – 2023 among FOBJBS academics with a research work function is 12.92, which represents a strong outcome within CSU. The overall total number of publications in FOBJBS remained steady over this period, with 339 outputs in 2019 and 323 in 2023. As shown in Appendix 6, during this period SCME contributed 1,885 outputs (58% of the total FOBJBS outputs), SOB contributed 570 outputs (18%), and SOP contributed 336 outputs (10%). Together, these three schools accounted for 86% of FOBJBS outputs. With recent increases in research activity and interests in other schools within FOBJBS, there is potential for future growth in output numbers, although discrepancies in total outputs in FOBJBS between Appendix 6 (3,256 outputs) and Table 7 (1,563 outputs) warrant further investigation/exploration. It might be useful to capture data from a single source of truth.

Despite declines in output numbers in some schools – particularly in SCME (from 518 in 2019 to 275 in 2023) and SOB (from 163 in 2019 to 88 in 2023) – there has been a steady improvement in the overall quality of publications in FOBJBS. This is evidenced by a significant increase in FWCI from 1.608 in 2019 to 2.816 in 2023 (Table 12), an increase in the percentage of Q1/Q2 outputs from 47.20% in 2019 to 62.85% in 2023 (Table 9), a rise in Q1 outputs from 33.33% to 47.06% over the same period (Table 10), and a growth in outputs within the Top 10% by citations from 12.8% in 2019 to 15.65% in 2023 (Table 11).

22

Commented [JG9]: Hi @Smith, Monique , It seems a bit miss-matched having FWCI information in the appendix here for Priority FoRs and then a whole other section below on FWCI for operational units. I think it might be better if these sections were joined up.

Commented [JG10]: Hi @Smith, Monique Where ever we end up putting the FWCI data can we please pop in an explainer. I think it's really important that these reports are educational as well as summative.

The improvement in publication quality is also evident at the school level. SCME, despite its decline in output numbers, saw its percentage of Q1/Q2 outputs increase from 35.52% in 2019 to 72.35% in 2022 (Appendix 8), and its Q1 outputs rose from 26.64% in 2019 to 63.13% in 2022 (Appendix 9). SOP increased its percentage of Q1/Q2 outputs from 76.27% in 2019 to 80.28% in 2023, and its Q1 outputs from 49.15% in 2019 to 66.2% in 2023. Additionally, FWCI increased across multiple schools during 2019 – 2023: SCME from 1.749 to 2.572, SOP from 1.363 to 1.646, SOB from 1.091 to 1.847, AGSPS from 0.984 to 1.93, and CLJ from 0.938 to 1.209 (Appendix 11).

Overall, this data suggests a positive trend toward prioritizing quality over quantity of outputs, which is generally a favourable development.

3.2.2. Q1/Q2 Research Outputs

Table 9 shows percentage of research outputs in Q1/Q2 Journals is shown below.

Data is based on Pure and CSU Journal List.

Refer to [Appendix 8](#) to view at School level.

Table 9.

Faculty	Overall	2019	2020	2021	2022	2023
Arts and Education	46.70 %	32.96 %	48.64 %	43.35 %	50.00 %	62.14 %
Business, Justice, and Behavioural Sciences	57.97 %	47.20 %	54.27 %	59.66 %	67.97 %	62.85 %
Science and Health	70.41 %	66.42 %	64.44 %	71.78 %	74.26 %	75.43 %

FoSH Analysis

The percentage of Q1/Q2 outputs from FoSH academics have steadily increased from 66.42% in 2019 to 75.43% in 2023. This increase is seen across all operational units with the two smallest units showing the greatest increase; CDOH (54.55 percentage points) and SRM (33.33 percentage points).

3.2.3. Q1 Outputs only

Table 10 shows the percentage of research outputs in Q1 Journals **only retrieved from SciVal.**

Data from Pure and CSU Journal List

Refer to [Appendix 9](#) to view at School level.

Table 10.

Faculty	Overall	2019	2020	2021	2022	2023
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Commented [MS11]: @Burns, John Hi John, can you explain the correlation of data between each Table and relevant Appendix for Tables 9 - 12. I don't understand it so we may get a question. Thanks

Arts and Education	30.30 %	18.15 %	25.29 %	31.53 %	34.26 %	47.09 %
Business, Justice, and Behavioural Sciences	43.31 %	33.33 %	36.52 %	45.74 %	56.25 %	47.06 %
Science and Health	48.83 %	46.34 %	43.84 %	50.17 %	51.48 %	52.55 %

FoSH Commentry

The percentage of Q1 outputs from FoSH academics has also steadily increased from 46.34% in 2019 to 52.55% in 2023. The SRM has lifted significantly from 2022-2023 (52.38 percentage points). Of note the CDOH and SAHESS have both demonstrated strong lifts at 25.98 and 24.24 percentage points respectively.

3.2.4. Outputs in Top 10% by Citations

Table 11 shows the percentage of research outputs in the top 10% by citations.

Data is sourced from Pure and Pure API

Refer to [Appendix 10](#) to view at School level.

Table 11.

Faculty	Overall	2019	2020	2021	2022	2023
Arts and Education	13.27	10.66	12.36	15.11	14.20	16.59
Business, Justice, and Behavioural Sciences	13.41	12.80	13.68	11.78	14.06	15.65
Science and Health	9.15	7.90	7.45	9.74	10.29	12.52

FoSH Commentry

All operational units in FoSH show a steady increase in outputs in top 10% by citations with a cumulative increase of 4.62 percentage points. SAHESS achieved the greatest increase from 8.07% in 2019 to 17.73% in 2023. This is more than double the percentage of publications in the top 10% from 2019-2023.

3.2.5. Field-Weighted Citation Impact

The Field-Weighted Citation Impact by Faculty is shown in Table 12, retrieved from SciVal.

Refer to [Appendix 11](#) to view at School level. [Data sourced from Pure and Pure API]

Need to include data at Faculty and School level at priority 2 digit and 4 digit FoR level for future annual report.

Table 12.

Faculty	Overall	2019	2020	2021	2022	2023
Arts and Education	1.322	1.141	1.332	1.302	1.356	1.430
Business, Justice, and Behavioural Sciences	2.256	1.608	2.356	2.522	1.861	2.816
Science and Health	1.470	1.199	1.177	1.142	2.242	1.597

FoSH Commentary

Overall, the FWCI of publications coming from FoSH has increased. SAHESS has increased significantly from 0.968 in 2019 to 1.634 in 2023 bringing them from below the global average to being cited 63% more than expected. The SDMS has also contributed to a significant lift from 1.474 in 2019 to 2.701 in 2023.

3.3. Research Income

3.3.1. HERDC Income

The following shows the HERDC Income by category for each Faculty.

Table 13 presents income from grants managed by the faculty.

Refer to [Appendix 12](#) to view income at School level.

Table 14 presents income from grants with involvement from faculty researchers.

Refer to [Appendix 13](#) to view income at School level.

Table 13.

Year	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
Faculty of Arts and Education					
2019	\$273,752.52	\$100,194.67	\$44,943.51	\$0.00	\$418,890.70
2020	\$183,304.17	\$230,546.54	\$29,642.50	\$0.00	\$443,493.21
2021	\$110,735.78	\$63,141.03	-\$75,631.89	\$0.00	\$98,244.92
2022	\$139,533.86	\$253,394.49	\$56,599.38	\$0.00	\$449,527.73
2023	\$305,230.53	\$132,056.14	\$123,616.63	\$0.00	\$560,903.30

Total	\$1,012,556.86	\$779,332.87	\$179,170.13	\$0.00	\$1,971,059.86
Faculty of Business, Justice, and Behavioural Sciences					
2019	\$132,691.62	\$223,960.20	\$88,212.83	\$13,950.12	\$458,814.77
2020	\$144,668.86	\$196,187.60	\$133,950.14	\$322,500.00	\$797,306.60
2021	-\$951.80	\$183,259.40	-\$10,342.80	\$496,788.99	\$668,753.79
2022	\$10,750.00	\$1,283,013.60	\$35,516.03	\$354,897.41	\$1,684,177.04
2023	\$459,698.54	\$1,019,332.22	\$76,419.73	\$1,753,487.08	\$3,308,937.57
Total	\$746,857.22	\$2,905,753.02	\$323,755.93	\$2,941,623.60	\$6,917,989.77
Faculty of Science and Health					
2019	\$121,307.00	\$681,145.47	\$481,150.80	\$72,400.00	\$1,356,003.27
2020	\$293,737.04	\$737,619.28	\$419,262.19	\$139,252.01	\$1,589,870.52
2021	\$332,367.11	\$3,838,432.19	\$613,213.53	\$0.00	\$4,784,012.83
2022	\$376,210.61	\$926,657.05	\$614,277.43	\$4,815.21	\$1,921,960.30
2023	\$334,000.98	\$330,406.47	\$560,019.15	\$52,182.99	\$1,276,609.59
Total	\$1,457,622.74	\$6,514,260.46	\$2,687,923.10	\$268,650.21	\$10,928,456.51
Grand Total					\$19,817,506.14

FoSH Commentary

Grant income has fluctuated during the reporting period with a peak in 2021 due to CAT2 income of \$3,838,432.19 to the Three Rivers Department of Rural Health. The one area that has demonstrated growth is in CAT1 grants rising from \$121,307.00 in 2019 to \$332,367.11 in 2021. It has since remained fairly stable through to 2023 with an income of \$334,000.98. CAT 3 has remained steady averaging \$537,584.62 per year.

FOBJBS Commentary

The Faculty-managed HERDC income in FOBJBS increased 7.2 times, from \$458,814 in 2019 to \$3,308,937 in 2023. For Cat 4 income, the increase was particularly remarkable, growing 125 times from \$13,950 in 2019 to \$1,753,487 in 2023. While this success in Cat 4 is notable, the conclusion of the Cyber Security CRC poses a potential concern for FOBJBS, as it was a significant source of HERDC income. However, Faculty-managed HERDC income grew across all categories except Cat 3, which remained steady.

In 2023, SCME and SOB were the largest contributors to Faculty-managed HERDC income, generating \$1,923,168 (of which \$1,623,640 was Cat 4) and \$912,872, respectively (see Appendix 12). CLJ made the highest contribution to Cat 1 HERDC income within FOBJBS, with \$355,907, accounting for 47.65% of the total Cat 1 HERDC income in the Faculty in 2023.

Table 14.

Year	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
Faculty of Arts and Education					
2019	\$314,033.86	\$190,393.43	\$99,026.51	\$1,000.00	\$604,453.80
2020	\$171,015.94	\$214,888.72	\$26,592.45		\$412,497.11
2021	\$91,735.78	\$70,217.71	-\$76,022.99		\$85,930.50
2022	\$137,957.99	\$507,548.82	\$54,616.80		\$700,123.61
2023	\$312,100.57	\$144,684.71	\$135,033.29		\$591,818.57
Total	\$1,026,844.14	\$1,127,733.39	\$239,246.06	\$1,000.00	\$2,394,823.59
Faculty of Business, Justice, and Behavioural Sciences					
2019	\$148,691.95	\$554,903.53	\$143,129.50	\$82,106.37	\$928,831.35
2020	\$189,021.26	\$479,983.22	\$137,113.82	\$649,053.81	\$1,455,172.11
2021	\$314,637.20	\$351,313.06	\$40,886.79	\$845,556.57	\$1,552,393.62
2022	\$211,186.85	\$504,107.76	\$137,687.47	\$621,539.95	\$1,474,522.03
2023	\$1,112,218.30	\$920,570.28	\$141,409.28	\$1,833,189.35	\$4,007,387.21
Total	\$1,975,755.56	\$2,810,877.85	\$600,226.86	\$4,031,446.05	\$9,418,306.32
Faculty of Science and Health					
2019	\$2,020,419.71	\$2,986,136.95	\$1,072,490.99	\$65,616.18	\$6,144,663.84
2020	\$1,952,108.85	\$3,483,498.43	\$877,694.43	\$274,607.92	\$6,587,909.62
2021	\$1,851,446.78	\$7,647,815.11	\$1,459,838.44	\$627,057.36	\$11,586,157.69
2022	\$957,565.97	\$2,730,322.30	\$1,068,274.69	\$628,357.56	\$5,384,520.52
2023	\$1,570,257.47	\$3,464,194.84	\$1,339,467.72	\$680,778.76	\$7,054,698.79
Total	\$8,351,798.77	\$20,311,967.64	\$5,817,766.27	\$2,276,417.78	\$36,757,950.46
Grand Total					\$48,571,080.37

FoSH analysis (I need to understand more first)

FOBJBS Commentary

Faculty-involved HERDC income increased 4.31 times, from \$928,831 in 2019 to \$4,007,387 in 2023. A significant portion of this income in 2023 came from Cat 1 (\$1,112,218) and Cat 4 (\$1,833,189), representing 27.75% and 45.74% of the total Faculty-involved HERDC income, respectively. From 2019 to 2023, the increase in Cat 1 and Cat 4 HERDC income was 7.48% and 22.32%, respectively, highlighting the substantial role of Cat 4 in the Faculty's total HERDC income. This again reminds the concerns related to the conclusion of the Cyber Security CRC.

The main contributors to Faculty-involved HERDC income in 2023 were SCME (\$1,544,580), Gulbali (\$1,461,055), SOB (\$494,970), CLJ (\$400,132), and SOP (\$77,067). FOBJBS academics have the expertise to contribute to the CSU Research Institutes, Centres and groups. A stronger collaborative approach will result in win-win outcomes for all.

3.3.2. Grant Proposals

Table 15 shows the number and value of grant proposals submitted by the faculty.

Refer to [Appendix 14](#) to view at School level.

Table 15.

Faculty	Count	Total Value
Faculty of Arts and Education	120	28,570,625
2021	36	3,468,623
2022	44	7,011,610
2023	40	18,090,392
Faculty of Business, Justice & Behavioural Science	147	45,764,737
2021	42	4,041,882
2022	54	26,204,338
2023	51	15,518,517
Faculty of Science and Health	234	65,263,266
2021	95	10,386,471
2022	69	19,978,237
2023	70	34,898,558
Grand Total	501	139,598,628

FoSH Commentary

The total value of grant proposals submitted by FoSH has increased from \$10,386,471 in 2021 to \$34,898,558 in 2023 with the number of grant submissions reducing from 95 to 70. This is a positive indication of academics optimising their time working on fewer number of applications for higher income.

In health, SAHES, SNPHS and SDMS have all increased the amount of grant funding requested, SAHES by 70.44%, SNPHS by 85.22%, SDMS by 91.59%. This represents an outstanding positive shift in both the culture and perceived value of research in FoSH and the support academics are receiving from operational

unit, faculty and university infrastructure. SAEVS saw a drop in faculty led grant submissions, however this may be accounted for by those academics submitting grants through Gulbali.

FOBJBS Commentary

The total volume of grant proposals in FOBJBS increased 3.84 times, from \$4,041,882 in 2019 to \$15,518,517 in 2023 (Table 15). Notably, the number of proposals increased only slightly, from 42 in 2019 to 51 in 2023, indicating a significant rise in grant volume per proposal, from \$96,235 in 2019 to \$304,284 in 2023. This reflects a positive trend of academics focusing on larger grants. The same trend is evident within individual schools and centres in FOBJBS (see Appendix 14). For instance, the average grant volume per proposal in SOB increased from \$65,433 in 2021 to \$315,932 in 2023, while in SCME it rose from \$143,008 in 2021 to \$345,110 in 2023. Additionally, as shown in Table 16, the grant success rate remains strong.

3.3.3. Status of Grant Proposals

Table 16 shows the status of 2023 grant proposals.

Refer to [Appendix 15](#) to view at School level.

Table 16.

Faculty	EOI Successful – New RPR	Pending Application	Successful Grant	Unsuccessful Application	Grand Total
Faculty of Arts and Education	1	4	9	26	40
Faculty of Business, Justice & Behavioural Science		5	15	31	51
Faculty of Science and Health	1	5	18	46	70
Grand Total	2	14	42	103	161

FoSH Commentary

25.71% of all grant applications from FoSH academics in 2023 were successful with 7.14% still pending.

FOBJBS Commentary

29.41% of FOBJBS grant applications from FOBJBS academics in 2023 were successful with 9.8% are still pending.

4. Faculty HDR Students

4.1. Enrolments and Completions

4.1.1. HDR Enrolments by Course

The chart below shows commencing enrolments by year per the Faculty.

Table 17 shows Higher Degree by Research (HDR) enrolments per year by course for each Faculty.

If possible, add data at School level for future reports

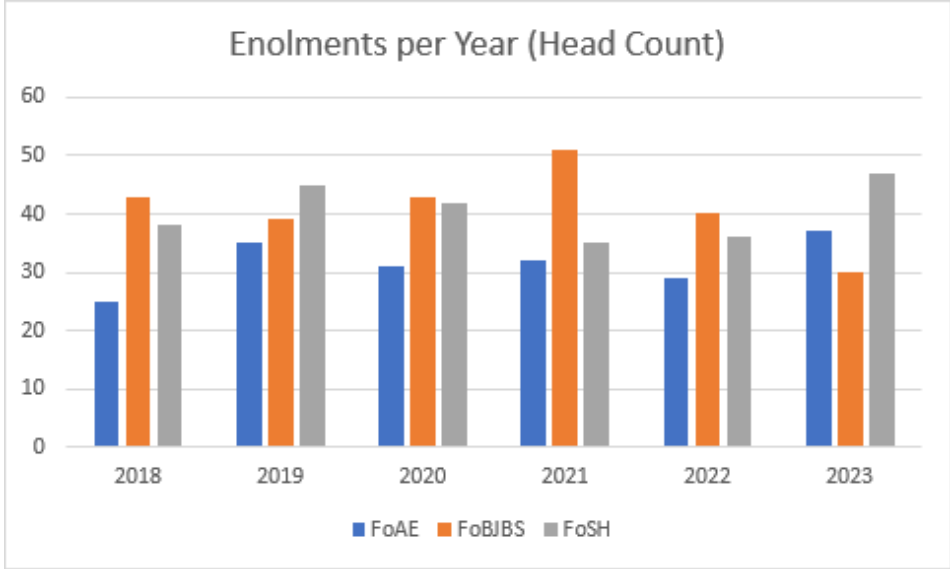


Table 17.

Course	2023	2022	2021	2020	2019	2018
Faculty of Arts and Education						
Doctor of Ministry	0	0	0	1	2	0
Doctor of Philosophy	33	27	28	25	24	23
Doctor of Social Work	2	1	3	4	7	2
Master of Arts (Islamic Studies Research)	0	0	1	1	2	0
Master of Philosophy	2	1	0	0	0	0
TOTAL	37	29	32	31	35	25
Faculty of Business, Justice and Behavioural Sciences						
Doctor of Business Administration	7	10	6	5	6	2
Doctor of Information Technology	2	3	5	11	9	6
Doctor of Philosophy	19	20	33	22	16	27
Doctor of Public Safety	2	7	7	5	8	8
TOTAL	30	40	51	43	39	43
Faculty of Science and Health						
Doctor of Philosophy	33	27	26	34	35	29
Doctor of Veterinary Studies	1	0	3	1	3	0
Master of Philosophy	10	6	6	4	7	7
Master of Veterinary Studies	0	0	0	3	0	2
Master of Veterinary Studies (Research)	3	3	0	0	0	0
TOTAL	47	36	35	42	45	38
Grand Total	114	105	118	116	119	106

FoSH Commentary

A steady increase in HDR enrolments in the FOSH has been observed since 2021 with 47 enrolments in 2023 compared to 38 in 2018 (Table 17). The enrolment profile is weighted toward the Doctor of Philosophy with 70% of students enrolled in this course in 2023. A steady increase in enrolments in the Master of Philosophy was observed over the period of reporting. Enrolment numbers in the Master of Veterinary Studies and Doctor of Veterinary Studies remain low due to the bespoke nature of these courses and limited capacity for supervision and embedding of students in CSU's veterinary enterprise.

The increase in HDR enrolments is in alignment with the creation of Institutes which has allowed additional research active staff to be employed and additional scholarships to be offered.

FOBJBS Commentary

The Doctor of Information Technology course has been suspended, with no new admissions from 2024. The Head of the School of Computing, Mathematics, and Engineering (SCME) and the Faculty Sub-Dean for Graduate Studies are currently exploring options to revitalise the course.

Enrolments have declined from 51 in 2021 to 30 in 2023. However, relative to the size of the Faculty, the ratio of one enrolment per 4.03 academics with a research work function remains consistent with other Faculties. The Doctor of Philosophy program accounted for 63.33% of HDR students in 2023, up from 51.16% in 2021, reflecting its expected dominance. In contrast, the Doctor of Information Technology program saw its share of enrolments decrease from 25.58% in 2021 to 6.67% in 2023, suggesting the usefulness of a possible revitalisation of the course.

4.1.2. HDR Completions

Table 18 shows HDR completions.

Timely Completions - time allowance is 4 years (EFTL) + 12 months examination period, if student start date to graduation date (as set in RM database) is less than 5 years, then the student has completed in a timely manner.

Report for 2025 to include School level to add as Appendix.

Table 18.

Timely Completions	2018	2019	2020	2021	2022	2023	Grand Total
Arts and Education	25	22	27	18	27	25	144
Not timely	13	7	2	7	4	7	40
Timely	12	15	25	11	23	18	104
% - Timely	48%	68%	93%	61%	85%	72%	72%
Business, Justice and Behavioural Sciences	23	18	20	7	11	20	99
Not timely	2	2	3		2	1	10
Timely	21	16	17	7	9	19	89
% - Timely	91%	89%	85%	100%	82%	95%	90%
Science and Health	29	32	31	33	26	19	170
Not timely	8	9	11	14	8	3	53
Timely	21	23	20	19	18	16	117
% - Timely	72%	72%	65%	58%	69%	84%	69%
Grand Total	77	72	78	58	64	64	413
% - Timely	70%	75%	79%	64%	78%	83%	75%

FoSH Commentary

An increase in timely completions was observed in 2023 (83%) (Table 18). This being the highest over the reporting period. Declines were observed in 2020 and 2021 which was attributed to the COVID19 pandemic impacting on students being able to complete their research and submit their thesis for examination in a timely manner. We have seen a steady increase in completions since then. Previously, all students were provided 6 months to respond to examiners reports. A change in the HDR policy has provided the Sub-Dean with discretion on this, therefore allowing students to respond to examiners reports within a timeframe aligned to the nature of the reports. This may also be contributing to the increase in timely completions. The total number of completions remained steady over 2022 and 2023 but this is expected to increase as the number of enrolments increase.

FOBJBS Commentary

FOBJBS achieved an HDR completion rate of 95% in 2023, 100% in 2021, and an overall rate of 90% during 2018 – 2023. These are exceptionally strong results and a testament to the supervision quality provided by the FOBJBS academics. The Faculty remains committed to maintain the high timely HDR completion rates in the years ahead.

4.1.3. Industry PhDs and Internships

Table 19 shows Industry HDR students

Table 20 shows HDR students funded via an Internship.

Make any comments on Industry PhDs and Internships in 1-2 paragraphs or bullet points.

Data - These report as enrolments, so cant define by code....ORS checked enrolments against R codes then manual review to confirm they met definition of Industry PhD or Internship.

Table 19.

Faculty	Number of HDR students
BJBS	2
FOSH	9
Grand Total	11

FOBJBS Commentary

FOBJBS has four PhD scholarships funded by the Cyber Security CRC. Three HDR students had full scholarships and one student has a top-up scholarship from the Cyber Security CRC.

During 2024, two industry scholarships are awarded to the FOBJBS HDR students by the Connectivity Innovation Network (CIN).

Table 20.

Faculty	Number of HDR students
FOSH	1
Grand Total	1

The table below captures INDUSTRY and is for ADR detail only to inform any commentary. Unless deemed necessary to include as an Appendix, the below table will be removed once FoSH and FoBJS ADR commentary inserted.

ID Number	Scholarship Type	Stipend Type	Faculty	HERD C info	Start	Finish
11576758	Consolidated Mineral Pty Ltd Project (RM103343)	Full-time	FO SH	3 - Industry	31/03/2021	1/12/2023
11549020	Diamond Synchrotron in Structural Biology (Project 102949) - 50% Project Contribution	Full-time	FO SH	3 - Industry	4/09/2020	3/09/2024
11616199	2023 Google PhD Fellowship RM104216	Full-time	FO SH	3 - Industry	6/10/2023	5/10/2024

11643 574	Food Agility CRC Project #103762	Full-time	BJBS	4 - CRC	28/02/2022	27/02/2025
11539 088	CSIRO & Graminus Consulting Pty Ltd (103538 & 103546)	Part-time	FO SH	3 - Industry	1/08/2021	TBC
11714 405	Food Agility CRC Scholarship (Project 103638)	Full-time	FO SH	4 - CRC	12/07/2021	11/07/2024
11746 035	Food Agility #103887	Full-time	FO SH	4 - CRC	14/11/2022	13/11/2025
11755 135	CRC for High Performance Soils (Project 103364)	Full-time	BJBS	4 - CRC	2/08/2021	1/08/2024
11778 202	Saputo Dairy Australia funded Project 103869	Full-time	FO SH	3 - Industry	31/08/2022	28/02/2026
11705 276	McCaughey Memorial Institute #103702 3.5 years FT	Full-time	FO SH	3 - Industry	28/03/2022	27/09/2025
11735 201	CRC for High Performance (Project 102890)	Full-time	FO SH	4 - CRC	16/11/2020	15/11/2023

4.1.4. First Nations HDR Students

Table 21 shows the number of First Nations students by Faculty and course relative to the overall enrolment numbers as at end of 2023.

Table 21.

Row Labels	FoAE	FoBJBS	FoSH	Total
First Nations Total	8	3	5	16
Doctor of Philosophy	1	1	2	4
Doctor of Public Safety		1		1
Doctor of Social Work	3			3
MPhil			3	3
PhD	4	1		5
Non First Nations Total	128	136	132	396
DBA		20		20
DInfoTech		19		19
Doctor of Ministry	2			2
Doctor of Philosophy	49	38	108	195
Doctor of Public Safety		23		23

Doctor of Social Work	13			13
DVStud			8	8
MA(IsIStudRes)	2			2
MPhil	2		13	15
MVStud(Res)			3	3
PhD	60	36		96
Unknown Total	5	13	26	44
DBA		1		1
Doctor of Philosophy			26	26
Doctor of Public Safety		1		1
PhD	5	11		16
Grand Total	141	152	163	456
Indigenous %	5.6%	1.97%	3.06%	3.5%

FoSH Commentary

The number of HDR students in FOSH identifying as First Nations in 2023 remains low at 3% of the total cohort, however an increase was seen from 1% in 2022. The increase may be attributed to one grant which focussed on recruitment of First Nations students. The Master of Philosophy is being used as a pathway to a PhD for some of these students. Further efforts are required to increase the enrolments, including ensuring that there are appropriate pathways into a HDR, that appropriate support structures are in place once enrolled and that First Nations HDR students are included in the indigenous strategy for the university.

4.2. Scholarships

Table 22 shows scholarships by Faculty. In most cases, part-time students receive a fee waiver scholarship only, and full-time students receive a full scholarship including stipend and fee waiver.

Refer to [Appendix 16](#) view at School/Centre level

Table 22

Row Labels	Full-time	Part-time	Grand Total
Arts and Education	33	46	79
Business, Justice and Behavioural Sciences	38	43	81
Science and Health	63	37	100
Grand Total	134	126	260

FoSH Commentary

Most scholarship holders (63%) in FOSH are enrolled full-time. There has been an increase in part-time scholarship holders in 2023 to 37 (Table 22) as opposed to 26 in 2022 (data not shown). This increase may be attributed to the introduction of fee waiver scholarships at CSU. The total number of scholarship holders in SAEVS has decreased from 60 in 2022 (data not shown) to 44 in 2023 (Appendix 16). This may be attributed to the introduction of the Gulbali Research Institute scholarships. Both SAHES and SNPHS have seen a steady increase in scholarships from 2022 with the greatest growth in part-time scholarships. The number of scholarship holders in SDMS has remained the same.

FOBJBS Commentary

FOBJBS HDR students are well presented in obtaining the HDR scholarship (FOBJBS HDR scholarships are 31% of the overall CSU HDR scholarships). School of Computing, Mathematics and Engineering was the leading school with the most (27) scholarships, followed by the Australian Graduate School of Policing & Security (19), School of Psychology (15), School of Business (12), Center for Law and Justice (7) and School of Policing Studies (1).

4.3. HDR Activities

Comment on HDR activities such as social activities, HDR research seminars. HDR Symposiums, etc. in bullet points.

- *HDR Symposiums, attendance, topics, issues flagged by students.*
- *What beyond the Symposiums have HDR students been active in.*
- *Awards / additional funding that HDR students may have received.*
- *External conference presentations / posters etc including International conferences.*
- *Other esteem factors related to their HDR studies specific to the discipline (expert advisory roles / Contribution to policy etc)*

FACULTY OF ARTS AND EDUCATION

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES

- Faculty of Business, Justice, and Behavioural Sciences annual HDR Symposium
- Regular school-based research seminars
- Christine Antonopoulos (PhD student from the School of Psychology) won the Harold Yuker award for Research Excellence from the Division of Division of Rehabilitation Psychology of the American Psychological Association
- Sarah Condran (PhD student from the School of Computing, Mathematics and Engineering) won the best paper award at the 25th Web Information Systems Engineering (WISE) conference.
- Mahir Habib (PhD student from the School of Computing, Mathematics and Engineering) was the finalist in the Three Minute Thesis (3MT) competition.
- Andrea Young (HDR student from the School of Business) won the Executive Dean's award.
- Meet the sub dean monthly online forum for BJBS HDR students.

FACULTY OF SCIENCE AND HEALTH

3 Minute Thesis (3MT) Competition

The CSU 3MT Heats were conducted online during DocFest22 on 22nd – 26th May 2023. Of the 14 students entering the 3MT competition, eight were from the FOSH. Of these, four FOSH students were successful in going through to the 3MT Finals round which was held at CSU, Bathurst. The 3MT Final resulted in PhD student, Olivia Brunton in the School of Agricultural, Veterinary and Wine Sciences as the winner going on to the 3MT Asia-Pacific finals. Maddy Ray was the Runner-Up with the People's Choice award going to Dyanah Amorio, also PhD students in the School of Agricultural, Environmental and Veterinary Sciences.

2023 HDR and Honours Symposium

The HDR and Honours Symposium provides students an opportunity to present their research in a conference style setting, and to network with other students, staff and supervisors. Students have the experience of writing an abstract which are compiled in a book of abstracts and are encouraged to display a poster of their work. Prizes are awarded for the best HDR and Honours student presentations and the best poster. The 2023 symposium was held at the Convention Centre in Wagga Wagga on 5th – 6th December with 159 people registered to attend (14 Honours students, 62 HDR students, 83 staff). On the first day a morning tea and market stalls session was held for students and supervisors to meet with service divisions that support research and HDR students at CSU. These included representatives from CSU Green, NaLSH technical services, SPAN, QCU, Researcher Development and Graduate Studies. At the afternoon tea students were invited to a meet and greet with Professor Sarah O'Shea, Dean Graduate Research. On the second day Professor Julian Grant, Associate Dean Research presented a workshop on Exploring your Research Identity. The Best HDR presentation prize was awarded to PhD students, Jaymie Loy (SAEVS), Best Honours presentation prizes were awarded to Paul Grove (SNPHS) and Tylah Delbridge (SAEVS), and Best Poster prize awarded to Honours student Isabel Kellaway (SAEVS).

Feedback from the survey at the conclusion of the symposium included;

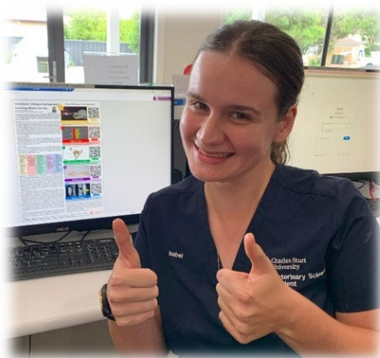
- 100% agreeing that the symposium provided them with opportunity to meet and network with other staff and students
- 80% agreeing that the symposium provided them with the opportunity to improve their presentation and public speaking skills

Positive comments included;

- Ability to interact with new people and create linkages
- It has inspired me to further consider studying with CSU
- Seeing the breadth of excellent research in the faculty
- The energy and inspiration that the event creates
- Opportunity for feedback on my research via the audience and assessors
- Opportunity to practice presentations and posters in a safe and supportive environment
- The dinner was fantastic

Areas for improvement included;

- Chair of sessions needing to stick to time
- Facilitate mixing of people so they move outside of their regular interaction groups
- Consider having two prizes for each award
- Management of audio-visual equipment
- Have a health stream and a science stream for prizes
- Encourage other academic staff to attend



Photos (top to bottom) – Workshop with Prof Julian Grant, Posters, Best HDR Presentation winner Jaymie Loy, Best Poster winner Isabel Kellaway, Meet and greet with Prof Sarah O'Shea

5. Stakeholders

5.1. Inter-Faculty and Research Institute Collaboration

FACULTY OF ARTS AND EDUCATION

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES

FOBJBS actively fosters inter-Faculty and CSU research institute collaborations, embracing a philosophy of win-win partnerships to enhance research capacity and opportunities for impactful projects. All three ADRs regularly meet with the OPVCR and each other to coordinate activities, including managing RIF funds, the Conscia Mentoring program, and other research support initiatives.

FOBJBS ADR maintains regular communication with three institutes at CSU. The ADR regularly meets the Gulbali Executive Director Professor Lee Baumgartner (e.g., 29/11/2024), RHRI Business Director Dr Nirdosh Puri and AICF Business Director Ms Rachel McDermott. The ADR visited RHRI multiple times (e.g., 20/3/2024, 4/6/2024, 1/7/2024), meeting its Executive Director, Deputy Director, and researchers to deepen collaborative ties. He also met Ms Rachel McDermott of AICF regularly given both are part of the Post-Cyber Security CRC. Both Dr Puri and Ms McDermott were invited to the FOBJBS FRC on 29/5/2024 and 17/9/2024, respectively. AICF Executive Director Professor Ganna Pogrebna presented at the FOBJBS Cyber Security workshop on 7/2/2024. On 14/5/2024, the ADR participated in AICF-organised discussions with the Defence Innovation Network (DIN) and the Executive Director, strengthening collaboration with AICF.

FOBJBS academics secured various seed funding grants from all three institutes. They also collaborated with the institutes on external funding applications and successfully obtained external grants, including a notable \$4.3M federal government grant for mental health research led by Professor Julaine Allan of RHRI, in partnership with Dr. Nicole Sugden and Professor Alfred Wong from the Faculty. FOBJBS are jointly working with Gulbali to develop a partnership with the Central NSW Joint Organisation (NSW JO) on water management issues. On 12/12/2024, the FOBJBS ADR and colleagues from CSU Engineering met with the NSW JO Executive Officer Jenny Bennett to explore partnership opportunities with 11 local councils.

FACULTY OF SCIENCE AND HEALTH

The Faculty of Science and Health have Fields of Research (FoRs) in common across all faculties and institutes. For example, many academics in SAEVS are also members of Gulbali and are working on collaborative projects. This specifically relates to Agriculture, veterinary and food sciences (FoR 30), Biological Sciences (FoR 31) and Environmental Sciences (FoR 41). While Gulbali is in the early stages of establishment there are strong signs of collaboration at both individual researcher and operational levels. At a faculty level, most health and wellbeing research occurs in FoSH. Together, these include FoRs 42 (Health sciences), 32 (Biomedical and clinical sciences) and 45 (Indigenous studies). Health and wellbeing researchers also sit in BJBS (52-Psychology) and FAE (44-Social work). A few teams have established interdisciplinary cross faculty health research. These include Sturt Scheme clusters such as Aging Well in Rural and Remote Australia, the Early Childhood Interdisciplinary Research (ECIR) group, and Regional Work and Organisational Resilience (RWOR).

The Rural Health Research Institute has a primary remit for world class health research. In 2023 they released a small grants scheme to Faculty researchers to support collaboration. Of the 23 approved applications, 11 are from FoSH. These will support collaborations in aged care, Indigenous health and wellbeing, and rural health services and wellbeing. Projects are due to conclude in June 2025. The spread of health research and researchers across the university calls for strategic alignment. This would enable more intentional engagement with partners and optimisation of research grant submissions. With the advent of the NHMRC offering targeted opportunities for regional grant submissions, Charles Sturt needs to position itself to activate its health researchers more strategically.

5.2. Key External Partners

List all key external stakeholders and provide a brief explaining the engagement/relationship.

FoSH

Given the breadth of research undertaken in FoSH including agricultural, environmental, veterinary sciences, human health sciences, health care disciplines, summarising stakeholder engagement is beyond the scope of this report. Mapping stakeholder engagement in health research across all the university is an operational goal for FoSH in 2024. Partner engagement for agriculture and environment will be visible through the development of Agripark and the Gulbali Strategic plan.

FOBJBS

FOBJBS academics are widely engaged with diverse external funding sources and collaborators, reflecting their strong external grant success (see Table 13 and 14) relative to the size of the Faculty. Given the Faculty's applied and multidisciplinary focus across fields such as business, law, psychology, IT, engineering, and policing, the list of all stakeholders can be big. While the list of partners is extensive, we have highlighted some notable collaborations in the table below as examples. Mapping and expanding stakeholder engagement remains a priority for the Faculty, supporting our commitment to impactful, real-world research.

Stakeholder	Engagement
Faculty of Arts and Education	

Faculty of Business, Justice, and Behavioural Sciences

Cyber Security CRC (CSCRC) and its partners including Data61 of CSIRO, Tata Consultancy Services (TCS), ParaFlare (now acquired by Deloitte), Quintessence Lab, NSW Government, WA Government and CISCO.	We participated in the Cyber Security CRC (2018–24) and its partners, securing ~\$4.75M in external funding and delivering multiple impactful projects.
Soil CRC and its partners including West Midland Group, North Central Catchment Management Authority, and Eyre Peninsula Landscape Board.	Our academics contributed to diverse projects, including soil stewardship and data analytics.
Food Agility CRC and its partners including Agrifutures Australia, SunRice, and Rice Research Australia Pty Ltd.,	Our academics contributed to diverse projects, including whole grain rice quality prediction and the evaluation of an AgriFood Data Exchange.

Faculty of Science and Health

6. Funding Support

6.1. Investment in Research Infrastructure

Over \$900,000.00 was awarded through the Research Investment Structure Scheme (RISS) in 2023 to provide essential equipment to support faculty research.

Applications were not submitted from the Faculty of Arts and Education.

Recipient	Purpose
Faculty of Business, Justice, and Behavioural Sciences - \$120,000.00	
Danielle Sulikowski	Equipment to improve laboratory provision in psychology, affording researchers with access to AI and VR technology that will allow them to explore virtual environments, digital avatars, and case-based training simulations, in ways that might not be possible with special populations.
Xiaodi Huang	Equipment to enhance research capacity to undertake highly specialised research in drone use, and AI technology in agricultural settings. Enhancing environmental monitoring, modelling, and forecasting in rural Australia using machine learning.
Faculty of Science and Health - \$825,000.00	

Martin Pal	High Performance computer workstations critical for processing and analysing biosecurity data.
Gayle Petersen	Establishing a rapid and cost-effective short read next-generation sequencing pipeline at NaLSH
Justin Roby	Equipment to improve researcher safety and expanding virus surveillance capacity at the NaLSH
Jade Forwood	Equipment supporting research strength areas in the life sciences.
Brian McSharry	Equipment Supporting World Class Biosecurity Research.
Francesco Marino	EEG System and NIRS System to support research of human neurovascular responses and their relationship to a changing environment.
Melissa Skein	Motion equipment to research and understand the effect of exercise, sleep and appetite on women's health in regional settings.
Remy Dehaan	Equipment enhancing aerial measurement capacity through a centralised, Cross-Faculty collaboration model.
Mohmad Farooq Shaikh	Zebrafish facility infrastructure for the study of acquired and genetic human diseases.

6.2. Research Investment Funding

Add commentary on uses of RIF funding.

The Research Investment Funds (RIF) allocated to Faculty research activities from the DVCR portfolio play a critical role in advancing CSU's research excellence. These funds are strategically utilised to support targeted Fields of Research (FoR), aligning with CSU's commitment to meeting TEQSA accreditation requirements. By fostering top-quality publications, enhancing FWCI, securing external grant income, ensuring on-time HDR completions, and conducting impactful research in key Fields of Research, RIF investments strengthen CSU's position in areas central to its educational mission. The effectiveness of this approach is evident in steady improvements across key metrics in 2023. In 2023, the percentage of Q1/Q2 and Q1 publications exceeded the averages for the period 2019–23 across all three Faculties (Table 9 & 10), as did the FWCI and outputs in the top 10% by citations (Table 11 & 12). Additionally, Faculty-involved HERDC income saw significant growth for FOBJBS and FOSH in 2023, increasing 2.72 times and 1.31 times, respectively, compared to 2022, while FOAE experienced only a slight decrease of \$108,305. These outcomes highlight the critical role of RIF in driving impactful research outputs and strengthening CSU's contribution to its priority fields.

In 2023 the Associate Deans Research (ADRs) from the Faculty of Science and Health (FoSH), Faculty of Business, Justice and Behavioural Science (BJBS) and Faculty of Arts and Education (FAE) worked collaboratively with the then PVCRI to allocate Research Investment Funding. The primary aim was to activate researcher capability and capacity to ensure academics are enabled to use their research allocation to engage in funded research and to meet the higher education provider category standards. Funds were prioritised for Academics with a Teaching/Research or Research function who did not have access to

alternative funding sources. Funding was also prioritised for academics with a teaching/research work function who were working in priority FoR areas.

In addition to the programs below the ADRs worked with the University Research Development team to trial the Conscia Research Staff Mentoring Program. It paired researching academics with an experienced academic research mentor to develop their research career, meet research goals, and strategize for future academic success. In 40 paired connections mentees primarily built their skills in:

1. Setting career goals.
2. Writing journal articles.
3. Academic writing skills.
4. Grant writing.

Conscia is being offered again in 2024 to support re-entering and early career researchers to become strategic, purposeful, and agile researchers.

6.2.1. Tri-Faculty Research Schemes

Research Investment Funds supported the below schemes common to each faculty, with a total of \$923,420.76 awarded in 2023.

- Conference Support – max. \$2,000 domestic and \$3,000 international
- Researcher Development Grant – max. \$5,000 per award
- New Staff Establishment Scheme – max. \$3,000 per award
- Open Access Publishing Fund – max. \$4,000 per article
- HDR Support Scheme - max. \$1,500 per award
- Subject Buyout Scheme – max. \$15,000 per award

Refer to [Appendix 17](#) to view the breakdown per faculty.

Scheme	Applications Received	Funding Requested	Applications Awarded	Funding Awarded
Conference Support	127	\$303,795.35	90	\$217,279.13
Researcher Development Scheme	34	\$115,585.00	25	\$85,900.00
New Staff Establishment Scheme	9	\$40,983.00	7	\$32,663.00
Open Access Publishing Fund	53	\$163,842.00	41	\$129,258.00
HDR Support Scheme	74	\$113,768.00	42	\$49,710.00
Subject Buyout Scheme	47	\$611,283.00	30	\$408,610.63
Total	344	\$1,349,256.35	235	\$923,420.76

Commented [MS12]: Can provide 2022 data if required, but limited as Tri Faculty (Cathy) was not employed till part way through the year.

FOSH specific innovations included:

- Establishing a Faculty Research leadership Team (FRLT) and communication strategy. This enabled the commencement of strategic and operational research leadership at School/Operational unit level to enact both university research targets and to focus on specific operational unit research needs. Activities included:
 - working with T/R academics to develop research plans.
 - Supporting HoS to enable T/R academics to have a research leader or peer in their EDRS meeting
 - Collaboratively planning operational unit goals for 2024
 - Co-designing faculty research lift strategies detailed below.
- Piloting an ECR grant writing scheme. This was codesigned and run by the ADR and Dr Emmaline Lear (Researcher development) online over five weeks. Three of the four participants were successful in their grant bid.
- Off-campus research and writing retreats in priority FoR areas: 4201-Allied health and rehabilitation science, 4205-Nursing, 4207-Sports science and exercise, and 320219 Paramedicine. Two overlapping retreats were held for four days November 2023 with a total of 13 attendees. Retreats were run by the ADR and respective AHoS RGS, Samantha Jakimowicz and Ian Skinner. Outputs included:
 - finalising and submitting manuscripts (five under review, four manuscripts accepted, one still in development,
 - conference abstracts and/presentations developed (five accepted and presented),
 - preparation of research grants (four external: two unsuccessful two awaiting outcomes),
 - completing transcription work, and completing data analysis.

The retreat facilitated mentorship, collegiality, and a recognition of the value of research activities. Comments from the 2024 evaluation of the 2023 retreat included: 'I'm now in the process of forming a new research team that involves collaboration with a local health partner', 'I feel like I can legitimately prioritise research time' '...awareness of the ECR grant writing program which I have now completed', 'I started my PhD with CSU', 'I built relationships with staff from SAHESS who have since collaborated with on two external grant applications', 'Great to have 'permission' or give myself 'permission' to spend time on research', 'Very valuable to have time with colleagues and learn from each other'.



Morning break times Galong research and writing retreat 2023

- Piloting 'Research Campus Connections' events across four campuses including Port Macquarie (n=26), Orange (n=46), Wagga Wagga (n=49) and Albury (n=32). Feedback was overwhelmingly positive. Participants (n = 153) valued opportunities to: contextualise and link research activities across the university, identify and talk with research leaders, FoR round table discussions, panel discussions, understanding internal and external drivers for research. RCCs were coordinated and attended by the ADR in collaboration with onsite AHoS RGS's. Key to the success of the events, was the attendance of the ADR and Subdean Graduate Studies. Their attendance was reported to reduced barriers to research engagement, facilitate a positive culture of research support, and set the tone for research collegiality and productivity.



Albury 2023 RCC's Panel discussion

- Supporting the Port Macquarie 'Poster Muster'

FOBJBS Input

FOBJBS introduced several initiatives and strategies in 2024 to strengthen research engagement, collaboration, and quality:

- Establishing a Faculty Research Leadership Team (FRLT) in addition to the Faculty Research Committee (FRC):

This team, comprising the ADR, School Research Leaders, six thematic leaders, and Heads of School (optional), met fortnightly in 2024 to discuss and advance Faculty research goals. Collaborative efforts included:

- Developing School-specific research strategies.
- Aligning thematic research priorities with Faculty and university-wide goals.

- Defining and Funding Research Themes:

Six thematic areas were established, aligning with the Faculty's priority FoR codes: Data Science and Cyber Security, Engineering, Psychology, Criminology, Marketing, and Management. These themes received funding through the CSU Research Investment Funds, supporting initiatives to boost high-quality publications and external grant success.

- Enhancing Research Development through Seminars and Workshops:

- A Faculty seminar series featured 19 sessions by internal and external speakers, including prominent academics such as Professor John Grundy, Australian Laureate Fellow. Topics ranged from career strategies to enhancing citation impact.
- An on-campus writing workshop in Bathurst provided academics with dedicated time and support for research writing, receiving highly positive feedback.

- **Fostering External Collaborations:**

The FOBJBS ADR visited EFI in Cambodia and four universities in India. Collaborations with the Yenepoya University, India has already started through many joint research discussions and online meetings among various groups of researchers from CSU and Yenepoya.

- **Supporting Recruitment and HDR Supervision:**

- The ADR played a key role in research-informed academic recruitments, ensuring the hiring of high-calibre academics. He was invited to the recruitment panels in 2024.
- Monthly "Meet the SDGS" sessions provided HDR students with opportunities to share their needs and expectations, complementing the Faculty's HDR symposium, which connected on-campus and online participants together through a hybrid mode in 2024.

These initiatives reflect FOBJBS's commitment to building a vibrant research culture and fostering multidisciplinary collaborations across the university and beyond.

7. Emerging Trends, Issues and Risks

BASED ON 2023

Add commentary based on data within this report. Where there is commonality, enter here.

Commentary specific to a single Faculty to be entered below.

7.1. Faculty of Arts and Education

TRENDS

Example The School of X continues to have strong performance across HERDC income, Q1 outputs and FWCI due to XXX, contributing X% to the Faculty HERDC income.

ISSUES

Example, lack of funding for thematics beyond that of STURT Groups and small projects in 2023 has meant that outputs in the XX FOE (Schools X, X and X) have not shown significant increase in outputs, however, xxx is being done.

Or

Delays in X caused X.

RISKS

7.2. Faculty of Business, Justice, and Behavioural Sciences

TRENDS

Trend 1: Steady Growth in the Percentage of Academics with Doctoral Degrees

The percentage of academics in FOBJBS with a doctoral degree among those with a research work function increased steadily (see Table 3 & 4) from (75% in 2019) 72% in 2020, to 74% in 2021, 78.22% in 2022, and reached 83.47% in 2023. Notably, within FOBJBS, CSU Engineering, SCME, and SOP achieved 100%, 92%, and 85%, respectively, in 2022 (Appendix 4). These numbers reflect a positive and sustained trajectory towards enhancing academic qualifications across the Faculty.

Trend 2: Emphasis on Publication Quality over Quantity

Regarding publication numbers and quality in FOBJBS, there is a trend of improving quality outputs accompanied by a slight decline in the number of outputs (see Appendix 6 and 8). Four schools (SOP, SCME, AGSPS and CLJ) within FOBJBS have a higher percentage of Q1/Q2 publications in 2023 (80.28%, 61.45%, 43.86% and 43.33%, respectively) than their overall averages during 2019-23 (75.3%, 54.91%, 40.78% and 35.25%, respectively). SOB remains consistent (53.41% in 2023 and 56.84% overall). SOPS achieved 100% Q1/Q2 in all years except in 2023 (33%), primarily due to their low annual publication numbers (3 outputs in 2023). Similarly, six schools (SCME, AGSPS, SOB, SOP, CLJ and SOPS) have higher FWCI in 2023 (2.572, 1.93, 1.847, 1.646, 1.209 and 0.79, respectively) than their overall FWCI for 2019-23 (2.39, 1.515, 1.353, 1.269, 1.05, and 0.447, respectively). This clearly indicates steady improvements in publication quality across the Faculty.

On the other hand, only two schools (AGSPS and SOP) have more outputs in 2023 (57 and 71, respectively) than 2019 (18 and 59, respectively). Two schools (SCME and SOB) have fewer outputs in 2023 (275 and 88, respectively) than in 2019 (518 and 163, respectively). Three schools (CLJ, CCES and SOPS) remain stable. Importantly, two schools with notable drops in the number of outputs are the two largest contributors within FOBJS: SCME accounts for 58% and SOB accounts for 17.50% of the total publications in FOBJBS.

Trend 3: Disparity in the Numbers of Publications among the Schools

Schools consistently rank within FOBJBS in terms of the number of outputs during 2019-23, with most of the outputs are produced by few schools (See Appendix 6). SCME produced the highest number of outputs (1,885 outputs) during 2019-23, accounting for approximately 58% of the total outputs in FOBJBS. SCME maintained the highest number of outputs within FOBJBS in each year since 2019. The School of Business (SOB) published the second-highest number of outputs (570 outputs) within FOBJBS during 2019-23 accounting for 17.50% of total outputs in FOBJBS. It also maintained the second highest number of publications across the schools in FOBJBS for all years from 2019 to 2023. SOP produced the third-highest outputs during 2019-23 (336 outputs; 10.32%) and in each year during this period.

Collectively, these three schools produced 85% of the total outputs of FOBJBS during 2019-23. Interestingly, SCME, SOB, and SOP consistently ranked as the top three contributors, producing the highest, second highest, and third-highest number of outputs, respectively, in each year from 2019 to 2023.

Trend 4: Significant Increase in HERDC Income, Particularly in Cat 4 and Cat 1

Both Faculty-managed (Table 13) and Faculty-involved (Table 14) HERDC income in all categories have significantly increased over the years. The total Faculty-involved HERDC income has increased from \$928,831 in 2019 to \$4,007,387 (4.31 times) in 2023 (Table 14). During this time, Faculty-involved HERDC income in Cat 1 has increased from \$148,691 to \$1,112,218 (7.48 times), in Cat 2 has increased from \$554,903 to \$920,570 (1.66 times), and in Cat 4 has increased from \$82,106 to \$1,833,189 (22.33 times). Cat 3 HERDC income remained steady. That is a significant increase in Cat 4 HERDC income.

During this period, Faculty-involved HERDC income increased in almost all schools (see Appendix 13). For example, it has increased in SCME from \$160,308 to \$1,544,580 (9.64 times), in CLJ has increased from \$48,952 to \$400,131 (8.17 times), in SOP has increased from \$10,953 to \$77,067 (7.04 times) and in SOB has increased from \$108,604 to \$494,970 (4.56 times).

Similarly, the total Faculty-managed HERDC income (see Table 13) has increased from \$458,814 in 2019 to \$3,308,937 in 2023 (7.22 times).

The increase in HERDC income aligns with the rise in both the number (from 42 in 2021 to 52 in 2022 and 51 in 2023) and value (from \$4,041,882 in 2021 to \$26,204,338 in 2022, and \$15,518,517 in 2023) of grant applications in FOBJBS (see Table 15 and Appendix 14). FOBJBS enjoys 29.41% success rate as shown in Table 16.

Trend 5: Consistently High Rates of On-Time HDR Completions

The overall timely HDR-completion rate in FOBJBS during 2018-23 was 90% and increased from 91% in 2018 to 95% in 2023 (see Table 18). The trend of high rates of on time completions in FOBJBS remains consistent over the years from 2018 to 2023. Table 22 shows that FOBJBS has fewer scholarships (81 in total) than FOSH (100). As per Table 17, the total HDR enrolments during 2018-23 in FOBJBS was 246 (FOSH 243; FOAE 189).

ISSUES

1. **Current financial challenges at CSU** due to declining domestic and international student numbers.
2. **Low percentage of academics meeting eligibility criteria** for serving as Principal Supervisors of PhD candidates in FOBJBS, with only 66% meeting the requirement in 2023.
3. **Research performance data management** at CSU, while improving, still has significant room for development. A lack of a single source of truth complicates data accuracy and reliability regarding publications, HERDC income, and external engagements.
4. **Inconsistent CRO data entry** practices, with many academics failing to record research outputs or assign appropriate FOR codes. Currently, FOR codes are not mandatory in the system. For example, a preliminary analysis in 2024 revealed that approximately 23% of research outputs in FOBJBS lacked assigned FOR codes in CRO. This finding raised concerns, prompting further data collection from the OPVCR, which revealed the actual percentage was even higher. Responding to this issue, we collaborated under the leadership of the DVCA and the FOBJBS Executive Dean, alongside the OPVCR, to identify all outputs without FOR codes across schools. Academics were then requested, through their Heads of School, to assign the appropriate FOR codes. Following multiple rounds of data review and updates from the OPVCR and supports from the Heads of School this issue was addressed and significantly mitigated.
5. **Potential misalignment of research investments** between CSU's institutes and Faculties. While significant investments are made through research institutes and centres, the needs of Faculty academics with research work functions can sometimes be overlooked.
6. **Ensuring ethical conduct of research:** There is a need to proactively monitor, address and ensure that all research conducted at CSU adheres to national ethical guidelines, as any breach of research ethics can have significant consequences.

7. **HDR Supervision Revenue Misalignment:** Faculties allocate significant workload to academics for HDR supervision, yet they may not receive sufficient revenue from the HDR supervisions for various reasons. This may create a financial disincentive for Faculties to support HDR supervision effectively.

RISKS

1. **Decreased research investment:** Weak financial capacity may lead to reduced research investment in the coming years, impacting CSU's ability to meet TEQSA requirements and improve its research profile.
2. **HDR supervision impact:** A low percentage of eligible Principal Supervisors risks reducing HDR supervision capacity and quality in FOJBS.
3. **Inaccurate planning and analysis:** Without reliable and consistent research data, CSU's strategic planning could become flawed or inefficient.
4. **Missed research outputs:** Incomplete CRO entries and non-mandatory FOR codes may result in missing outputs and skewed FOR code performance metrics, complicating evaluation and planning.
5. **Reduced research efficacy:** Misalignment between CSU research investments through institutes and the needs of faculty academics may lead to less effective utilisation of resources.
6. **Reputational risk:** A breach in research ethics could cause serious damage to CSU's reputation and trustworthiness, both nationally and internationally.
7. **Decreased HDR Support and Supervision Quality:** If the financial model does not appropriately incentivise HDR supervision, Faculties may deprioritise HDR support, leading to lower supervision quality, reduced HDR enrolments, and a potential negative impact on CSU's research performance and reputation.

7.3. Faculty of Science and Health

TRENDS

All operational units in FoSH have seen an increase in academics with a research function, however this has not yet resulted in an increase in the research active status of academics overall. Instead, there is an overall reduction in those reported to be research active. SAEVS, SAHES, TRDRH, and SDMS all show increasing trends in the number of academics with a research function holding Higher Degrees, with SDMS showing the strongest increase of 24.4%.

The percentage of Q1/Q2 outputs from FoSH academics have steadily increased from 66.42% in 2019 to 75.43% in 2023. The percentage of Q1 outputs from FoSH academics has also steadily increased from 46.34% in 2019 to 52.55% in 2023. The CDOH and SAHES have both demonstrated strong lifts at 25.98 and 24.24 percentage points respectively with the SRM lifting 52.38% from 2022-2023.

All operational units in FoSH show a steady increase in outputs in top 10% by citations with a cumulative increase of 4.62 percentage points. SAHES achieved the greatest increase from 8.07% in 2019 to 17.73% in 2023, more than doubling the percentage during the time-period. FWCI have also increased with SAHES and SDMS demonstrating the largest lifts.

HERDC CAT 1 grant income has increased from \$121,307.00 in 2019 to \$332,367.11 in 2021. It has since remained stable through to 2023. CAT 3 income has remained steady averaging \$537,584.62 per year.

The total value of grant proposals has increased while the number of submissions has decreased. In health research, SAHES, SNPHS and SDMS have all significantly increased the amount of grant funding requested. This represents an outstanding positive shift in both the culture and perceived value of research in FoSH and the support academics are receiving from operational unit, faculty, and university infrastructure.

A steady increase in HDR enrolments in the FOSH has been observed since 2021 with 47 enrolments in 2023 compared to 38 in 2018. Most enrolments (70%) are in the Doctor of Philosophy. There has also been an increase in the number of timely completions in 2023 (83%).

ISSUES

There is a need for academics to ensure that DPC have accurate data relating to HDR completions and that academics routinely update CRO data. Linking these data sets more explicitly would support accuracy or reporting.

11 adjuncts are in a research-only function and are not recorded as holding a doctoral degree.

Health researchers are achieving lift across all research activities. With this growth comes the need for a more strategic and coordinated approach to health research and engagement across Charles Sturt.

The work of face-to-face engagement through FoSH Research Campus Connections and off campus writing retreats need to be supported to continue the upward trend in FoSH research culture.

RISKS

There is currently no organisational unit that has oversight of health research grant submissions and activities across the university. Given this is one the largest teaching areas (FoE 06), this lack of coordination may prevent the management and submission of larger grant bids and may risk the presentation of an uncoordinated front to the many health research collaborators across the Charles Sturt footprint. This is becoming imperative as health researchers are demonstrating lift in their research income and quality outputs. They will be seeking larger and more impactful opportunities for research and engagement, such as regionally targeted NHMRC and MRFF bids.

There is no coordinated line of sight to health research industry collaborators across Charles Sturt. While the partnerships and engagement team are active in some of this area their remit does not lie primarily with research activity. Most faculty health researchers build research partnerships based on their local and clinical connections. We value these connections at Charles Sturt and want to be able to credibly optimise and scale them. While the ADR has some scope for this activity, it reaches far beyond FoSH alone. There is a risk of uncoordinated engagement and loss of credibility with health industry research partners.

While there is demonstrated lift in research activity across the Health FoRs (32 & 42), there remains a risk that we may not achieve sufficient research activity to meet the Australian University Provider Category Standards.

8. Recommendations

Where there are common recommendations, enter here.

Recommendations specific to a single Faculty to be entered below.

8.1. Faculty of Arts and Education

8.2. Faculty of Business, Justice, and Behavioural Sciences

- Maintain research investment:** To meet TEQSA requirements and strengthen the research profile, CSU must prioritise maintaining research investment. Improved rankings could also attract more students, addressing enrolment challenges.
- Increase Principal Supervisor eligibility:** Strengthen Research Investment Funds to support academics in producing high-quality publications, securing external grants, and participating in collaborative projects, which will ultimately increase the supervision capacity in FOBJBS.
- Enhance data management:** Prioritise establishing a single source of truth for research performance data, at least ensuring reliable trend data on key metrics such as publication numbers, quality, and HERDC income for individuals and operational units.
- Improve CRO practices:** Develop a high-priority project to automate research output collection into CRO, like Google Scholar, and introduce mandatory fields for assigning appropriate FOR codes and/or use AI for automatic assignment of the FOR codes.
- Align investments with faculty needs:** Foster better coordination between Faculties and research institutes to ensure investments align with Faculty and institute requirements. This will improve the effectiveness of CSU's research efforts.
- Strengthen training and oversight:** Train all Heads of School, SDGs, ADRs, and Deputy Deans as Research Integrity Advisors (RIAs) in alignment with the NHMRC research ethics guidelines. This will empower Heads of School to engage in regular and systematic proactive discussions with their staff during performance review meetings (PPDRs), ensuring adherence to ethical guidelines and addressing potential issues early. They may need to maintain risk registers.
- Align HDR Revenue Allocation with Workload Commitment:** Review and revise the university's financial model to ensure that Faculties receive revenue for HDR students that aligns more closely with the workload allocated to supervision. This could include:
 - Developing a funding framework that reflects the true cost of HDR supervision.
 - Incentivizing Faculties with additional funding tied to HDR completions and research outputs.
 - Exploring collaborative funding models that share HDR supervision costs between Faculties and central research budgets.

This adjustment would motivate Faculties to prioritize HDR supervision and ensure that resources are adequately allocated to support HDR programs, fostering CSU's overall research excellence.

8.3. Faculty of Science and Health

Appendix 1.

Principal Supervisor Eligibility Status

Data below is Teaching and Research and Research Only functions, SoT, CISAC and CCES adjuncts have been adjusted to academic

School	Eligible	Ineligible	Grand Total
Faculty of Arts and Education			
Centre for Islamic Studies and Civilisation	8	4	12
Research Only Function	2	3	5
Teaching and Research Function	6	1	7
Faculty of Arts and Education - Faculty Offices	1	1	2
Research Only Function	1	1	2
School of Education	26	10	36
Research Only Function	1		1
Teaching and Research Function	25	10	35
School of Indigenous Australian Studies	2	2	4
Research Only Function		1	1
Teaching and Research Function	2	1	3
School of Information and Communication Studies	17	6	23
Research Only Function		1	1
Teaching and Research Function	17	5	22
School of Social Work and Arts	26	10	36
Research Only Function	2		2
Teaching and Research Function	24	10	34
School of Theology	14	15	29
Research Only Function		1	1
Teaching and Research Function	14	14	28
Grand Total	94	48	142
Faculty of Business, Justice and Behavioural Sciences			
Australian Graduate School of Policing and Security	8	7	15
Research Only Function	1		1
Teaching and Research Function	7	7	14
Centre for Customs and Excise Studies	3	4	7

Teaching and Research Function	3	4	7
Centre for Law and Justice	6	3	9
Research Only Function	1		1
Teaching and Research Function	5	3	8
CSU Engineering	3	1	4
Teaching and Research Function	3	1	4
School of Business	17	9	26
Research Only Function	2		2
Teaching and Research Function	15	9	24
School of Computing, Mathematics and Engineering	23	8	31
Research Only Function	5	4	9
Teaching and Research Function	18	4	22
School of Policing Studies	2	2	4
Teaching and Research Function	2	2	4
School of Psychology	18	7	25
Teaching and Research Function	18	7	25
Grand Total	80	41	121

Faculty of Science and Health

Centre of Rural Dentistry and Oral Health	2	10	12
Teaching and Research Function	2	10	12
School of Agricultural, Environmental and Veterinary Sciences	87	22	109
Research Only Function	8	1	9
Teaching and Research Function	79	21	100
School of Allied Health, Exercise and Sports Sciences	33	12	45
Teaching and Research Function	33	12	45
School of Dentistry and Medical Sciences	29	14	43
Research Only Function		1	1
Teaching and Research Function	29	13	42
School of Nursing, Paramedicine and Healthcare Sciences	21	24	45
Teaching and Research Function	21	24	45
School of Rural Medicine	7	2	9
Teaching and Research Function	7	2	9
Three Rivers University Department of Rural Health	8	2	10
Research Only Function	5	1	6
Teaching and Research Function	3	1	4

Commented [GJ13]: @Burns, John is there any way that the data from the defunct schools can be merged into the existing schools? we no longer have biomedical sciences (merged into dentistry and medical sciences) or community health (merged into SAHESS). thank you

Commented [GJ14R13]: Can we also please have some trend data? thank you

Commented [BJ15R13]: @Grant, Julian I will see what I can do once I have looked at missing information, however the DPC data which I have access to indicates that there are numerous individuals who had current affiliations to these two schools (in aggregate) as at 31 December 2023. Is there any plan for such staff to have their DPC affiliations updated?

Commented [GJ16R13]: @Burns, John thanks so much for this. I will follow up with DPC. Individuals should not have had to do this individually. I know I didn't

Commented [GJ17R13]: @Burns, John Ive been thinking about this a bit more and those schools did not even exist in 2023 so I dont know why they are coming up in the data. They didnt last year.

Grand Total	187	86	273
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Appendix 2.

Trend data - Principal Supervisor Eligibility Status

This includes research only and teaching and research staff.

Please note that the year in this table relates to the year that the outcomes were calculated. This is the year after the last year of the reference period. In other words, the 2023 results were calculated last year and were based on 2020-2022 data

School	Research Active	Not Research Active	Grand Total
Faculty of Arts and Education			
Centre for Islamic Studies and Civilisation	33	16	49
2019	7	2	9
2020	6	3	9
2021	7	2	9
2022	7	3	10
2023	6	6	12
Faculty of Arts and Education - Faculty Offices	1	4	5
2021		1	1
2022		2	2
2023	1	1	2
School of Education	85	72	157
2019	23	2	25
2020	13	16	29
2021	15	17	32
2022	15	20	35
2023	19	17	36
School of Indigenous Australian Studies	7	10	17
2019	3		3
2020	1	2	3
2021	1	2	3
2022	1	3	4

2023	1	3	4
School of Information and Communication Studies	60	24	84
2019	15		15
2020	10	5	15
2021	9	6	15
2022	13	5	18
2023	13	8	21
School of Social Work and Arts	126	46	172
2019	24	8	32
2020	24	9	33
2021	26	9	35
2022	27	9	36
2023	25	11	36
School of Theology	56	60	116
2019	15	5	20
2020	6	14	20
2021	12	11	23
2022	11	14	25
2023	12	16	28
Grand Total	368	232	600
Faculty of Business, Justice and Behavioural Sciences			
Australian Graduate School of Policing and Security	32	29	61
2019	9	2	11
2020	6	5	11
2021	5	7	12
2022	6	7	13
2023	6	8	14
Centre for Customs and Excise Studies	17	13	30
2019	4	1	5
2020	4	2	6
2021	4	2	6

2022	1	5	6
2023	4	3	7
Centre for Law and Justice	19	18	37
2019	5	1	6
2020	2	4	6
2021	3	4	7
2022	4	5	9
2023	5	4	9
CSU Engineering	10	3	13
2019	1	1	2
2020	2		2
2021	2		2
2022	2	1	3
2023	3	1	4
School of Business	82	41	123
2019	17	6	23
2020	15	8	23
2021	17	8	25
2022	16	10	26
2023	17	9	26
School of Computing, Mathematics and Engineering	80	33	113
2019	16	3	19
2020	14	7	21
2021	14	7	21
2022	17	5	22
2023	19	11	30
School of Policing Studies	1	8	9
2019	1		1
2020		1	1
2021		1	1
2022		3	3
2023		3	3

School of Psychology	67	32	99
2019	10	5	15
2020	11	6	17
2021	13	6	19
2022	16	7	23
2023	17	8	25
Grand Total	308	177	485

Faculty of Science and Health

Centre of Rural Dentistry and Oral Health	5	29	34
2019	2	1	3
2020		5	5
2021		6	6
2022	1	7	8
2023	2	10	12
School of Agricultural, Environmental and Veterinary Sciences	357	111	468
2019	68	10	78
2020	68	21	89
2021	70	20	90
2022	74	29	103
2023	77	31	108
School of Allied Health, Exercise and Sports Sciences	98	91	189
2019	24	7	31
2020	14	22	36
2021	14	23	37
2022	18	23	41
2023	28	16	44
School of Dentistry and Medical Sciences	111	65	176
2019	24	4	28
2020	17	16	33
2021	20	15	35
2022	24	15	39
2023	26	15	41

School of Nursing, Paramedicine and Healthcare Sciences	48	116	164
2019	18	3	21
2020	2	29	31
2021	4	29	33
2022	9	28	37
2023	15	27	42
School of Rural Medicine	10	8	18
2019	2		2
2020	2	1	3
2021	2	1	3
2022	2	3	5
2023	2	3	5
Three Rivers University Department of Rural Health	27	19	46
2019	5	1	6
2020	4	6	10
2021	5	5	10
2022	6	4	10
2023	7	3	10
Grand Total	656	439	1095

Appendix 3.

Academic Staff Qualifications at School level

Schools	Doctoral Degree	Not Doctoral Degree	Grand Total
Faculty of Arts And Education			
Faculty of Arts and Education - Faculty Offices	2		2
Research Only Function	2		2
School of Education	28	80	36
Research Only Function		1	1
Teaching and Research Function	28	7	35
School of Indigenous Australian Studies	4		4
Research Only Function	1		1
Teaching and Research Function	3		3
School of Information and Communication Studies	20	3	23
Research Only Function	1		1
Teaching and Research Function	19	3	22
School of Social Work and Arts	32	4	36
Research Only Function	2		2
Teaching and Research Function	30	4	34
School of Theology	24	5	29
Research Only Function	1		1
Teaching and Research Function	23	5	28
Centre for Islamic Studies and Civilisation	10	2	12
Research Only Function	4	1	5
Teaching and Research Function	6	1	7
Grand Total	110	66	176
Faculty of Business, Justice and Behavioural Sciences			
Australian Graduate School of Policing and Security	11	4	15
Research Only Function	1		1

Teaching and Research Function	10	4	14
Centre for Law and Justice	7	2	9
Research Only Function	1		1
Teaching and Research Function	6	2	8
School of Business	19	7	26
Research Only Function	2		2
Teaching and Research Function	17	7	24
School of Computing, Mathematics and Engineering	33	2	35
Research Only Function	8	1	9
Teaching and Research Function	25	1	26
School of Policing Studies	4		4
Teaching and Research Function	4		4
School of Psychology	22	3	25
Teaching and Research Function	22	3	25
Centre for Customs & Excise Studies	5	2	7
Teaching and Research Function	5	2	7
Grand Total	101	20	121

Faculty of Science and Health

Centre of Rural Dentistry and Oral Health	5	7	12
Teaching and Research Function	5	7	12
School of Agricultural, Environmental and Veterinary Sciences	87	22	109
Research Only Function	6	3	9
Teaching and Research Function	81	19	100
School of Allied Health, Exercise and Sports Sciences	31	14	45
Teaching and Research Function	31	14	45
School of Dentistry and Medical Sciences	34	9	43
Research Only Function	1		1
Teaching and Research Function	33	9	42
School of Nursing, Paramedicine and Healthcare Sciences	23	22	45
Teaching and Research Function	23	22	45

Commented [GJ18]: @Burns, John can all tables be as per the comment above re schools? thank you

School of Rural Medicine	6	3	9
Teaching and Research Function	6	3	9
Three Rivers University Department of Rural Health	6	4	10
Research Only Function	5	1	6
Teaching and Research Function	1	3	4
Grand Total	192	81	273

Appendix 4.

Trend data - Academic Staff Qualifications at School level

[Same caveats apply as per main segment of report]

Faculty	Doctoral Degree	Not Doctoral Degree	Grand Total
Faculty of Arts and Education	453	127	580
Centre for Islamic Studies and Civilisation	26	6	32
2019	6	3	9
Research Focused	2	3	5
Teaching and Research	4		4
2020	7	1	8
Research Focused	2	1	3
Teaching and Research	5		5
2021	6	1	7
Research Focused	1	1	2
Teaching and Research	5		5
2022	7	1	8
Research Focused	2	1	3
Teaching and Research	5		5
Faculty of Arts and Education - Faculty Offices	8		8
2019	4		4
Research Focused	1		1
Teaching and Research	3		3
2020	3		3
Research Focused	1		1
Teaching and Research	2		2
2021	1		1
Teaching and Research	1		1
School of Communication and Creative Industries	31	32	63
2019	12	12	24
Research Focused	0		0
Teaching and Research	12	12	24
2020	11	11	22
Research Focused	0		0
Teaching and Research	11	11	22

2021	8	9	17
Research Focused	0		0
Teaching and Research	8	9	17
School of Education	103	25	128
2019	23	6	29
Research Focused	1	1	2
Teaching and Research	22	5	27
2020	25	7	32
Research Focused	1	0	1
Teaching and Research	24	7	31
2021	26	7	33
Teaching and Research	26	7	33
2022	29	5	34
Teaching and Research	29	5	34
School of Indigenous Australian Studies	16	2	18
2019	5	1	6
Research Focused	1		1
Teaching and Research	4	1	5
2020	3	1	4
Teaching and Research	3	1	4
2021	4		4
Teaching and Research	4		4
2022	4		4
Teaching and Research	4		4
School of Information and Communication Studies	41	5	46
2019	9	1	10
Teaching and Research	9	1	10
2020	9		9
Teaching and Research	9		9
2021	8	1	9
Teaching and Research	8	1	9
2022	15	3	18
Teaching and Research	15	3	18
School of Social Work and Arts	93	30	123
2019	22	6	28
Research Focused	1		1
Teaching and Research	21	6	27
2020	22	9	31
Research Focused	2	2	4
Teaching and Research	20	7	27
2021	22	7	29

Research Focused	1	2	3
Teaching and Research	21	5	26
2022	27	8	35
Research Focused	1	1	2
Teaching and Research	26	7	33
School of Theology	135	27	162
2019	33	7	40
Research Focused	1		1
Teaching and Research	32	7	39
2020	33	7	40
Research Focused	2		2
Teaching and Research	31	7	38
2021	33	7	40
Research Focused	2		2
Teaching and Research	31	7	38
2022	36	6	42
Research Focused	4		4
Teaching and Research	32	6	38
Grand Total	453	127	580

Faculty	Doctoral Degree	Not Doctoral Degree	Grand Total
Faculty of Business, Justice and Behavioural Sciences	355	120	475
Australian Graduate School of Policing and Security	29	16	45
2019	7	4	11
Research Focused	1		1
Teaching and Research	6	4	10
2020	7	5	12
Research Focused	1		1
Teaching and Research	6	5	11
2021	7	4	11
Research Focused	1		1
Teaching and Research	6	4	10
2022	8	3	11
Research Focused	1		1
Teaching and Research	7	3	10
Centre for Customs and Excise Studies	19	16	35
2019	4	4	8
Research Focused		1	1
Teaching and Research	4	3	7
2020	5	4	9

Research Focused		1	1
Teaching and Research	5	3	8
2021	5	4	9
Research Focused		1	1
Teaching and Research	5	3	8
2022	5	4	9
Research Focused		1	1
Teaching and Research	5	3	8
Centre for Law and Justice	23	10	33
2019	7	3	10
Teaching and Research	7	3	10
2020	7	3	10
Teaching and Research	7	3	10
2021	6	2	8
Teaching and Research	6	2	8
2022	3	2	5
Teaching and Research	3	2	5
CSU Engineering	20		20
2019	6		6
Teaching and Research	6		6
2020	6		6
Teaching and Research	6		6
2021	5		5
Teaching and Research	5		5
2022	3		3
Teaching and Research	3		3
Faculty of Business, Justice and Behavioural Sciences - Faculty Offices	9	13	22
2019	5	4	9
Research Focused	2	1	3
Teaching and Research	3	3	6
2020	2	6	8
Research Focused	1	1	2
Teaching and Research	1	5	6
2021	2	3	5
Teaching and Research	2	3	5
School of Business	88	44	132
2019	26	12	38
Teaching and Research	26	12	38
2020	23	14	37
Research Focused	1	2	3

Teaching and Research	22	12	34
2021	20	11	31
Research Focused	1	1	2
Teaching and Research	19	10	29
2022	19	7	26
Research Focused	2		2
Teaching and Research	17	7	24
School of Computing, Mathematics and Engineering	97	6	103
2019	21	1	22
Research Focused	2		2
Teaching and Research	19	1	20
2020	26	2	28
Research Focused	5	1	6
Teaching and Research	21	1	22
2021	26	1	27
Research Focused	3		3
Teaching and Research	23	1	24
2022	24	2	26
Research Focused	1	1	2
Teaching and Research	23	1	24
School of Policing Studies		2	2
2021		1	1
Teaching and Research		1	1
2022		1	1
Teaching and Research		1	1
School of Psychology	70	13	83
2019	21	4	25
Teaching and Research	21	4	25
2020	21	3	24
Teaching and Research	21	3	24
2021	11	3	14
Teaching and Research	11	3	14
2022	17	3	20
Teaching and Research	17	3	20
Grand Total	355	120	475

Faculty	Doctoral Degree	Not Doctoral Degree	Grand Total
Faculty of Science and Health	614	350	964
Centre of Rural Dentistry and Oral Health	5	3	8
2022	5	3	8

Research Focused		1	1
Teaching and Research	5	2	7
Faculty of Science and Health - Faculty Offices	9		9
2019	4		4
Research Focused	1		1
Teaching and Research	3		3
2020	3		3
Research Focused	1		1
Teaching and Research	2		2
2021	2		2
Teaching and Research	2		2
School of Agricultural, Environmental and Veterinary Sciences	293	75	368
2019	68	20	88
Research Focused	6	2	8
Teaching and Research	62	18	80
2020	74	18	92
Research Focused	4		4
Teaching and Research	70	18	88
2021	73	16	89
Research Focused	1		1
Teaching and Research	72	16	88
2022	78	21	99
Research Focused	6	3	9
Teaching and Research	72	18	90
School of Allied Health, Exercise and Sports Sciences	108	92	200
2019	27	24	51
Research Focused	2		2
Teaching and Research	25	24	49
2020	28	28	56
Research Focused	2		2
Teaching and Research	26	28	54
2021	29	22	51
Research Focused	2		2
Teaching and Research	27	22	49
2022	24	18	42
Teaching and Research	24	18	42
School of Dentistry and Medical Sciences	131	98	229
2019	35	29	64
Research Focused	2	1	3

Teaching and Research	33	28	61
2020	38	32	70
Research Focused	2	3	5
Teaching and Research	36	29	65
2021	27	26	53
Research Focused		2	2
Teaching and Research	27	24	51
2022	31	11	42
Research Focused	2	1	3
Teaching and Research	29	10	39
School of Nursing, Paramedicine and Healthcare Sciences	49	52	101
2019	10	9	19
Teaching and Research	10	9	19
2020	13	9	22
Teaching and Research	13	9	22
2021	12	10	22
Teaching and Research	12	10	22
2022	14	24	38
Teaching and Research	14	24	38
School of Rural Medicine	4	3	7
2021	2		2
Teaching and Research	2		2
2022	2	3	5
Teaching and Research	2	3	5
Three Rivers University Department of Rural Health	15	27	42
2019	4	7	11
Research Focused	1	2	3
Teaching and Research	3	5	8
2020	5	6	11
Research Focused	3		3
Teaching and Research	2	6	8
2021	3	8	11
Research Focused	2	2	4
Teaching and Research	1	6	7
2022	3	6	9
Research Focused	3	1	4
Teaching and Research		5	5
Grand Total	614	350	964

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Appendix 5.

Adjunct Staff Holding Teaching/Research Positions

School	Doctoral Degree	Not Doctoral Degree	Grand Total
Faculty of Arts and Education			
School of Education	29	13	42
Research Only Function	20	9	29
Teaching and Research Function	9	4	13
School of Information and Communication Studies	17	20	37
Research Only Function	5	1	6
Teaching and Research Function	12	19	31
School of Social Work and Arts	14	5	19
Research Only Function	8	3	11
Teaching and Research Function	6	2	8
Grand Total	60	38	98
Faculty of Business, Justice and Behavioural Sciences			
Australian Graduate School of Policing and Security	8	5	13
Research Only Function	4		4
Teaching and Research Function	4	5	9
Centre for Law and Justice	2		2
Teaching and Research Function	2		2
Faculty of Business, Justice and Behavioural Sciences - Faculty Offices	2		2
Research Only Function	2		2
School of Business	10	3	13
Research Only Function	6	2	8
Teaching and Research Function	4	1	5
School of Computing, Mathematics and Engineering	5	4	9
Research Only Function	1	1	2
Teaching and Research Function	4	3	7

School of Policing Studies	2	2	4
Research Only Function	1	1	2
Teaching and Research Function	1	1	2
School of Psychology	9	6	15
Research Only Function	2	1	3
Teaching and Research Function	7	5	12
Grand Total	38	20	58

Faculty of Science and Health

Centre of Rural Dentistry and Oral Health		1	1
Teaching and Research Function		1	1
Faculty of Science and Health - Faculty Offices	3		3
Research Only Function	2		2
Teaching and Research Function	1		1
School of Agricultural, Environmental and Veterinary Sciences	31	26	57
Research Only Function	12	4	16
Teaching and Research Function	19	22	41
School of Allied Health, Exercise and Sports Sciences	5	5	10
Research Only Function	3	4	7
Teaching and Research Function	2	1	3
School of Dentistry and Medical Sciences	15	4	19
Research Only Function	7	1	8
Teaching and Research Function	8	3	11
School of Nursing, Paramedicine and Healthcare Sciences	13	4	17
Research Only Function	7	1	8
Teaching and Research Function	6	3	9
School of Rural Medicine	6	7	13
Teaching and Research Function	6	7	13
Three Rivers University Department of Rural Health		1	1
Research Only Function		1	1
Grand Total	73	48	121

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Appendix 6.

Research Outputs

Below is an overview of research outputs at school level. [Data is sourced from Pure]

School	2019 Output Count	2020 Output Count	2021 Output Count	2022 Output Count	2023 Output Count	Overall Output Count
Faculty of Arts and Education						
Centre for Islamic Studies and Civilisation	25	17	16	18	18	94
Communication and Creative Industries	46	27	18	1	0	92
Education	183	239	138	114	130	804
Faculty Office, Arts and Education	52	30	21	12	11	126
Indigenous Australian Studies	6	1	7	7	6	27
Information and Communication Studies	77	101	70	97	62	407
Social Work and Arts	133	113	96	64	72	478
Theology	37	55	27	24	21	164
Faculty of Business, Justice and Behavioural Sciences						
Australian Graduate School of Policing and Security	18	30	52	22	57	179
Business	163	131	83	105	88	570
Centre for Customs and Excise Studies	7	4	-	18	6	35
Centre for Law and Justice	30	21	43	15	30	139
Computing, Mathematics and Engineering	518	401	474	217	275	1,885
Faculty Office, Business, Justice and Behavioural Sciences	35	29	22	14	4	104
Policing Studies	3	1	-	1	3	8
Psychology	59	66	69	71	71	336
Faculty of Science and Health						
Agricultural, Environmental and Veterinary Sciences	877	940	734	475	467	3,493
Allied Health, Exercise and Sports Sciences	200	212	191	153	146	902
Centre for Dentistry and Oral Health	11	21	20	28	7	87
Dentistry and Medical Sciences	302	372	288	194	198	1,354

Faculty Office, Science and Health	57	46	32	16	22	173
Nursing, Paramedicine and Healthcare Sciences	127	141	126	136	108	638
Rural Medicine	-	-	3	7	6	16
Three Rivers University Department of Rural Health	2	5	16	29	24	76
Veterinary Clinics	2	-	-	-	-	2

Appendix 7.

Priority FoR Outputs

Data @ March 2024

FoE / FoR	Faculty	School	2023 Output	2023 FWCI
01 - NATURAL AND PHYSICAL SCIENCES				
31 - Biological sciences			349	1.34
3101 - Biochemistry and Cell Biology	FoSH	SDMS		1.2
3103 - Ecology		SAEVS / GULBALI		1.16
3109 - Zoology		SAEVS / GULBALI		0.85
02 - INFORMATION TECHNOLOGY				
46 - Information and computing sciences			802	1.37
4603 - Computer vision and multimedia computation	FoBJBS	SCME / AICF		1.48
4604 - Cybersecurity and privacy		SCME / AICF		1.46
4605 - Data management and data science		SCME / AICF		2.37
4606 - Distributed Computing and Systems Software		SCME / AICF		1.33
4610 - Library and Information Studies	FoAE	SICS		1.24
05 - AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES				
30 - Agricultural, veterinary and food sciences			962	1.22
3003 - Animal Production	FoSH	SAEVS / GULBALI		0.84
3004 - Crop and Pasture production		SAEVS / GULBALI		1.26
3006 - Food Sciences		SDMS / GULBALI		1.39

3008 - Horticultural production		SAEVS / GULBALI		1.16
3009 - Veterinary Sciences		SAEVS / GULBALI		1.1
41 - Environmental sciences			353	1.48
4102 - Ecological applications	FoSH	SAEVS / GULBALI		1.93
4104 - Environmental management		SAEVS / GULBALI		1.4
06 - HEALTH				
32 - Biomedical and clinical sciences			382	1.51
3201 - Cardiovascular medicine and haematology	FoSH	SDMS		2.17
3202 - Clinical Sciences		SAHESS / SDMS / RHRI		0.89
42 - Health sciences			490	1.45
4201 - Allied health and rehabilitation science	FoSH	SAHESS / TRDRH		1.44
4203 - Health services and systems		SRM / SNPHS / SDMS / SAHESS / RHRI / TRDRH		1.32
4205 - Nursing		SNPHS / TRDRH		1.34
4206 - Public health		SAHESS / SRM / RHRI / TRDRH		1.6
4207 - Sports science and exercise		SAHESS		1.04
07 - EDUCATION				
39 - Education			790	1.26
3901 - Curriculum and pedagogy	FoAE/ FoSH	SoE / TRDRH		1.3
3903 - Education Systems	FoAE	SoE		1.41
08 - MANAGEMENT AND COMMERCE				
35 - Commerce, management, tourism and services			236	1.16
3506 - Marketing	FoBJBS	SoB		1.38

3507 - Strategy, management and organisational behaviour		SoB		1.74
09 - SOCIETY AND CULTURE				
44 - Human society			663	1.09
4402 - Criminology	FoBJBS	SoPS/ AGSPS		1.13
4409 - Social Work	FoAE	SSWA		0.94
4410 - Sociology		SSWA		1.11
45 - Indigenous studies			96	1.43
4501 - Aboriginal and Torres Strait Islander culture, language and history	FoAE	SIAS		0.2
4502 - Aboriginal and Torres Strait Islander education		SIAS		0.36
4503 - Aboriginal and Torres Strait Islander environmental knowledges and management		SIAS		-
4504 - Aboriginal and Torres Strait Islander Health and Well being	FoSH	SNPHS		1.23
47 - Language, communication and culture			127	1.76
4701 Communication and Media Studies	FoAE	SICS		1.37
48 - Law and legal studies			73	0.46
4804 - Law in Context	FoBJBS	CCES		0.83
50 - Philosophy and religious studies			696	1.00
5001 - Applied Ethics	FoAE	SSWA		1.19
5004 - Religious Studies		SoT / CISAC / ACC&C		0.91
5005 - Theology		SoT / CISAC / ACC&C		0.55
52 - Psychology			204	1.14
5201 - Applied and developmental psychology	FoBJBS	SPsych		0.13

Appendix 8.

Q1/Q2 Research Outputs

[Data sourced from Pure and CSU journal list]

School	Overall	2019	2020	2021	2022	2023
Faculty of Arts and Education						
Centre for Islamic Studies and Civilisation	32.98	-	23.53	50.00	61.11	44.44
Communication and Creative Industries	18.48	13.04	14.81	38.89	-	
Education	62.56	60.11	64.02	61.59	58.77	67.69
Faculty Office, Arts and Education	42.86	23.08	46.67	61.90	50.00	81.82
Indigenous Australian Studies	37.04	-	-	57.14	71.43	16.67
Information and Communication Studies	53.32	36.36	51.49	57.14	51.55	75.81
Social Work and Arts	46.65	45.11	45.13	42.71	39.06	63.89
Theology	41.46	29.73	38.18	37.04	62.50	52.38
Faculty of Business, Justice and Behavioural Sciences						
Australian Graduate School of Policing and Security	40.78	50.00	40.00	38.46	31.82	43.86
Business	56.84	53.99	58.78	68.67	52.38	53.41
Centre for Customs and Excise Studies	2.86	-	25.00		-	-
Centre for Law and Justice	35.25	50.00	38.10	20.93	26.67	43.33
Computing, Mathematics and Engineering	54.91	35.52	50.87	67.72	72.35	61.45
Faculty Office, Business, Justice and Behavioural Sciences	60.58	57.14	51.72	72.73	71.43	50.00
Policing Studies	75.00	100.00	100.00		100.00	33.33
Psychology	75.30	76.27	63.64	76.81	78.87	80.28
Faculty of Science and Health						
Agricultural, Environmental and Veterinary Sciences	75.55	73.43	70.53	76.29	82.95	80.94
Allied Health, Exercise and Sports Sciences	64.30	58.50	58.96	64.40	64.71	79.45
Centre for Dentistry and Oral Health	40.23	45.45	23.81	40.00	35.71	100.00
Dentistry and Medical Sciences	63.22	63.58	59.68	62.85	62.37	70.71
Faculty Office, Science and Health	60.12	49.12	58.70	65.63	87.50	63.64
Nursing, Paramedicine and Healthcare Sciences	66.93	49.61	56.74	78.57	78.68	72.22

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Rural Medicine	81.25			66.67	71.43	100.00
Three Rivers University Department of Rural Health	55.26	50.00	40.00	62.50	58.62	50.00
Veterinary Clinics	50.00	50.00				

Appendix 9.

Q1 Outputs

[Data sourced from Pure and CSU journal list]

School	Overall	2019	2020	2021	2022	2023
Faculty of Arts and Education						
Centre for Islamic Studies and Civilisation	28.72	-	17.65	50.00	44.44	44.44
Communication and Creative Industries	8.70	-	3.70	38.89	-	
Education	40.67	38.25	33.05	49.28	39.47	50.00
Faculty Office, Arts and Education	25.40	5.77	33.33	33.33	41.67	63.64
Indigenous Australian Studies	22.22	-	-	42.86	28.57	16.67
Information and Communication Studies	31.45	24.68	33.66	20.00	30.93	50.00
Social Work and Arts	28.03	9.77	26.55	33.33	31.25	54.17
Theology	23.78	16.22	10.91	22.22	54.17	38.10
Faculty of Business, Justice and Behavioural Sciences						
Australian Graduate School of Policing and Security	24.58	27.78	33.33	19.23	22.73	24.56
Business	39.12	39.88	35.11	48.19	35.24	39.77
Centre for Customs and Excise Studies	2.86	-	25.00		-	-
Centre for Law and Justice	17.99	23.33	9.52	13.95	13.33	26.67
Computing, Mathematics and Engineering	42.86	26.64	34.66	53.59	63.13	50.91
Faculty Office, Business, Justice and Behavioural Sciences	45.19	37.14	37.93	59.09	64.29	25.00
Policing Studies	37.50	33.33	100.00		100.00	-
Psychology	57.44	49.15	45.45	59.42	64.79	66.20
Faculty of Science and Health						
Agricultural, Environmental and Veterinary Sciences	52.91	50.86	50.11	52.04	57.05	59.53
Allied Health, Exercise and Sports Sciences	38.80	28.50	32.08	40.31	46.41	52.74
Centre for Dentistry and Oral Health	22.99	45.45	23.81	10.00	10.71	71.43
Dentistry and Medical Sciences	45.42	45.3	39.78	46.53	47.42	52.53
Faculty Office, Science and Health	39.88	38.60	36.96	34.38	56.25	45.45
Nursing, Paramedicine and Healthcare Sciences	47.18	36.22	39.72	57.14	61.76	39.81

Rural Medicine	31.25			-	14.29	66.67
Three Rivers University Department of Rural Health	23.68	50.00	20.00	6.25	20.69	37.50
Veterinary Clinics	50.00	50.00				

Appendix 10.

Outputs in Top 10% by Citations

Below is a summary of Top 10% research outputs by school within each faculty. [Data is sourced from Pure and the Pure API]

Faculty of Arts and Education	Overall	2019	2020	2021	2022	2023
Centre for Islamic Studies and Civilisation	6.85	-	6.06	10.53	17.39	8.33
Communication and Creative Industries	1.41	-	4.65	-	-	-
Education	20.59	23.05	18.23	16.29	21.43	25.00
Faculty Office, Arts and Education	10.67	5.88	16.67	12.12	5.56	17.65
Indigenous Australian Studies	15.56	-	-	28.57	41.67	-
Information and Communication Studies	9.63	2.08	11.29	21.28	9.82	2.41
Social Work and Arts	8.46	3.95	6.21	14.17	1.94	18.87
Theology	5.52	-	2.99	7.14	19.23	4.76
Faculty of Business, Justice and Behavioural Sciences	Overall	2019	2020	2021	2022	2023
Australian Graduate School of Policing and Security	8.64	-	5.71	8.20	17.86	10.00
Business	9.32	6.99	13.99	16.16	2.41	10.94
Centre for Customs and Excise Studies	-	-	-	-	-	-
Centre for Law and Justice	5.81	13.89	-	4.00	11.76	2.70
Computing, Mathematics and Engineering	16.29	15.03	15.40	12.62	23.93	20.21
Faculty Office, Business, Justice and Behavioural Sciences	14.72	19.70	18.75	-	11.76	-
Policing Studies	-	-	-	-	-	-
Psychology	11.43	11.88	9.47	11.63	8.51	15.24
Faculty of Science and Health	Overall	2019	2020	2021	2022	2023
Agricultural, Environmental and Veterinary Sciences	8.09	6.75	4.59	10.62	11.98	11.21
Allied Health, Exercise and Sports Sciences	11.54	8.07	5.11	13.67	16.28	17.73
Centre for Dentistry and Oral Health	1.80	-	-	8.70	-	-
Dentistry and Medical Sciences	10.45	11.44	13.87	4.74	7.49	13.07
Faculty Office, Science and Health	8.94	6.98	9.38	16.67	-	10.34
Nursing, Paramedicine and Healthcare Sciences	10.65	9.39	15.05	7.51	9.25	11.52
Rural Medicine	11.54	-	-	33.33	-	10.00
Three Rivers University Department of Rural Health	4.05	-	-	6.06	-	9.76
Veterinary Clinics	-	-	-	-	-	-

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Appendix 11.

FWCI

[Data sourced from Pure and Pure API]

Faculty of Arts and Education	Overall	2019	2020	2022	2021	2023
Centre for Islamic Studies and Civilisation	1.535	-	1.358	1.911	1.378	1.552
Communication and Creative Industries	0.658	0.207	0.878		0.857	
Education	1.756	1.719	1.704	1.875	1.713	1.853
Faculty Office, Arts and Education	1.669	1.367	1.454	1.811	1.556	2.662
Indigenous Australian Studies	1.645		0.200	2.264	1.900	0.670
Information and Communication Studies	1.137	0.633	1.187	1.072	1.799	0.878
Social Work and Arts	1.165	0.864	1.086	1.198	1.203	1.615
Theology	1.031	0.751	0.974	1.393	0.598	1.224
Faculty of Business, Justice and Behavioural Sciences	Overall	2019	2020	2022	2021	2023
Australian Graduate School of Policing and Security	1.515	0.984	1.418	2.993	0.822	1.930
Business	1.353	1.091	1.309	0.976	1.796	1.847
Centre for Customs and Excise Studies	0.375	0.358	0.400			
Centre for Law and Justice	1.050	0.938	0.862	2.425	0.497	1.209
Computing, Mathematics and Engineering	2.390	1.749	2.842	2.064	2.692	2.572
Faculty Office, Business, Justice and Behavioural Sciences	1.127	1.340	1.612	0.658	0.655	0.267
Policing Studies	0.447	0.217	1.010	0.230		0.790
Psychology	1.269	1.363	1.197	1.000	1.150	1.646
Faculty of Science and Health	Overall	2019	2020	2022	2021	2023
Agricultural, Environmental and Veterinary Sciences	1.092	1.057	1.009	1.387	1.016	1.150
Allied Health, Exercise and Sports Sciences	1.774	0.968	0.944	4.616	1.282	1.634
Centre for Dentistry and Oral Health	0.736	0.817	0.528	0.572	1.100	0.873
Dentistry and Medical Sciences	1.447	1.474	1.257	1.051	0.998	2.701
Faculty Office, Science and Health	1.090	1.070	1.009	0.760	1.147	1.495
Nursing, Paramedicine and Healthcare Sciences	1.432	1.576	1.701	1.211	1.119	1.682
Rural Medicine	1.287			0.757	4.535	0.822
Three Rivers University Department of Rural	1.336	2.250	0.620	0.920	1.657	1.774

Health

Veterinary Clinics

0.300

0.300

Appendix 12.

HERDC Income by category at School level from grants managed by the faculty.

FACULTY OF ARTS AND EDUCATION				
Year / School, Centre	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	Grand Total
2019	273,752.52	100,194.67	44,943.51	418,890.70
Centre for Islamic Studies and Civilisation		66,042.67	5,000.00	71,042.67
Communication & Creative Industries	8,300.00	3,000.00		11,300.00
Education	128,594.06	31,152.00	33,487.00	193,233.06
Humanities and Social Sciences	1,029.96			1,029.96
Indigenous Australian Studies	20,000.00			20,000.00
Teacher Education	115,828.50		6,456.51	122,285.01
2020	183,304.17	230,546.54	29,642.50	443,493.21
Centre for Islamic Studies and Civilisation		18,095.06		18,095.06
Communication & Creative Industries	13,000.00	22,500.00		35,500.00
Education	63,250.56	73,739.48	19,491.05	156,481.09
Humanities and Social Sciences	- 582.13	38,816.00		38,233.87
Indigenous Australian Studies			10,606.00	10,606.00
Information Studies		7,000.00		7,000.00
Teacher Education	107,635.74		- 454.55	107,181.19
Theology		70,396.00		70,396.00
2021	110,735.78	63,141.03	-75,631.89	98,244.92
Education	62,160.20	11,709.59	-84,773.94	-10,904.15
Indigenous Australian Studies			- 818.95	- 818.95
Information and Communication Studies		26,108.09	4,961.00	31,069.09
Social Work and Arts	48,575.58	-16,676.65	5,000.00	36,898.93
Theology		42,000.00		42,000.00
2022	139,533.86	253,394.49	56,599.38	449,527.73
Education		199,155.95	10,000.00	209,155.95
Indigenous Australian Studies			6,000.00	6,000.00
Information and Communication Studies	139,533.86	6,894.55		146,428.41
Social Work and Arts		27,343.98	40,599.38	67,943.36
Theology		20,000.01		20,000.01
2023	305,230.53	132,056.14	123,616.63	560,903.30

A&E, Faculty Office		-15,956.15		-15,956.15
Centre for Islamic Studies and Civilisation			44,450.00	44,450.00
Education	24,910.11	128,772.29	58,706.63	212,389.03
Information and Communication Studies	280,320.42	6,000.00		286,320.42
Social Work and Arts			20,460.00	20,460.00
Theology		13,240.00		13,240.00
Grand Total	1,012,556.86	779,332.87	179,170.13	1,971,059.86

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES					
Year / School	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
2019	132,691.62	223,960.20	88,212.83	13,950.12	458,814.77
Australian Graduate School of Policing & Security	51,050.62				51,050.62
BJBS, Faculty Office	16,484.00		-5,520.51	13,950.12	24,913.61
Centre for Law and Justice		12,952.00	36,000.00		48,952.00
Computing and Mathematics		160,308.00			160,308.00
Management and Marketing	54,204.00		57,733.34		111,937.34
Policing Studies		50,700.20			50,700.20
Psychology	10,953.00				10,953.00
2020	144,668.86	196,187.60	133,950.14	322,500.00	797,306.60
Australian Graduate School of Policing & Security	42,168.86		26,846.09		69,014.95
BJBS, Faculty Office	22,500.00				22,500.00
Centre for Law and Justice		9,321.18			9,321.18
Computing and Mathematics	80,000.00	12,238.27	20,656.00	322,500.00	435,394.27
Management and Marketing		40,932.00	5,035.45		45,967.45
Policing Studies		18,611.41			18,611.41
Psychology		115,084.74	81,412.60		196,497.34
2021	- 951.80	183,259.40	-10,342.80	496,788.99	668,753.79
Australian Graduate School of Policing & Security	- 38,000.00				-38,000.00
BJBS, Faculty Office	- 2,701.80		693.99		-2,007.81
Centre for Law and Justice		10,000.00	-25,000.00		-15,000.00

Business		27,000.00	36,708.00		63,708.00
Computing, Mathematics and Engineering	32,250.00	112,740.91	20,797.00	496,788.99	662,576.90
Policing Studies		-118.08			-118.08
Psychology	7,500.00	33,636.57	-43,541.79		-2,405.22
2022	10,750.00	1,283,013.60	35,516.03	354,897.41	1,684,177.04
Australian Graduate School of Policing & Security		5,153.66			5,153.66
Centre for Law and Justice		2,000.00			2,000.00
Business		1,249,974.12	78,995.01	84,606.05	1,413,575.18
Computing, Mathematics and Engineering	10,750.00		25,000.00	270,291.36	306,041.36
Psychology		25,885.82	-68,478.98		-42,593.16
2023	459,698.54	1,019,332.22	76,419.73	1,753,487.08	3,308,937.57
Australian Graduate School of Policing & Security	25,323.00				25,323.00
Centre for Law and Justice	355,907.01	44,225.00			400,132.01
Business	4,687.25	755,126.31	23,212.00	129,847.00	912,872.56
Computing and Mathematics		-29,625.90			-29,625.90
Computing, Mathematics and Engineering	61,281.28	212,022.01	26,225.01	1,623,640.08	1,923,168.38
Psychology	12,500.00	37,584.80	26,982.72		77,067.52
Grand Total	746,857.22	2,905,753.02	323,755.93	2,941,623.60	6,917,989.77

FACULTY OF SCIENCE AND HEALTH

Year / School	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
2019	121,307.00	681,145.47	481,150.80	72,400.00	1,356,003.27
Agricultural and Wine Sciences	16,505.00		89,026.50	72,400.00	177,931.50
Animal and Veterinary Sciences	65,802.00	85,000.00	248,179.09		398,981.09
Biomedical Sciences	39,000.00		76,049.71		115,049.71
Community Health		106,749.52	20,452.50		127,202.02
Dentistry and Health Sciences			16,443.00		16,443.00
Nursing, Midwifery and Indigenous Health		-64.11	31,000.00		30,935.89
Sci, Faculty Office		4,618.00			4,618.00
Three Rivers University Department of Rural		484,842.06			484,842.06

Health					
2020	293,737.04	737,619.28	419,262.19	139,252.01	1,589,870.52
Agricultural and Wine Sciences			29,760.00	139,252.01	169,012.01
Animal and Veterinary Sciences	148,065.80		116,523.57		264,589.37
Biomedical Sciences	145,671.24	40,400.00	228,307.78		414,379.02
Community Health		133,238.79	30,222.84		163,461.63
Dentistry and Health Sciences			14,448.00		14,448.00
Sci, Faculty Office		-30,821.30			-30,821.30
Three Rivers University Department of Rural Health		594,801.79			594,801.79
2021	332,367.11	3,838,432.19	613,213.53	0	4,784,012.83
Agriculture Environmental & Veterinary Science	173,238.62	29,250.00	154,976.89		357,465.51
Allied Health, Exercise & Sports Sciences		132,475.20	196,478.28		328,953.48
Nursing, Paramedicine & Healthcare Sciences		23,000.00	16,450.00		39,450.00
Agricultural and Wine Sciences		514,618.98			514,618.98
Biomedical Sciences			15,200.00		15,200.00
Community Health		120,256.04			120,256.04
Dentistry and Health Sciences			14,448.00		14,448.00
Dentistry and Medical Sciences	159,128.49	-6,499.00	215,660.36		368,289.85
Three Rivers University Department of Rural Health		3,025,330.97			3,025,330.97
2022	376,210.61	926,657.05	614,277.43	4,815.21	1,921,960.30
Agriculture Environmental & Veterinary Science	215,645.31	7,750.00	132,075.35	10,691.79	366,162.45
Allied Health, Exercise & Sports Sciences		74,977.72	213,609.06		288,586.78
Nursing, Paramedicine & Healthcare Sciences		58,046.49	107,534.60		165,581.09
Agricultural and Wine Sciences			-571.19	-5,876.58	-6,447.77
Animal and Veterinary Sciences	-132,600.66		88,500.00		-44,100.66
Biomedical Sciences			-1,388.39		-1,388.39
Dentistry and Health Sciences		-15,793.95			-15,793.95
Dentistry and Medical Sciences	293,165.96	10,000.00	74,518.00		377,683.96
Sci, Faculty Office		25,602.93			25,602.93
Three Rivers University Department of Rural Health		766,073.86			766,073.86

2023	334,000.98	330,406.47	560,019.15	52,182.99	1,276,609.59
Agriculture Environmental & Veterinary Science	71,591.04	66,025.00	131,580.46	52,182.99	321,379.49
Allied Health, Exercise & Sports Sciences			169,277.96		169,277.96
Nursing, Paramedicine & Healthcare Sciences		23,844.00	34,751.32		258,595.32
Animal and Veterinary Sciences		-24,299.80	-5,722.80		-30,022.60
Biomedical Sciences	-3,853.32				-3,853.32
Dentistry and Health Sciences		10,000.00			10,000.00
Dentistry and Medical Sciences	200,108.40		230,132.21		430,240.61
Nursing, Midwifery and Indigenous Health	-6,102.14				-6,102.14
Three Rivers University Department of Rural Health	72,257.00	54,837.27			127,094.27
Grand Total	1,457,622.74	6,514,260.46	2,687,923.10	268,650.21	10,928,456.51

Appendix 13.

HERDC Income by category at School level from grants with involvement from faculty researchers.

FACULTY OF ARTS AND EDUCATION					
Year / School	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
2019	314,033.86	190,393.43	99,026.51	1,000.00	604,453.80
Australian Graduate School of Policing & Security	25,525.31				25,525.31
BJBS, Faculty Office	16,484.00				16,484.00
Centre for Islamic Studies and Civilisation		66,042.67	5,000.00		71,042.67
Graham Centre for Agricultural Innovation	5,139.72			1,000.00	6,139.72
Institute for Land, Water and Society		70,198.76	7,000.00		77,198.76
RIPPLE	-31,636.73	20,000.00	48,333.00		36,696.27
Communication & Creative Industries	8,300.00	3,000.00			11,300.00
Education	128,594.06	31,152.00	33,487.00		193,233.06
Humanities and Social Sciences	25,799.00				25,799.00
Indigenous Australian Studies	20,000.00				20,000.00
Teacher Education	115,828.50		5,206.51		121,035.01
2020	171,015.94	214,888.72	26,592.45	0	412,497.11
Australian Graduate School of Policing & Security	21,084.43				21,084.43
Centre for Islamic Studies and Civilisation		18,095.06			18,095.06
Institute for Land, Water and Society	-35,960.83	17,722.00			-18,238.83
Communication & Creative Industries	13,000.00	22,500.00			35,500.00
Computing and Mathematics		1,818.18			1,818.18
Education	65,838.73	73,739.48	16,327.37		155,905.58
Humanities and Social Sciences	-582.13	38,816.00			38,233.87

Indigenous Australian Studies			10,606.00		10,606.00
Information Studies		7,000.00			7,000.00
Teacher Education	107,635.74		-340.91		107,294.83
Theology		35,198.00			35,198.00
2021	91,735.78	70,217.71	-76,022.99	0	85,930.50
Graham Centre for Agricultural Innovation			-391.10		-391.10
Australian Graduate School of Policing & Security	-19,000.00				-19,000.00
Institute for Land, Water & Society (ILWS)		15,258.50			15,258.50
School of Computing, Mathematics and Engineering		1,818.18			1,818.18
Education	62,160.20	11,709.59	-84,773.94		-10,904.15
Indigenous Australian Studies			-818.95		-818.95
Information and Communication Studies		26,108.09	4,961.00		31,069.09
Psychology		4,000.00			4,000.00
Social Work and Arts	48,575.58	-16,676.65	5,000.00		36,898.93
Theology		28,000.00			28,000.00
2022	137,957.99	507,548.82	54,616.80	0	700,123.61
Institute for Land, Water & Society (ILWS)	-1,575.87				-1,575.87
Allied Health, Exercise & Sports Sciences			15,151.51		15,151.51
Business		260,821.00			260,821.00
Education		199,155.95	10,000.00		209,155.95
Indigenous Australian Studies			6,000.00		6,000.00
Information and Communication Studies	139,533.86	6,894.55			146,428.41
Social Work and Arts		27,343.98	24,349.38		51,693.36
Theology		13,333.34			13,333.34
Stud Lrn, Flexible Learning Institute			-884.09		-884.09
2023	312,100.57	144,684.71	135,033.29	0	591,818.57
A&E, Faculty Office		-12,764.92			-12,764.92
Centre for Islamic Studies and Civilisation			44,450.00		44,450.00
Gulbali Research Institute		16,057.34			16,057.34
Institute for Land, Water & Society (ILWS)	-0.13				-0.13
Allied Health, Exercise & Sports Sciences			16,666.66		16,666.66
Business	6,870.17				6,870.17

Education	24,910.11	128,772.29	54,706.63		208,389.03
Information and Communication Studies	280,320.42	6,000.00			286,320.42
Social Work and Arts			19,210.00		19,210.00
Theology		6,620.00			6,620.00
Grand Total	1,026,844.14	1,127,733.39	239,246.06	1,000.00	2,394,823.59

FACULTY OF BUSINESS, JUSTICE, AND BEHAVIOURAL SCIENCES

Year / School	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
2019	148,691.95	554,903.53	143,129.50	82,106.37	928,831.35
Australian Graduate School of Policing & Security	25,525.31				25,525.31
BJBS, Faculty Office			-	13,950.12	8,429.61
Centre for Law and Justice		12,952.00	36,000.00		48,952.00
Graham Centre for Agricultural Innovation	43,009.64		15,500.00	4,750.00	63,259.64
Institute for Land, Water and Society	15,000.00	330,943.33	35,000.00	18,139.58	399,082.92
Agricultural and Wine Sciences				45,266.67	45,266.67
Computing and Mathematics		160,308.00			160,308.00
Management and Marketing	54,204.00		54,400.01		108,604.01
Nursing, Midwifery and Indigenous Health			7,750.00		7,750.00
Policing Studies		50,700.20			50,700.20
Psychology	10,953.00				10,953.00
2020	189,021.26	479,983.22	137,113.82	649,053.81	1,455,172.11
Australian Graduate School of Policing & Security	21,084.43		26,846.09		47,930.52
BJBS, Faculty Office	22,500.00				22,500.00
Centre for Law and Justice		9,321.18			9,321.18
Graham Centre for Agricultural Innovation	38,025.00	14,761.00		51,798.67	104,584.67
Institute for Land, Water					

and Society	30,000.00	247,292.61		205,129.13	482,421.74
Agricultural and Wine Sciences				69,626.01	69,626.01
Computing and Mathematics	80,000.00	10,420.09	20,656.00	322,500.00	433,576.09
Education	-		3,163.68		575.51
Management and Marketing	2,588.17	29,412.27	5,035.45		34,447.72
Policing Studies		18,493.33			18,493.33
Psychology		115,084.74	81,412.60		196,497.34
Theology		35,198.00			35,198.00
2021	314,637.20	351,313.06	40,886.79	845,556.57	1,552,393.62
Australian Graduate School of Policing & Security	-				-
BJBS, Faculty Office	19,000.00				19,000.00
Centre for Law and Justice	-		693.99		-
Gulbali Research Institute	2,701.80	10,000.00	25,000.00		15,000.00
Institute for Land, Water & Society (ILWS)	296,589.00	48,581.47	33,771.05	348,767.58	727,709.11
Allied Health, Exercise & Sports Sciences		111,172.29	10,000.00		121,172.29
Business			15,162.20		15,162.20
Computing, Mathematics and Engineering		27,000.00	32,629.33		59,629.33
Psychology	32,250.00	110,922.73	17,172.00	496,788.99	657,133.72
Theology	7,500.00	29,636.57	-		-
		43,541.79			6,405.22
		14,000.00			14,000.00
2022	211,186.85	504,107.76	137,687.47	621,539.95	1,474,522.03
Australian Graduate School of Policing & Security		5,153.66			5,153.66
Centre for Law and Justice		2,000.00			2,000.00
Gulbali Research Institute	200,436.85	-			-
Institute for Land, Water & Society (ILWS)		18,467.51	78,637.73	281,526.11	542,133.18
Agriculture Environmental & Veterinary Science			-		-
Allied Health, Exercise & Sports Sciences			29,044.06		29,044.06
Nursing, Paramedicine & Healthcare Sciences				11,945.28	11,945.28
			15,151.51		15,151.51
			33,492.50		33,492.50

Agricultural and Wine Sciences				- 2,938.29	- 2,938.29
Business		482,869.12	71,678.77	84,606.05	639,153.94
Computing, Mathematics and Engineering	10,750.00		25,000.00	270,291.36	306,041.36
Psychology		25,885.82	68,478.98		42,593.16
Social Work and Arts			11,250.00		11,250.00
Theology		6,666.67			6,666.67
2023	1,112,218.30	920,570.28	141,409.28	1,833,189.35	4,007,387.21
Australian Graduate School of Policing & Security	25,323.00				25,323.00
Centre for Law and Justice	355,907.01	44,225.00			400,132.01
Gulbali Research Institute	742,879.07	325,216.66	58,221.59	334,738.11	1,461,055.43
Allied Health, Exercise & Sports Sciences			16,666.66		16,666.66
Nursing, Paramedicine & Healthcare Sciences			1,252.84		1,252.84
Business	15,923.26	362,338.15	18,709.00	129,847.00	494,970.89
Computing and Mathematics		17,775.54			17,775.54
Computing, Mathematics and Engineering	8,467.52	162,361.21	22,082.15	1,368,604.24	1,544,580.08
Psychology	12,500.00	37,584.80	26,982.72		77,067.52
Theology		6,620.00			6,620.00
Grand Total	1,975,755.56	2,810,877.85	600,226.86	4,031,446.05	9,418,306.32

FACULTY OF SCIENCE AND HEALTH					
Year / School	1 - Australian Competitive Research Grants	2 - Other Public Sector Research Funding	3 - Industry and Other Funding for Research	4 - Cooperative Research Centre (CRC) Funding	Grand Total
2019	2,020,419.71	2,986,136.95	1,072,490.99	65,616.18	6,144,663.84
DVCRE, Graham Centre for Agricultural Innovation	986,145.26	1,106,626.06	498,361.84	36,947.95	2,628,081.12
DVCRE, Institute for Land, Water and Society	537,459.46	1,198,365.42	96,745.02	1,534.90	1,834,104.80

DVCRE, National Wine and Grape Industry Centre	375,507.98				375,507.98
School of Agricultural and Wine Sciences	16,505.00		89,026.50	27,133.33	132,664.83
School of Animal and Veterinary Sciences	65,802.00	85,000.00	248,179.09		398,981.09
School of Biomedical Sciences	39,000.00		76,049.71		115,049.71
School of Community Health		106,749.52	19,852.50		126,602.02
School of Dentistry and Health Sciences			16,443.00		16,443.00
School of Management and Marketing			3,333.34		3,333.34
School of Nursing, Midwifery and Indigenous Health		- 64.11	23,250.00		23,185.89
School of Teacher Education			1,250.00		1,250.00
Sci, Faculty Office		4,618.00			4,618.00
Three Rivers University Department of Rural Health		484,842.06			484,842.06
2020	1,952,108.85	3,483,498.43	877,694.43	274,607.92	6,587,909.62
DVCRE, Graham Centre for Agricultural Innovation	1,282,754.64	964,655.88	430,978.75	125,990.93	2,804,380.20
DVCRE, Institute for Land, Water and Society	282,786.32	1,390,058.56	22,567.13	78,990.98	1,774,402.99
DVCRE, National Wine and Grape Industry Centre	92,830.84	387,978.32	5,000.00		485,809.15
School of Agricultural and Wine Sciences			29,760.00	69,626.01	99,386.01
School of Animal and Veterinary Sciences	148,065.80		116,523.57		264,589.37
School of Biomedical Sciences	145,671.24	40,400.00	228,307.78		414,379.02
School of Community Health		133,238.79	30,222.84		163,461.63
School of Dentistry and Health Sciences			14,448.00		14,448.00
School of Management and Marketing		3,186.40			3,186.40
School of Teacher Education			- 113.64		- 113.64
Sci, Faculty Office		- 30,821.30			- 30,821.30
Three Rivers University Department of Rural Health		594,801.79			594,801.79
2021	1,851,446.78	7,647,815.11	1,459,838.44	627,057.36	11,586,157.69
[^] DVCRE, Graham Centre for Agricultural Innovation	190,617.01	112,358.12	234,594.68		537,569.81

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DVCRE, Graham Centre for Agricultural Innovation			- 2,456.65		- 2,456.65
DVCRE, Gulbali Research Institute	1,249,978.34	3,697,158.71	587,063.74	627,057.36	6,161,258.15
DVCRE, Institute for Land, Water & Society (ILWS)	10,000.00	- 15,011.00	36,090.00		31,079.00
DVCRE, National Wine & Grape Ind. Ctre (NWGIC)	68,484.32	14,877.10			83,361.42
Sch Agriculture Environmental & Veterinary Science	173,238.62	29,250.00	154,976.89		357,465.51
School Allied Health, Exercise & Sports Sciences		132,475.20	181,316.08		313,791.28
School Nursing, Paramedicine & Healthcare Sciences		23,000.00	16,450.00		39,450.00
School of Agricultural and Wine Sciences		514,618.98			514,618.98
School of Biomedical Sciences			15,200.00		15,200.00
School of Business			4,078.67		4,078.67
School of Community Health		120,256.04			120,256.04
School of Computing, Mathematics and Engineering			2,416.67		2,416.67
School of Dentistry and Health Sciences			14,448.00		14,448.00
School of Dentistry and Medical Sciences	159,128.49	- 6,499.00	215,660.36		368,289.85
Three Rivers University Department of Rural Health		3,025,330.97			3,025,330.97
2022	957,565.97	2,730,322.30	1,068,274.69	628,357.56	5,384,520.52
^DVCRE, Graham Centre for Agricultural Innovation	- 6,732.37				- 6,732.37
DVCRE, Gulbali Research Institute	626,227.60	1,830,371.58	547,446.54	608,658.78	3,612,704.50
DVCRE, Institute for Land, Water & Society (ILWS)	- 31,575.87	- 79.52	-		- 31,655.39
DVCRE, National Wine & Grape Ind. Ctre (NWGIC)		- 28,710.81			- 28,710.81
Sch Agriculture Environmental & Veterinary Science	209,081.31	7,750.00	132,075.35	22,637.07	371,543.73
School Allied Health, Exercise & Sports Sciences		74,977.72	183,306.04		258,283.76
School Nursing, Paramedicine & Healthcare Sciences		58,046.49	55,667.10		113,713.59
School of Agricultural and Wine Sciences			- 571.19	- 2,938.29	- 3,509.48
School of Animal and Veterinary Sciences	- 132,600.66		70,400.00		- 62,200.66
School of Biomedical Sciences			- 1,388.39		- 1,388.39

School of Business		7,084.00	6,821.24		13,905.24
School of Dentistry and Health Sciences		-	15,793.95		-
School of Dentistry and Medical Sciences	293,165.96	5,000.00	74,518.00		372,683.96
Sci, Faculty Office		25,602.93			25,602.93
Three Rivers University Department of Rural Health		766,073.86			766,073.86
2023	1,570,257.47	3,464,194.84	1,339,467.72	680,778.76	7,054,698.79
^DVCR, Graham Centre for Agricultural Innovation	-				-
DVCR, AgriPark		60,000.00			60,000.00
DVCR, Graham Centre for Agricultural Innovation			-	2,361.08	-
DVCR, Gulbali Research Institute	1,224,291.87	3,140,287.07	854,283.62	611,808.85	5,830,671.41
DVCR, Institute for Land, Water & Society (ILWS)	-	0.13	-	3,029.65	-
DVCR, National Wine & Grape Ind. Ctre (NWGIC)	11,964.75				11,964.75
Sch Agriculture Environmental & Veterinary Science	71,591.04	3,250.00	109,783.63	52,182.99	236,807.66
School Allied Health, Exercise & Sports Sciences			135,944.64		135,944.64
School Nursing, Paramedicine & Healthcare Sciences		223,844.00	18,002.08		241,846.08
School of Animal and Veterinary Sciences		-	-		-
School of Biomedical Sciences	-	24,299.80	5,722.80		30,022.60
School of Business	3,853.32				-
School of Computing and Mathematics		10,626.66			10,626.66
School of Computing, Mathematics and Engineering		-	2,071.43	16,786.92	-
School of Dentistry and Health Sciences		11,850.36			11,850.36
School of Dentistry and Medical Sciences		7,500.00			7,500.00
School of Education	200,108.40		226,495.85		426,604.25
School of Nursing, Midwifery and Indigenous Health			4,000.00		4,000.00
Three Rivers University Department of Rural Health	-	6,102.14			-
	72,257.00	54,837.27			6,102.14
Grand Total	8,351,798.77	20,311,967.64	5,817,766.27	2,276,417.78	36,757,950.46

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Appendix 14.

Number and value of grant proposals submitted at School level.

	Count	Total Value
Faculty of Arts and Education		
Centre for Islamic Studies and Civilisation	3	326,137
2022	3	326,137
School of Education	50	12,898,743
2021	14	2,284,614
2022	17	2,610,686
2023	19	8,003,443
School of Indigenous Australian Studies	7	1,839,041
2021	2	-
2022	3	711,111
2023	2	1,127,930
School of Information and Communication Studies	23	5,678,908
2021	9	184,159
2022	4	827,077
2023	10	4,667,672
School of Social Work and Arts	37	7,827,796
2021	11	999,850
2022	17	2,536,599
2023	9	4,291,347
Grand Total	120	28,570,625
Faculty of Business, Justice & Behavioural Science		
Australian Graduate School of Policing & Security	17	8,760,682
2021	4	920,987
2022	6	7,273,859
2023	7	565,836
Centre for Law and Justice	14	2,722,941

2021	4	178,425
2022	4	954,905
2023	6	1,589,611
School of Business	27	4,759,924
2021	10	654,336
2022	9	1,578,126
2023	8	2,527,462
School of Computing, Mathematics and Engineering	71	27,800,098
2021	16	2,288,134
2022	26	15,503,750
2023	29	10,008,214
School of Psychology	18	1,721,092
2021	8	-
2022	9	893,698
2023	1	827,394
Grand Total	147	45,764,737
Faculty of Science and Health		
Centre for Dentistry and Oral Health	1	18,090
2023	1	18,090
Sch Agriculture Environmental & Veterinary Science	82	9,845,227
2021	41	3,544,474
2022	23	3,950,735
2023	18	2,350,018
School Allied Health, Exercise & Sports Sciences	39	8,044,570
2021	18	1,643,898
2022	8	840,257
2023	13	5,560,415
School Nursing, Paramedicine & Healthcare Sciences	35	8,804,891
2021	15	562,372
2022	8	4,437,944
2023	12	3,804,575
School of Dentistry and Medical Sciences	59	34,134,541

2021	15	1,871,213
2022	23	10,023,516
2023	21	22,239,812
School of Rural Medicine	6	564,822
2021	2	499,822
2022	4	65,000
Sci, Faculty Office	2	702,335
2021	2	702,335
Three Rivers University Department of Rural Health	10	3,148,790
2021	2	1,562,357
2022	3	660,785
2023	5	925,648
Grand Total	234	65,263,266

Appendix 15.

The status of 2023 grant proposals at School level.

	EOI Successful - New RPR	Pending Application	Success ful Grant	Unsuccessful Application	Grand Total
Faculty of Arts and Education					
School of Education	1	2	5	11	19
School of Indigenous Australian Studies				2	2
School of Information and Communication Studies		1	3	6	10
School of Social Work and Arts		1	1	7	9
Grand Total	1	4	9	26	40
Faculty of Business, Justice & Behavioural Science					
Australian Graduate School of Policing & Security		1		6	7
Centre for Law and Justice			3	3	6
School of Business			6	2	8
School of Computing, Mathematics and Engineering		4	6	19	29
School of Psychology				1	1
Grand Total	0	5	15	31	51
Faculty of Science and Health					
Centre for Dentistry and Oral Health				1	1
Sch Agriculture Environmental & Veterinary Science			8	10	18
School Allied Health, Exercise & Sports Sciences	1		2	10	13
School Nursing, Paramedicine & Healthcare Sciences		3	3	6	12
School of Dentistry and Medical Sciences		2	3	16	21
Three Rivers University Department of Rural Health			2	3	5

Grand Total	1	5	18	46	70
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Appendix 16.

Scholarships

Row Labels	Full-time	Part-time	Grand Total
Arts and Education	33	46	79
Centre for Islamic Studies and Civilisation	5	6	11
School of Education	10	8	18
School of Indigenous Australian Studies	1	3	4
School of Information and Communication Studies	1	6	7
School of Social Work and Arts	8	11	19
School of Theology	8	12	20
Business, Justice and Behavioural Sciences	38	43	81
Australian Graduate School of Policing & Security	5	14	19
Centre for Law and Justice	1	6	7
School of Business	6	6	12
School of Computing, Mathematics and Engineering	20	7	27
School of Policing Studies	1		1
School of Psychology	5	10	15
Science	63	37	100
DVCRc, Gulbali Research Institute	15	1	16
Sch Agriculture Environmental & Veterinary Science	29	15	44
School Allied Health, Exercise & Sports Sciences	7	13	20
School Nursing, Paramedicine & Healthcare Sciences	1	4	5
School of Dentistry and Medical Sciences	11	4	15
Grand Total	134	126	260

Appendix 17.

Tri-Faculty Research Schemes

Scheme	Applications Received	Funding Requested	Applications Awarded	Funding Awarded
Faculty of Arts and Education				
Conference Support	35	\$78,870.35	5	\$50,078.13
Researcher Development Scheme	10	\$37,413.00	9	\$38,229.00
New Staff Establishment Scheme	1	\$3,000.00	1	\$3,000.00
Open Access Publishing Fund	4	\$12,085.00	3	\$8,351.00
HDR Support Scheme	18	\$30,229.00	14	\$19,032.00
Subject Buyout Scheme	20	\$245,158.00	10	\$142,961.63
Total	88	\$406,755.35	42	\$261,651.76
Faculty of Business, Justice, and Behavioural Sciences				
Conference Support	32	\$85,457.00	29	\$64,617.00
Researcher Development Scheme	7	\$31,387.00	4	\$15,535.00
New Staff Establishment Scheme	0	\$0.00	0	\$0.00
Open Access Publishing Fund	19	\$62,877.00	17	\$54,794.00
HDR Support Scheme	21	\$32,194.00	12	\$14,529.00
Subject Buyout Scheme	14	\$189,371.00	11	\$148,781.00
Total	93	\$401,286.00	73	\$298,256.00
Faculty of Science and Health				
Conference Support	60	\$139,468.00	56	\$102,584.00
Researcher Development Scheme	17	\$46,785.00	12	\$32,136.00
New Staff Establishment Scheme	8	\$37,983.00	6	\$29,663.00
Open Access Publishing Fund	30	\$88,880.00	21	\$66,113.00
HDR Support Scheme	35	\$51,345.00	16	\$16,149.00
Subject Buyout Scheme	13	\$176,754.00	9	\$116,868.00
Total	163	\$541,215.00	120	\$363,513.00
Grand Total	344	\$1,349,256.35	235	\$923,420.76

Item 15: Annual Course Health Check (2024 Category 2 Courses)

PURPOSE

To assure the 2024 Annual Course Health Check process to Faculty Board through the provision of a summary of the Category 2 courses.

RECOMMENDATION

The Business Justice and Behavioural Sciences Faculty Board resolves to note the 2024 annual Course Health check category 2 actions.

SUMMARY OF KEY ISSUES

Courses are classified into three risk categories through application and analysis of course quality and sustainability metrics against performance thresholds.

- Category 1: 70% or more of the data points contributing to the calculation are at or above the threshold
- Category 2: Between 40% and 70% of the data points contributing to the calculation are at or above the threshold
- Category 3: Less than 40% of the data points contributing to the calculation are at or above the threshold

Category 2 summary

The Faculty had the following courses fall in the Category 2 bracket in 2024. The action plan for each course is in each link below.

Current Course	CDAP Link
Bachelor of Applied Research (Honours) (2421AR01)	Proposal-35983 Bachelor of Applied Research (Honours)-2421AR-ACHC Light Touch-FOBJBS-2023 - Summary - CourseLoop
Bachelor of Border Management (1414BP01)	Proposal-35960 Bachelor of Border Management - 1414BP - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Bachelor of Business Studies (2401BS01)	Proposal-35948 Bachelor of Business Studies - 2401BS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Bachelor of Laws (1416LW01)	https://cdap.csu.edu.au/courseloop/show#/summary/2959293c337f4e10d39f7c845d5c7bf7
Bachelor of Laws / Bachelor of Criminal Justice (2418LC01)	Proposal-35950 Bachelor of Laws/Bachelor of Criminal Justice - 2418LC - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Bachelor of Policing (1402PC01)	Proposal-35984 Bachelor of Policing - 1402PC - ACHC Light Touch-FOBJBS-2023 - Summary - CourseLoop
Bachelor of Policing (Investigations) (1402PI01)	Proposal-35985 Bachelor of Policing (Investigations) - 1402PI - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Bachelor of Policing and Public Safety (1416PS01)	Proposal-35986 Bachelor of Policing and Public Safety - 1416PS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Doctor of Business Administration (2904BA01)	Proposal-35980 Doctor of Business Administration - 2904BA - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Doctor of Public Safety (1915PS01)	Proposal-35981 Doctor of Public Safety - 1915PS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop

Grad Cert in Anti-Money Laundering and Counter Terrorist Financing (1313ML01)	Proposal-35952 Graduate Certificate in Anti-Money Laundering and Counter Terrorist Financing - 1313ML - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Applied Artificial Intelligence (2322AI01)	Proposal-35953 Graduate Certificate in Applied Artificial Intelligence - 2322AI - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Applied Data Science (2320AD01)	Proposal-35954 Graduate Certificate in Applied Data Science - 2320AD - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Cloud Computing and Virtualisation (2317VC01)	Proposal-35957 Graduate Certificate in Cloud Computing and Virtualisation - 2317VC - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Computing (Career Transition) (2316IC01)	Proposal-35958 Graduate Certificate in Computing (Career Transition) - 2316IC - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Customs Administration (1314CU01)	Proposal-35959 Graduate Certificate in Customs Administration - 1314CU - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Cyber Security (2318CS01)	Proposal-35961 Graduate Certificate in Cyber Security - 2318CS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Information Technology (2308IT01)	Proposal-35975 Graduate Certificate in Information Technology - 2308IT - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Intelligence Analysis (1301CR01)	Proposal-35962 Graduate Certificate in Intelligence Analysis - 1301CR - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Leadership and Management (Policing & Security) (6301PM01)	Proposal-35963 Graduate Certificate in Leadership and Management (Policing & Security) - 6301PM - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate In Mathematics (2310MT01)	Proposal-35994 Graduate Certificate in Mathematics - 2310MT - ACHC Light Touch - FOBJBS - 2024 - Annual Course Health Check - Part A - CourseLoop
Graduate Certificate in Networking and Systems Administration (2321NS01)	Proposal-35995 Graduate Certificate in Networking and Systems Administration - 2321NS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Professional Accounting (2304PA01)	Proposal-35964 Graduate Certificate in Professional Accounting- 2304PA - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Certificate in Terrorism and Security Studies (1307TS01)	Proposal-35976 Graduate Certificate in Terrorism and Security Studies - 1307TS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Diploma of Customs Administration (1616CA01)	Proposal-35967 Graduate Diploma of Customs Administration - 1616CA - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Diploma of Fraud and Financial Crime (1613FF01)	Proposal-35977 Graduate Diploma of Fraud and Financial Crime - 1613FF - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Graduate Diploma of Mathematics (2610MT01)	Proposal-36003 Graduate Diploma of Mathematics - 2610MT - ACHC Light Touch - FOBJBS - 2024 - Annual Course Health Check - Part A - CourseLoop
Graduate Diploma of Project Management (2607PM01)	Proposal-36005 Graduate Diploma of Project Management - 2607PM - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Business Administration (Computing - with specialisations) (2709CP01)	Proposal-36006 Master of Business Administration (Computing - with specialisations) - 2709CP - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Cloud Computing and Virtualisation (2717VC01)	Proposal-36009 Master of Cloud Computing and Virtualisation - 2717VC - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop

Master of Customs Administration (1715CU01)	Proposal-35968 Master of Customs Administration - 1715CU - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Cyber Security (2718CS01)	Proposal-36010 Master of Cyber Security - 2718CS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Emergency Management (1712EM01)	Proposal-35969 Master of Emergency Management - 1712EM - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Fraud and Financial Crime (1713FF01)	Proposal-35970 Master of Fraud and Financial Crime - 1713FF - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Information Technology (with Specialisations) (2812IT01)	Proposal-35978 Master of Information Technology - 2812IT - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Intelligence Analysis (2720IA01)	Proposal-35971 Master of Intelligence Analysis - 2720IA - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Investigations (1709IN01)	Proposal-35973 Master of Investigations - 1709IN - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Leadership and Management (Policing and Security) (1714LM01)	Proposal-35972 Master of Leadership and Management (Policing and Security) - 1714LM - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Networking and Systems Administration (2722NS01)	Proposal-36012 Master of Networking and Systems Administration - 2722NS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Professional Information Technology (with specialisations) (1722PI01)	Proposal-35979 Master of Professional Information Technology (with specialisations) - 1722PI - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Project Management (2707PM01)	Proposal-36013 Master of Project Management - 2707PM - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop
Master of Terrorism and Security Studies (1707TS01)	Proposal-35974 Master of Terrorism and Security Studies - 1707TS - ACHC Light Touch - FOBJBS - 2024 - Summary - CourseLoop

Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Charles Sturt University has a Low Appetite to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation, academic integrity, and educational standards by the University or its third party education arrangements.	The metrics used to categorise courses are benchmarked and reviewed by the DVCA prior to launching the ACHC process. Identified actions are tracked through CDAP. Assurance of the process is undertaken at AQSC.	Yes

Prepared by: 24/01/2025 A/Prof Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioural Sciences.

Approved by: 24/01/2025 A/Prof Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioural Sciences.

Cleared by: 3/02/2025 Professor Lewis Bizo, Executive Dean, Faculty of Business, Justice and Behavioural Sciences.

Item 16: Faculty Subject Substitution Report

PURPOSE

To provide the Faculty of Business, Justice and Behavioural Sciences Faculty Board a report on subject substitutions applied since 3 October 2023.

RECOMMENDATION

The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolves to **note** the subject substitution report.

BACKGROUND

The Enrolment and Fees Procedure was updated in October 2022 to add a clause under Subject Substitutions to require the Associate Dean Academic to approve subject substitutions where the substituted subject is at a different level to the original subject (36b) or where the number of subject substitutions by point value exceeds 25% of the total number of points in the course (36c). In addition, a clause was added requiring subject substitution decisions to be reported to Faculty Board (37). This report covers subject substitutions in the Faculty of Business, Justice and Behavioural Sciences, since 3 October 2023, with data retrieved from the Graduate Planning System.

KEY ISSUES

A total of 410 subject substitutions were approved in the reporting period. Of these, 355 were same subject level substitutions, 22 were lower-level substitutions and 33 were higher-level substitutions.

The table below shows courses with at least one approved subject substitutions in the reporting period.

Course	Higher-level substitutions	Lower-level substitutions	Same level substitutions	Total substitutions
2404CS and 2423CS Bachelor of Computer Science	6	1	27	34
2414IT Bachelor of Information Technology (and specialisations)	13	3	55	71
2421BU Bachelor of Business (with specialisations)	2		35	37
2421AC, 2412AC and 2423AC Bachelor of Accounting			10	10
2714IN Bachelor of Business (Insurance)			3	3
2415MK Bachelor of Business (Marketing)			5	5
2417HR Bachelor of Business (HR Management)			2	2
2417MG Bachelor of Business (Management)			2	2
2421CJ Bachelor of Criminal Justice			11	11
2221CP Associate Degree in Computing			1	1
2023BU Undergrad Certificate in Business			1	1
2022IT Undergrad Certificate in Information Technology			1	1
2523PY Bachelor of Psychology (Honours)	1		15	16

2310MT Graduate Certificate in Mathematics		2		2
2610MT Graduate Diploma of Mathematics		7		7
2022CJ Undergrad Certificate in Criminal Justice	1		3	4
2423PS, 2421PY and 1425PY Bachelor of Psychology	1		25	26
2420SS and 2423SS Bachelor of Social Science Psychology	1		31	32
2321AL Graduate Certificate in Anti-Money Laundering			2	2
2621AL Graduate Diploma of Anti-Money Laundering		1	1	2
2721AL Master of Anti-Money Laundering	1	2	2	5
2812IT Master of Information Technology (and specialisations)		3	2	5
2721IN Master of Investigations	1			1
1614IN Graduate Diploma of Investigations			1	1
2720IA Master of Intelligence Analysis		1		1
2718HS Master of Dispute Resolution	1		1	2
2321LM Graduate Certificate in Leadership and Management			3	3
2721LM Master of Leadership and Management	1		2	3
2121PS Diploma of Psychological Studies	2		4	4
2317CL Graduate Certificate in Organisational Coaching		1		1
2617CL Graduate Diploma of Organisational Coaching			1	1
2320AD Graduate Certificate in Applied Data Science	1			1
2322AI Graduate Certificate in Applied Artificial Intelligence			2	2
2721PA Master of Professional Accounting			4	4
1722CS Master of Professional Information Technology			1	1
2421PO Bachelor of Policing and Public Safety			1	1
2601FN Graduate Diploma of Finance			1	1
2317PM Graduate Certificate in Project Management			2	2
2714PM Master of Project Management			6	6
2718CS Master of Cyber Security			13	13
2701BL Master of Business Leadership			2	2
2720SO Master of Social and Organisational Leadership			3	3
2715OC Master of Human Resource Management			3	3
2301HM Graduate Certificate in Human Resource Management			3	3
2719DM Master of Applied Digital Marketing			2	2
2705US MBA (and specialisations)			20	20

2714LS MBA (Law Enforcement and Security)			1	1
2726US Master of Commerce			2	2
2720CP Master of Business Administration (Computing)			3	3
2722AB Master of Applied Business (and specialisations)			10	10
2717VC Master of Cloud Computing			3	3
2721EM Master of Emergency Management	1			1
1211EM Associate Degree in Emergency Management		1		1
Totals	33	22	355	410

There was one approval for substitution of more than 25% of the course for the Undergraduate Certificate in Information Technology (2022IT) where two subjects were substituted at the same level to allow the student to graduate at the end of 2490. The approval was given on the basis of the uncertainty of the continuation of the Undergraduate Certificate qualification.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Charles Sturt has a low appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standard.	Subject substitutions at a different level risk the student not meeting course AQF level, and excessive (>25%) subject substitutions risks a student not meeting course learning outcomes. This report allows us to monitor and manage the volume of subject substitutions being approved in the Faculty	Yes

ACTIONS AND NEXT STEPS

Nil.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: Standard number 6.3 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This submission is made in accordance with: Clause 37 of the Enrolment and Fees Procedure

Prepared by: 28/01/2025 Kim Craig, Manager Course Administration Team, Faculty of Business, Justice and Behavioural Sciences.

Approved by: 28/01/2025 Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioural Sciences.

Cleared by: 03/02/2025 Lewis Bizo, Executive Dean, Faculty of Business, Justice and Behavioural Sciences.



Item 17: Above Limit Credit

PURPOSE

To seek approval for above regulation credit for the following students.

RECOMMENDATION

The Faculty of Business Justice and Behavioural Sciences Faculty Board resolves to **approve** the above credit limits for the following students in the following courses.

KEY ISSUES

IT Masters has identified the following students whose enrolment strategy was based on advice provided by the Faculty or Admissions, and which was correct under the previous credit policy. With the introduction of the new credit policy in April 2023, what could previously be counted as credit or exempt from credit limits has changed, leaving these students having to potentially undertake more subjects than they expected on commencement of their studies. In order to assist students who followed advice provided by CSU in good faith, we are seeking the above credit limit approval for the following students.

This is the same rationale as Item 13 from AS BJBS FB 40 of 13 August 2024.

Student Number	Course	Reason for Application	Over credit limit credit points sought
11794875	Master of Cyber Security	Seeking exemption to uphold ITM advice based on previous credit policy that subjects studied in GCCS and used to graduate in GCCCV would be exempt from credit limit of the Masters of Cyber Security.	8 – ITC568
69207533	Master of Cyber Security	As above	8 – ITC595
11800330	Master of Business Administration (Computing)	As above, but for GCBA into MBA	8 – ITI11C
11472307	Master of Cyber Security	Seeking exemption to uphold ITM advice based on previous credit policy that subjects studied in the 12-subject MIT and credited to the 16-subject MIT still be able to be granted as credit into the Masters of Cyber Security.	16 – ITC595, ITC596

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity, and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.	This approval is sought to ensure that we honour advice provided to our students on admission. The issue has arisen due to a change in the credit policy that has impacted these students as they were acting on advice provided at the time of course planning.	Yes

Prepared by: 20/01/2025 Pete Greening, Associate Director Admission and Conversion
 Approved by: 24/01/2025 A/Prof Julia Lynch, Associate Dean Academic, Faculty of Business, Justice and Behavioural Sciences
 Cleared by: 3/02/2025 Prof Lewis Bizo, Executive Dean, Faculty of Business, Justice and Behavioural Sciences



Item 18: Above Credit Limit

PURPOSE

This submission seeks the Faculty Board’s approval to allow student number 11691244 credit beyond the limits of the Credit Policy for the Master of Applied Business program.

RECOMMENDATION

The Faculty Board resolves to approve student number 11691244 to carry 64 credit points into the Master of Applied Business from the Master of Commerce.

KEY ISSUES

Incorrect advice was given to the student regarding eligibility for readmission.

At the time the student was withdrawn from the Master of Commerce, he was advised that he would be able to apply for readmission within 12 months. As the course was in phase out, this advice was not accurate: This request is to allow the student to retain credit for 8 subjects that were studied in the Master of Commerce to carry into the Master of Applied Business program. This will prevent the student from being disadvantaged by the phase-out of the Master of Commerce program and the incorrect advice given at the time of his withdrawal.

RISK ASSESSMENT

<p>Risk appetite according to the Risk Appetite Statement.</p>	<p>Legislative and Regulatory Compliance: Charles Sturt University is committed to high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative requirements, regulatory compliance obligations and internal policies and procedures.</p>
<p>Consequence of Committee decision in relation to risk appetite</p>	<p>This decision would fall within the University risk appetite for teaching and learning. This decision helps us remain student focused and ensure that our students are not disadvantaged by changes to Charles Sturt offerings as a result of our course revitalisation. Awarding eight credits falls into the low risk as a consequence and does not compromise any course delivery, accreditation, or academic integrity.</p>

ATTACHMENTS

Nil

Prepared by: 0/01/2025	A/Prof Tahmid Nayeem, Course Director, FOBJBS, Hayley Gifford, CAO, FoBJBS.
Approved by: 29/01/2025	A/Prof Julia Lynch, ADA, FOBJBS.
Cleared by: 3/02/2025	Prof Lewis Bizo, ED, FOBJBS.



Charles Sturt
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Item 19: 2024 TPA Review Summary

The 2024 TPA Review Summary is a confidential paper.

Item 20: Committee Minutes for Noting

PURPOSE

To provide the minutes of committee meetings for noting by the Faculty of Business, Justice and Behavioural Sciences Faculty Board.

RECOMMENDATION

The Faculty of Business, Justice and Behavioural Sciences Faculty Board resolves to **note** the minutes of the Committees provided for the information of Faculty Board.

KEY ISSUES

The minutes of meetings of Academic Senate, the Faculty of Business, Justice and Behavioural Sciences Faculty Board Standing Committee and minutes of sub-committees of the Faculty of Business, Justice and Behavioural Sciences Faculty Board are provided for the information of members:

	Committee Name	Meeting Date of Minutes for Noting
1	Academic Senate	25 September and 31 October 2024
2	Faculty Research Committee	No minutes received.
3	Australian Graduate School of Policing and Security/Centre for Law and Justice, School Board	No minutes received.
4	School of Business, School Board	13 November 2024
5	School of Computing, Mathematics and Engineering, School Board	11 November 2024
6	School of Policing Studies, School Board	No minutes received.
7	School of Psychology, School Board	17 April and 7 August 2024.
8	Centre for Customs and Excise Studies Steering Committee, School Board	No minutes received.
9	CSU Study Centres Academic Management Committee	No minutes received.
10	CSU Sydney Academic Management Committee	No minutes received.
11	Economic and Finance Institute (Cambodia)	No minutes received.
12	Joint Cooperative Program (China)	No minutes received.
13	IT Masters Academic Management Committee	No minutes received.

Items that require specific consideration and or decision by the Faculty of Business, Justice and Behavioural Sciences Faculty Board will appear as separate items on the agenda.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with Standard 6.3 Higher Education Standards Framework 2021 .
Policy Alignment	This decision is made in accordance with the Faculty Board Membership and Term of Reference and the relevant sub-committee Membership and Terms of Reference in the Policy Library .

RISK ASSESSMENT

Risk appetite according to the Risk Appetite Statement.	Legislative and Regulatory Compliance: Charles Sturt University is committed to high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative requirements, regulatory compliance obligations and internal policies and procedures.
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Consequence of decision in relation to risk appetite	This decision sits within the current risk appetite.
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ATTACHMENTS/LINKS

1. [AS196 Minutes 25 September and 31 October 2024](#)
2. School of Business, 13 November 2024
3. School of Computing, Mathematics and Engineering, 11 November 2024
4. School of Psychology, 17 April and 7 August 2024.

Prepared by:	23/01/2025	Ms Verinnia Lansom, Governance Officer
Approved by:	23/01/2025	Ms Kate Hayden, Manager Governance
Cleared by:	03/02/2025	Professor Lewis Bizo, Executive Dean, Faculty of Business, Justice and Behavioural Sciences



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The School of Business School Board Meeting No. 10

Minutes of the meeting held on Wednesday, 13 November 2024 by teams meeting.

1. Welcome and Apologies

The Chair opened the meeting at 2:00 pm with an Acknowledgement of Country and welcomed members and attendees.

Attendance and Apologies

Members	Position	Attendance
Associate Professor Dianne McGrath	Chair (Acting Head of School)	Yes
Dr Katherine Herbert	Member (Associate Head of School)	Yes
Mr Yianni Athanasopoulos	Member (Associate Head of School)	Yes
Professor Branka Krivokapic-Skoko	Member	Yes
Professor Mark Morrison	Member	No
Professor Russell Roberts	Member	Yes
Associate Professor Jenny Kent	Member	No
Associate Professor Bhanugopan Ramudu	Member	No
Associate Professor Larissa Bamberry	Member	Yes
Associate Professor Abhishek Dwivedi	Member	Yes
Associate Professor Cliff Lewis	Member	Yes
Associate Professor Tahmid Nayeem	Member	Yes
Associate Professor Alain Neher	Member	No
Associate Professor Nick Pawsey	Member	Yes
Dr Muhammad Abid	Member	Yes
Dr Peter Adjei-Bamfo	Member	Yes
Dr Ezaz Ahmed	Member	Yes
Dr Rubina Ahmed	Member	Yes
Dr Rui Bi	Member	No
Dr Arnela Ceric	Member	Yes
Dr Nick Davis	Member	Yes
Dr Elizabeth Dunlop	Member	Yes
Dr Mark Frost	Member	No
Dr Bede Harris	Member	Yes
Dr Jodie Kleinschafer	Member	No
Dr Buddhika Mudannayake	Member	Yes
Dr Danny Murphy	Member	Yes
Dr Felicity Small	Member	No
Dr Helen Taylor	Member	Yes
Dr Nicola Thomas	Member	Yes
Dr Alfred Wong	Member	Yes
Dr Lucia Wuersch	Member	No
Mr Emmett Berry	Member	Yes
Ms Elizabeth Bracken	Member	No
Ms Amanda Carrigan	Member	Yes
Ms Marcelle Droulers	Member	No
Ms Kylie Gumbleton	Member	Yes
Ms Wendy Strachan	Member	No
Ms Ana Torres Ahumada	Member	No
Ms Peir Woon	Member	No
Attendees (non-members)		
Ms Sue Henley	School Executive Support Officer	No
Ms Meredith Morton	Faculty Executive Officer	No
Ms Anna Schembri	BJBS Subject Team Representative	Yes
Ms Tracie Hartley	Faculty Librarian (BJBS)	Yes
Secretary to the Committee		
Sharee Esler	Committee Secretary	

2. Declaration of Interests

There were no interests raised or declared by members or attendees.

3. Confirmation of Agenda

The School Board confirmed the Agenda.

4. Previous Minutes

The School of Business Executive resolved to approve the meeting minutes as a true and accurate record.

5. Action Sheet

No actions.

6. Membership

No changes to membership

7. Chair's Report

Leave planning

- Dianne thanked everyone for booking their leave in advance. This helps with planning workloads for 2025 and ensures that accrued leave is managed effectively.
- The School is under scrutiny for the liability of accrued leave and knowing the leave plans help secure the necessary funding to cover teaching loads.

Changes to casual academic staff employment

- Dianne explained that casual academic staff will now be restricted to marking duties only. The School are unable to hire casual academics for convenorships unless there is a backfill due to long service leave or similar.
- Staff may need to take on additional convening for subjects they haven't taught before. Decisions about casual staff will depend on the workload and existing workforce.

Subject availability and workload management

- Dianne discussed the School's subject offerings, noting that some repeat subjects have been deleted for 2025 unless they are a special case. This decision is aimed at improving student engagement and ensuring quality experiences with fewer, more focused subject offerings.
- Dianne reminded staff to consult with their AHOS regarding workload adjustments for 2025.

Marking Guides and solutions

- It was emphasized that marking guides and solutions are required when QAing subject outlines. This ensures that all markers are given clear instructions for consistency in grading. Without marking guides there have been recurring issues with student complaints and inconsistencies in grading. The marking guides help to clarify expectations for markers and avoid misunderstandings during assessments.
- Dianne reminded the team that marking guides should be submitted with the subject outline to avoid delays or issues later.
- Emmett Berry raised concerns about the effectiveness of independent reviewers who may not be familiar with the subject. Dianne acknowledged this concern and stated that efforts are made to select reviewers with relevant expertise where possible. However, due to time constraints and availability of staff ideal candidates may not always be available.

Grade distribution and student assessment

- Dianne raised concerns regarding grade distribution for the 202460 session where the average grade for subjects is a DI (Distinction). She questioned whether students are truly at a high standard and if the assessment tasks are appropriately differentiated.
- Dianne emphasized that while there is no intention to enforce a bell curve, the School needs to reflect on the appropriateness of the grading criteria.
- Dianne recommended that the Learning and Teaching Committee review this matter further to ensure alignment of grading with student capabilities.

Budget

- Dianne provided an update on the School's budget which currently shows a negative bottom line due to overspending in wages (both casual and permanent staff).
- Key points: The current budget shortfall is largely due to staff costs, with no immediate impact on staff jobs; the budget is also affected by the costs related to our partner programs, including Navitas; the School has been effective in managing other expenses, such as conference travel with the help of tri faculty funding
- Dianne noted that financial performance is closely tied to teaching efficiency, as highlighted in university KPI's.

Key Performance Indicators (KPI's)

- *Teaching hours efficiency KPI:* The target hours is 40. The School is still tracking towards this target but expects to need 2 years to meet it. The challenge is low enrolments in partner programs are making it difficult to meet the KPI.
- *Research activity KPI:* The School is on track to meet the target of 100% research active staff, particularly with new hires contributing positively.
- *Your Voice KPI:* The School exceeded the 80% target for staff engagement which has been recognised in larger forums. Dianne thanked staff for their contributions, noting that this success reflects the commitment of the team.

Student satisfaction and SES Feedback

- Dianne discussed student satisfaction, particularly in relation to subject evaluations. Many SES surveys showed a low response rate which can skew the feedback. Dianne encourage staff to still reflect on the survey information.
- Yianni raised concerns about how low response rates might negatively impact promotion applications, especially if the feedback from a few students is critical.
- Dianne responded that the narrative surrounding the feedback is important. If negative feedback is received, it should be addressed and explained in the context of broader student satisfaction. Tahmid agreed, emphasizing the importance of developing a strong narrative to present to promotion committees.
- Danny Murphy suggested that Faculty consider conducting their own surveys in Brightspace, which would allow more specific and timely feedback to improve student experience. Danny noted that one question surveys focused on specific aspects of teaching might receive better feedback as current surveys often include questions that are not directly relevant to the subject.
- Yianni Athanasopoulos and Tahmid noted that the promotion decisions are not solely based on one sessions feedback, as long as the applicant can demonstrate a broader pattern of positive feedback over time. They suggested the Faculty should maintain a record of positive feedback and share this information in their promotion applications.

Acknowledgement of staff contribution

- Dianne acknowledged Kath Herbert for her exceptional work in getting processes on board for China and her contributions to the school.
- Dianne commended Kath's ability to present information in a clear, digestible manner for a wide range of audiences.
- Dianne encouraged staff to continue pointing out specific issues with processes when they arise, as these insights are essential for improvement.
- Branka Krivokapic-Skoko expressed her gratitude for Dianne's leadership over the past few years. Branka acknowledged Dianne's efforts in bringing the team together and supporting the school through challenging times. She also recognised Dianne's ability to navigate new responsibilities and contribute to executive level decisions, often beyond her expected role.
- Dianne thanked Branka for her kind words and highlighted that the success of the School is a collective effort, with the team working together as a well oiled machine.

- Dianne also acknowledged key colleagues such as Yianni, Kath, Alain, Sharee and Sue, noting that despite personal challenges, the team have continued to work with dedication and a positive attitude.

8. Report from Course Directors

- Kylie welcomed Tahmid to the team as the new Course Director for postgraduate business courses.
- Kylie highlighted key aspects of the report, emphasizing the need for increased growth in courses. Kylie made a call out to all team members to promote course growth wherever possible.
- Courses requiring further attention for growth were specifically identified: Bachelor of Accounting, Bachelor of Business and Master of Professional Accounting.
- There is ongoing concern about first year undergraduate retention with efforts needed to address this issue in the upcoming academic sessions. Kylie asked for feedback or suggestions to improve retention strategies.

Navitas:

- Kylie shared data on student numbers across Navitas courses: 63 students started across 3 courses in the last session (Bachelor of Accounting, Bachelor of Business and Master of Professional Accounting). Some sessions had high attrition rates particularly in session 1. The total number of enrolled students for the next session is about 40-90 across the 3 courses.

Accounting Accreditation:

- No update received regarding the approval for Accounting accreditation (pending for approximately 4 months).

AHRI Accreditation:

- Focus on the 6 courses currently under review for AHRI accreditation. Changes are expected to be made including updates to some subject topics, assessments and textbooks.
- Kylie explained the importance of aligning subject outlines with the handbook as accrediting bodies use the handbook as a source of audit.

Advisory Committees and Industry Engagement

- The School of Business has 3 external advisory committees: Undergraduate Business, Accounting (undergrad and postgrad) and HR. No student representatives have been appointed to these committees yet. Kylie encouraged School staff members to suggest potential student reps.

Orientation 2025

- Orientation will be held in February. Further coordination will be done with Dianne and the leadership team in January regarding locations and involvement.

Student queries to School staff regarding subjects

- Kylie emphasized the importance of advising students accurately and ensuring they consult the team to confirm elective availability before making decisions.

Late Subject Enrolment

- Kylie reminded staff that students cannot be added to their enrolment after the end of week 2, as per School policy. If students request late enrolment the Courses team must review the situation and provide written justification when appropriate.

AI Integration

- Discussion about AI and its integration into assessments. Accreditation bodies have flagged the lack of AI use in HR subjects.
- AI should be integrated where appropriate in subjects and there will be a push to include emerging technologies into the learning outcomes. Specific mention of assessments that had previously prohibited AI usage will be updated.
- Larissa Bamberry raised concerns about the use of AI in recruitment and other HR functions. The integration of AI in HR subjects needs to reflect industry changes and stay up to date with emerging trends. Kylie noted the importance of teaching students how emerging technologies, including AI, are shaping the future of HRM.
- Postgraduate course reviews

- Tahmid Nayeem mentioned that both the MHRM and MBA courses are due for comprehensive course reviews in the coming year. Teams will need to engage with the course review process and provide input where necessary.

Student enrolment and acceptance gaps

- Tahmid noted a significant gap between offer acceptance and final enrolment, particularly for the MHRM and MBA programs. This trend has been persistent, and further investigation may be needed to understand the causes and address them.
- Dianne congratulated Tahmid on his new role and encouraged the team to continue working together to address student engagement and retention issues.
- Tahmid expressed optimism about improving the situation and acknowledged that while challenges remain, there are opportunities to grow and enhance the student experience.

9. Report from the Learning and Teaching Committee

Report attached.

- Yianni Athanasopoulos provided an update on the discussions from the Learning and Teaching Committee.
- *Special Consideration and Extensions*: Yianni responded to Danny Murphy's comment regarding special consideration, specifically concerning the seven-day extension for assessments. He highlighted that a new LMS (Learning Management System) will be introduced, which will allow the seven day extension to be incorporated directly into subject outlines. This will make it easier to apply the extension to assessments, especially for final assessments, where students may not be able to complete their work on time.
- Yianni noted that once more information is available about the new LMS system, he will communicate it to the wider team and community.
- Dianne reminded the team about the seven-day extension policy:
 - *Extension Option*: The seven-day extension can be turned off, but there must be a valid reason for doing so.
 - *Conditions for Turning Off Extension*: One of the conditions is that if the extension is not applied, grades must be finalized on time. If the final assessment requires grading to be completed promptly, the extension can be withheld.

10. Report from the Research Committee

Report attached

Seminars

- Nick Pawsey provided an update on the Research seminars. Over the past year, seminars have been run on an ad hoc basis, with speakers lined up by Cliff, Branka, and others, and development workshops coordinated by the chair.
- The Research Committee is now aiming to formalise the seminar series.
- An Expression of Interest (EOI) has been sent to staff to take on the role of Research Seminar Convenor. The deadline for submitting EOIs is 22nd November. Staff are welcome to share this role with other staff if needed.
- ***School Research Strategy***
- Nick highlighted the work led by Mark Morrison on the Faculty Research Strategy, which set goals for priority areas within the school.
- The Deputy Vice-Chancellor (Research) has requested the school prepare a new strategy document. This will align with the faculty strategy but will also include new sections.
- The school is required to define Key Performance Indicators (KPIs) around Q1 journals, field weighted citation index and research income
- The school is performing well with **Q1 journal publications**. Although the volume of journals has decreased, the quality of publications has increased, reflecting staff changes and a focus on impactful research.

- Research income has also been strong, with modest bids yielding good results.
- The **DVCR** has set a target of 10% growth per annum for these KPIs. However, achieving this growth may be challenging, especially in Q1 journal submissions, which are already nearing their target.
- There is potential for growth in research bids, although time constraints may limit additional submissions.
- Nick encouraged staff to provide any suggestions or high-level thoughts on the SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) related to the school's research performance.
- He also asked for suggestions on areas to focus on for further improving the school's research output.
- Training and workshops related to these KPIs will be offered through the Research Committee.

11. For noting

202460 QUASAR report

12. Other Business

ECO702 – 2025

- Alfred Wong noted that the SAL does not reflect the availability of ECO702 for 2025 although it is listed on the website.
- Dianne confirmed that the subject was missing from the SAL and this issue is currently being addressed. The SAL will be updated and the subject will be available for 2025.
- Alfred enquired about the procedure on updating subjects on the SAL. Dianne confirmed this is actioned with a SAL amendment by the School and approved by the Head of School and Executive Dean so no action required from academic school staff.

Research Income and Budget allocation

- Alfred asked for clarification on how research income affects the school budget.
- Dianne explained that research income does not directly impact the schools budget as the budget she manages is primarily an expense budget. Research income, whether managed through a research account or research centre, is earmarked for specific research purposes.
- Any "buy-out" of research time (where researchers reduce their teaching load to focus on research) is accounted for separately. It does not directly improve the school budget since replacing teaching staff incurs additional costs.
- Dianne noted that any salary allocations or secondments due to research would contribute to the budget if they result in a salary offset within the school.
- ***Research and Teaching Balance:*** There is ongoing discussion around the expectation that if a staff member is funded to spend a significant percentage of their time on research (e.g., 50%), their research outputs should reflect this time allocation, and potentially, the school should receive compensation for the time spent on research.
- Larissa Bamberly added that the RPI (Research Performance Indicator) calculator will be used to align research time expectations with the Academic Workload Manager (AWM) going forward.

Academic Workload Manager (AWM) Issues

- Larissa Bamberly raised an issue regarding the Academic Workload Manager. Specifically, if a higher-level academic (e.g., Level D4) is replaced with someone at a lower level (e.g., Level B1), this could skew expectations in the AWM, as the buyout might be misinterpreted as a time allocation that inflates the research workload.
- Dianne acknowledged the concern and explained that, for now, the focus is primarily on teaching allocations within the AWM. Any adjustments for other roles (e.g., research, administration) should be accounted for separately, and research supervision should ideally be coded to research subjects to ensure accurate reporting.
- Larissa also flagged that the SSP (Special Study Program) is currently being recorded as leave but technically should contribute to research expectations. It is unclear how this will be captured in the future.

New Head of School

- Dianne provided an update regarding the new Head of School.
- Jac Birt is the incoming candidate for the role. She is currently the Deputy Dean at the University of Western Australia (UWA) and is well-known within the accounting academic community. She is an active member of the Accounting and Finance Association of Australia and New Zealand (AFAANZ) and has served as the past chair of this association.
- Dianne emphasized Jac Birt's expertise in accounting education, which is a positive aspect for the role.
- Dianne also expressed gratitude for the positive feedback and emails received following her recent announcement about stepping down from her position. She thanked everyone for their support, acknowledging that her tenure was made easier by the enthusiasm and engagement of the team.
- Dianne clarified that she did not apply for a second term as the Head of School, as there were other personal factors influencing her decision. However, she reassured the team that she remains interested and committed to staying involved within the school.
- She encouraged the team to look forward to the future with the new incoming head and emphasized the opportunities for change and growth in 2025.
- Dianne expressed that she appreciated the constructive feedback from the "Your Voice" survey, which contributed positively to her experience in the role.
- Larissa Bamerry inquired about the impact of the new Head of School starting in January on the PPDR (was called EDRS) process.
- Dianne McGrath responded that appointments for the PPDR meetings will be scheduled through the Head of School's office, with calendar invites sent in advance. The meetings will be scheduled for February or March.
- Dianne mentioned that she would offer to be involved in these discussions, but the new Head of School would be the decision maker regarding the process.
- Dianne advised the team to start thinking about their goals for the coming year and to begin documenting their progress.
- There is no need to wait until the formal meetings to begin this process. Goals can be set and reviewed now, and individuals are encouraged to begin planning for the upcoming year.
- Dianne recommended that team members begin working on their performance plans early, ensuring that any updates to goals are made before the formal review period starts. She reminded everyone to avoid delaying or pushing back these tasks, as this would result in unnecessary delays in the process.
- Dianne ended by thanking the team for their engagement and expressed her gratitude for the collaborative environment within the school.

Navitas Melbourne course offerings

- Dianne provided an update regarding the courses offered at Navitas Melbourne for 202530..
- It was confirmed that the accounting course will not be offered in Melbourne due to insufficient demand. This decision aligns with broader trends across the sector where similar programs have faced low enrolment.
- While the accounting program is not proceeding, courses in project management will be offered at Navitas Melbourne. The decision reflects a shift in focus to programs with higher demand in the Melbourne market, but the exact set of courses to be offered will be limited compared to previous offerings.

Your Voice Survey

- Dianne acknowledged feedback from the Your Voice survey regarding processes within the school, noting that some processes, particularly those involving external offices (e.g., Research Office, Ethics Committees, LMS systems), have caused frustration for staff.
- She encouraged staff to provide specific feedback about problematic processes, which will help pinpoint areas where improvements can be made.
- Dianne also noted the positive feedback in the survey about the school's research performance. She celebrated the success in research output and income, highlighting the school's strength in securing impactful publications and research funding.
- She urged staff to continue contributing to this positive trajectory, emphasizing the importance of maintaining high-quality publications and ensuring that research is impactful and well-cited.
- Dianne acknowledged the challenges associated with processes, such as those in student services and research funding. She urged staff to provide specific examples of frustrations they face with processes, such as delays in contract approvals, research funding applications, or student service processes.

- Staff were encouraged to email their feedback to either Dianne, Nick, or the Head of School to allow the leadership team to better understand and address these concerns.
- Larissa Bamberry shared her frustrations regarding Research Office procedures, particularly the LMS systems and the CRM system. She described the learning curve and stress caused by navigating these new systems, which often feel challenging and unclear.
- Larissa noted that some of these processes, particularly those related to ethics committees and student services, could be better streamlined to reduce confusion and stress for staff.
- Larissa suggested that simplified, clear communication could alleviate some of the issues. For example, staff could benefit from clear, concise guides on how to complete processes, especially those related to funding applications, contracts, and student services.
- Dianne supported this idea and stressed the importance of clear, step-by-step instructions to help staff navigate administrative processes without unnecessary complications.

13. Meeting Summation

- Dianne encouraged everyone to reflect on the progress made so far but reminded the team that there is still a lot to accomplish before the end of the year.
- While some colleagues might be going on leave in December, Dianne wished everyone a well deserved break.
- Dianne also acknowledged the new team members in Bathurst, Rubina and Ezaz Ahmed, and encouraged the team to introduce themselves to their new colleagues.
- Dianne thanked everyone for their hard work and contributions over the year. She acknowledged that while the year is not yet over, there are plenty of busy weeks ahead, and she looked forward to working together to finish the year strong.

14. Next Meeting

The next meeting of the School of Business School Board is scheduled to be held on 12 February 2025 by Microsoft Teams.

The agenda for this meeting closes 5 February 2025.

There being no further business, the meeting concluded at 3.27 pm.

Signed as a true and accurate record:

Chair

Date



Charles Sturt
University

The School of Business School Board Meeting No. 9

Minutes of the meeting held on Wednesday, 14 August 2024 by teams meeting.

1. Welcome and Apologies

The Chair opened the meeting at 2:00 pm with an Acknowledgement of Country and welcomed members and attendees.

Attendance and Apologies

Members	Position	Attendance
Associate Professor Dianne McGrath	Chair (Acting Head of School)	Yes
Dr Katherine Herbert	Member (Associate Head of School)	Yes
Mr Yianni Athanasopoulos	Member (Associate Head of School)	No
Professor Branka Krivokapic-Skoko	Member	No
Professor Mark Morrison	Member	No
Professor Russell Roberts	Member	Yes
Associate Professor Jenny Kent	Member	No
Associate Professor Bhanugopan Ramudu	Member	Yes
Associate Professor Larissa Bamberry	Member	Yes
Associate Professor Abhishek Dwivedi	Member	No
Associate Professor Cliff Lewis	Member	Yes
Associate Professor Tahmid Nayeem	Member	Yes
Associate Professor Alain Neher	Member	Yes
Associate Professor Nick Pawsey	Member	Yes
Dr Muhammad Abid	Member	Yes
Dr Peter Adjei-Bamfo	Member	Yes
Dr Ezaz Ahmed	Member	Yes
Dr Rubina Ahmed	Member	Yes
Dr Rui Bi	Member	Yes
Dr Arnela Ceric	Member	Yes
Dr Nick Davis	Member	Yes
Dr Elizabeth Dunlop	Member	No
Dr Mark Frost	Member	Yes
Dr Bede Harris	Member	Yes
Dr Jodie Kleinschafer	Member	No
Dr Buddhika Mudannayake	Member	Yes
Dr Danny Murphy	Member	No
Dr Felicity Small	Member	Yes
Dr Helen Taylor	Member	Yes
Dr Nicola Thomas	Member	No
Dr Alfred Wong	Member	Yes
Dr Lucia Wuersch	Member	Yes
Mr Emmett Berry	Member	Yes
Ms Elizabeth Bracken	Member	No
Ms Amanda Carrigan	Member	Yes
Ms Marcelle Droulers	Member	No
Ms Kylie Gumbleton	Member	Yes
Ms Wendy Strachan	Member	No
Ms Ana Torres Ahumada	Member	No
Ms Peir Woon	Member	Yes
Attendees (non-members)		
Ms Sue Henley	School Executive Support Officer	Yes
Ms Meredith Morton	Faculty Executive Officer	No
Ms Anna Schembri	BJBS Subject Team Representative	Yes
Ms Tracie Hartley	Faculty Librarian (BJBS)	No
Secretary to the Committee		
Sharee Esler	Committee Secretary	

2. Declaration of Interests

There were no interests raised or declared by members or attendees.

3. Confirmation of Agenda

The School Board confirmed the Agenda.

4. Previous Minutes

The School of Business Executive resolved to approve the meeting minutes as a true and accurate record.

5. Action Sheet

No actions.

6. Membership

Welcome Ezaz Ahmed and Emma Marshall, Student Representative

7. Chair's Report

202475 Session and Partner Visits:

- The 202475A session is about to start.
- Mark Frost will be teaching at one of our partners during the 202475A session.
- Yangzhou University will be visiting Albury commencing 23 September. Nick Pawsey has already been contacted regarding the visit. Colleagues in Albury are requested to keep that week somewhat flexible. Additional details will be shared once they are finalised. A morning tea will likely be hosted during this period.

Workload Policy:

- The impact of recent changes and the university-wide academic workload policy are currently under review.
- All staff are encouraged to review the first draft of the workload policy if they have not already done so. This was highlighted in the recent roundup.
- A school meeting is scheduled for 21 August to discuss the policy and gather feedback as part of the consultative process.
- Links to information sessions, recordings, and the policy itself are available on the AWP website, which was included in the roundup.

Academic Integrity:

- The latest Academic Integrity report shows that our school remains number one in reporting. There is significant representation from our China partner in this report.
- There has been a decrease in the number of allegations in 2023, suggesting that the academic integrity module is effective in clarifying information for students.
- Of the investigations conducted, 73% breached the student misconduct rules, 21% were due to poor academic practice, and only 6% were dismissed, indicating that most cases have merit.
- Most common penalties included zero marks for assessments or a resubmit with a maximum of 50% of the marks.
- There has been a notable decrease in the average time to resolve allegations.

NSW Police Tender:

- The tender for the NSW police was successfully submitted by the July 31 deadline.

Recruitment and Retention of Staff

- Dianne McGrath is currently analysing recruitment and retention efforts in line with the "closing the loop" legislation.
- There is a high level of casual employment within the school, especially prevalent in partner arrangements.
- Recent positive developments include staff expressing a willingness to take on more responsibilities, indicating an ongoing engagement with the school.
- There is a recognised need for additional permanent staff, though the specific areas and roles for these positions are still being evaluated based on expected future work.

- There is an argument for retaining more staff, but the key challenge is determining where to allocate these positions effectively.
- There is a need to ensure sustained work to justify hiring additional staff, avoiding situations where new positions become redundant due to a lack of work.

Conversion of Casual Staff

- Larissa Bambrery raised concerns about part-time staff seeking to increase their hours and the potential to use casual roles as an option.
- In the first round of conversions, there will be efforts to convert some casual positions to permanent roles.
- Some valuable casual staff may prefer to remain in their current status, so there needs to be a balance between converting staff and maintaining flexibility.
- The "closing the loop" legislation presents challenges for ongoing work. Permanent appointments require meeting minimum qualifications, such as having a PhD or being well-progressed in a relevant field.

Navitas Intake for Session 60

- Mark Frost enquired about the status of the Navitas intake. Kylie to provide more detail regarding numbers in the Course Director report.
- From 202430, there has been a loss of students transferring to other educational providers, though not universities.
- Dianne noted that there might be delays moving forward, similar to what was experienced at the start of the current session.
- There will be some teaching at the Sydney campus in 202490, despite significant reductions in offerings due to unviable numbers. The Melbourne campus is expected to open in 202530.

Utilisation of Navitas Facilities

- Nick Pawsey asked about using Navitas facilities for internal teaching and research purposes, particularly for intensive classes for online students.
- Dianne expressed openness to this idea but emphasised that any proposal should align with the subject context and existing operations. She encouraged Nick to submit a proposal for further consideration.
- Nick inquired about the percentage of domestic students at Navitas and whether there were concerns about potential competition with other institutions.
- Dianne indicated that domestic enrolments at Navitas are very small. She does not anticipate significant competition issues, as most students from Sydney are online and might prefer the face-to-face experience offered by North Sydney.

Potential for Residential Workshops

- Amanda Carrigan suggested the possibility of running residential workshops for mediation subjects, reflecting on the value of face-to-face interaction compared to online formats.
- Dianne acknowledged the potential benefits but highlighted the need for a detailed business case to justify such an initiative. She noted that it would be crucial to assess student demand to avoid low participation.
- Amanda to prepare a proposal for residential workshops and present a business case to assess feasibility.
- Dianne to discuss further with Amanda and consider the potential for residential workshops based on student numbers and demand.

8. Report from Course Directors (Kylie Gumbleton)

- Currently Kylie is the sole Course Director for the School of Business. There should be two people in this role, but as of now, it is just Kylie.
- Kylie acknowledged the Schools support and apologised in advance if she has missed anything.
- The second Course Director position is still pending. If anyone is interested, please reach out to Julia.
- The 202460 intake is smaller, with numbers looking stable. The Bachelor of Accounting has seen a significant improvement in student numbers, mainly online.
- A recent analysis shows that a majority of undergraduate students are choosing online courses over on-campus options.
- Numbers in the postgraduate space remain relatively small and stable. Any variances appear as larger percentages due to the small size of the cohorts.
- International intakes into MPAPP are currently concerning, but undergraduate courses are showing growth compared to last year.
- Course Health checks are ongoing, with a traffic light report indicating which courses are performing well (green) and which need attention (red). Issues of particular concern include attrition rates. Online attrition is better compared to on-campus attrition, which is notably high after the first year. This is being investigated further.

- The submission for accreditation of the Navitas campus for accounting programs has been completed. We expect feedback soon.
- The comprehensive course review and reaccreditation for accounting programs are scheduled for next year, overlapping with the review process. Preparation is already underway.
- HR accreditation is due in November. The process is currently open but not yet progressed.
- Open days have been successful at Wagga Wagga, Port Macquarie and Albury campuses, with Bathurst's open day coming up this weekend. Feedback from previous events has been positive.
- There have been issues with students receiving inconsistent advice regarding course prerequisites, waivers, subject selections, and leave of absence. Please direct students to the course administration team for official advice to avoid confusion and workload issues.
- Navitas domestic applications are low. Two applications were received, one for the 202490 and one for the 202530. The status of these students is uncertain.
- The Bachelor of Business at Navitas has limited major options (Finance and Marketing) and fewer electives, which may affect student choices.
- Approximately 59% of students have left Navitas for other opportunities. More detailed statistics will be included in the next report.

9. Report from the Learning and Teaching Committee

No report given as committee has not had a meeting since last School Board.

10. Report from the Research Committee

- The faculty plans to organise writing workshops towards the end of this year and early next year. All staff are encouraged to attend these workshops as they become available.
- Tri-Faculty funding for the next year will open in November. This is an improvement from this year's limited lead time for funding information. Staff considering conferences or starting new projects should be aware of this timeline.
- Thanks to the Chair and Cliff Lewis for their efforts in organising upcoming research seminars and staff development workshops.
- A more formal seminar program is being re-established by the research committee.
- To align with staff interests, a short staff survey has been distributed. All staff are invited to complete this survey by the end of next week.
- Zahid regularly shares information about grant opportunities, which Sue posts on the Brightspace page.
- Staff are encouraged to regularly check the research section of the Brightspace page for updates on external funding and development opportunities.

11. For noting

202430 QUASAR report

- Please review the QUASAR report attached in the agenda and check any outstanding actions that need to be addressed during the current session. For those teaching in 202490, review the QUASAR report for any new action items related to assessment tasks or required corrections. Most actions should be resolved by the end of the next offering. As convenors, you are expected to provide a response detailing what has been addressed.

12. Other Business

Senate update from Mark Frost:

- The focus of Senate discussions is on two major risks:
 - **Research Output:** Ensuring sufficient research output to meet world-standard expectations, particularly in at least 50% of teaching disciplines.
 - **Student Load:** Addressing student numbers and financial sustainability concerns.
- These risks are central to Senate's academic risk considerations.
- After 18 months, the reaccreditation of the university's TEQSA was approved without conditions. The advice was sent out in May/June. Most of the suggested improvements have already been implemented.

- **AI Space:** Significant progress has been made in the AI space concerning courses and assessments. The university's proposal in this area was positively received, with early indications suggesting it is among the best compared to other universities.
- **International Students:** There is ongoing concern regarding Ministerial Direction 107, which affects visa applications and the operations of international student agents. The perception from the Vice Chancellor's office and the PVC International's office is that visa application processes and international student caps primarily impact universities with higher international student numbers. Since our numbers are relatively low, it is expected that our growth will not be restricted.
- **Student Numbers and Growth:** There is quiet confidence that the university will not face caps on current student numbers and that growth will be allowed over the next couple of years.
- **Needs-Based Funding:** There is optimism about additional resources and funding being allocated to regional universities, with expectations that our university will benefit from this.
- **Student Support Report:** A recent report highlighted improvements in student support, including study plans, library support, and wellbeing services, as detailed by Stacey Jenkins.
- **Risk Management Report:** The risk management report highlighted extensive background modelling and "what if" scenarios concerning international student caps. The modelling is focused on understanding how various scenarios related to international student caps could impact the university's budget.

13. Meeting Summation

- Reminder to complete the survey for Nick regarding the research seminar.
- Reminder to review the information about AWM and attend the meeting next week if possible. If unable to attend, members should forward any feedback or commentary to the meeting chair or to Alain, Neher, the chair of the Workload Committee. Please review the material including Graham's address, and consult with colleagues. The aim is to gather comprehensive feedback on the effectiveness of the guidelines, including are they realistic, the categorisation and timing. Feedback should be submitted promptly due to the short timeframe.

14. Next Meeting

The next meeting of the School of Business School Board is scheduled to be held on 13 November 2024 by Microsoft Teams.

The agenda for this meeting closes 6 November 2024.

There being no further business, the meeting concluded at 2.50 pm.

Signed as a true and accurate record:



 Chair

13 November 2024

 Date



SOB School Board: Course Director Report, November 2024

The School of Business has two Course Directors:

- Kylie Gumbleton - Bachelor of Business, Bachelor of Business Studies, Bachelor of Accounting, Master of Professional Accounting articulated set, Master of Professional Accounting (Professional Practice) articulated set and Undergraduate Certificate in Business.
- Tahmid Nayeem– Master of HRM articulated set, Master of Business Administration, Master of Applied Business articulated set, Graduate Certificate in Community Leadership & Resilience (micros)

Julia Lynch (ADA) oversees the Master of Applied Finance articulated set.

A) ADMISSIONS

202460 ADMISSIONS

Appendix A includes the current numbers for 202490. For the summer session, there were no intakes for the Bachelor of Accounting, Bachelor of Business, and Master of Professional Accounting (articulated set) programs.

Acceptances into our past graduate courses have increased over the 202490 compared to the same period last year. Overall, there has been a decline in acceptances for the undergraduate courses. This is skewed by the low numbers and decreased courses with an intake over the summer session.

Overall, we need consistent growth in our course sizes.

I will verbally present intake and progression numbers for our Courses offered in partnership with Navitas at the meeting.

2023 FIRST YEAR ATTRITION AND RETENTION

Following our August CD report, current-year attrition and retention continue to be of concern, as highlighted by the current Course Health Checks being undertaken. Please consider this as you plan for your 202530 teaching.

Metric	Metric Description	Benchmark	Bachelor of Accounting	Bachelor of Business
Commencing Progress Rate	Measures academic performance of commencing (first year) students by comparing the equivalent full-time student load (EFTSL) of units passed to the EFTSL of units attempted.	≥ 88%	77.7%	78.9%
Commencing Progress Rate	Measures academic performance of all students by comparing the equivalent full-time student load (EFTSL) of units passed to the EFTSL of units attempted.	≥ 88%	76.5%	84.4%
On Campus Attrition	Refers to the loss of first year students. Attrition is defined as the proportion of a student Cohort that commenced in a given year who did not return to study the following year. Students who complete their course or who transfer to another course are not counted as attrited and students who take a leave of absence are counted as attrited until they return to study.	≤ 14.6%	38.1%	40%
Online Attrition		≤ 29.5%	36.5%	37.5%

B) COURSE REVIEWS AND ACCREDITATION

ACCOUNTING ACCREDITATION

Navitas Sydney: Submissions have been made regarding the accreditation of the Bachelor of Accounting and Master of Professional Accounting (Professional Practice) courses at our Charles Sturt Sydney campus.

Accreditation of our main programs will commence soon, with final accreditation due in 2025. This coincides with Charles Sturt University's **Comprehensive Course Review** required to be undertaken in 2025 / 2026.

AHRI ACCREDITATION

It is almost completed for Charles Sturt University six (6) AHRI accredited courses (listed below). Minor changes are being made to course profiles to address AHRI's Capability Framework. Submissions will be finalised by 29 November 2024.

Please Note: The syllabus for all subjects is recorded in CDAP (Curriculum Design, Accreditation, and Publication System) and the Charles Sturt University handbook. Therefore, changes to topics within a subject must be approved before they can be made for a given session.

AHRI Accredited Courses:

1. Bachelor of Business (HRM)
2. Master of Human Resource Management
 - a. GC HRM
 - b. GD HRM
3. MSOL (HRM)
4. MBA (HRM)

C) INDUSTRY ENGAGEMENT

EXTERNAL ADVISORY COMMITTEES

We currently chair three (3) external advisory committees as follows:

1. Undergraduate Business
2. Accounting (UG and PG)
3. HRM

Please do not hesitate to let us know if you would like any additional information or have students or industry connections who are interested in participating in our advisory committees.

INDUSTRY MENTORING PROGRAM

The Charles Sturt Connecting to Industry program has been created to connect our 2nd and 3rd-year Business and Accounting students with mentors within the industry. We have several industry mentors, with invitations sent to students to register for the course and take advantage of this opportunity. If you have any questions or contacts you would like to recommend as industry mentors, please contact Peter Doran at industrymentoring@csu.edu.au. Industry professionals and students can sign up for the program [here](#).

D) UPCOMING EVENTS

The next major event is the 202530 Orientation in February 2025. You can find more details on the staff orientation site [here](#).



E) OTHER

COURSE QUESTIONS

If your students approach you with any course-related questions, please ask them to email the Faculty's Courses Team at FOBJBS-Course@csu.edu.au. We work together to answer student queries relating to their course, including Planning their degree, subject selection (and changing their subjects), credit for prior studies, course transfers, taking a leave of absence, withdrawing from their studies, and graduating with a lower award. The Courses Team includes the Manager, the Course Admin Team, several Course Admin Officers and the Course Directors.

Some common questions you may be asked by students where the delegation sits with the Course Director are:

Question:	Could you please:
Waiver of Pre-requisite (WPR)	... not provide advice to a student in this regard as there are a number of factors which need to be considered in approving or declining these requests.
Late add of subject (LADD)	... include details in the form regarding why you recommend approving or not approving the form. For example, student is transferring from the online to the on-campus offering of the subject.
Admissions	... refer to the courses team
Leave of Absence	... not provide advice to a student in this regard as there are a number of factors which need to be considered in approving or declining these requests.
Credit	... encourage students to apply for credit via the Credit Program Planner system (accessed via the student portal). However, if they have questions, please refer to the courses team.
Enrolment pattern	... refer to the courses team. This is what we are trained to do 😊
Subject availability and selection	
Career advice	... provide advice based on your expertise and personal experience. You are also able to refer the student to the courses team.

ANY FEEDBACK OR QUESTIONS?

If you have questions, comments, or feedback, please do not hesitate to contact us either directly or via the courses team (FOBJBS-Course@csu.edu.au).

K. Gumbleton and T. Nayeem, 11 November, 2024



Appendix A: 202490 Domestic student numbers

202490 FIGURES AS AT 8 NOVEMBER 2024	Applications			Offers			Acceptances			Other Stats	
Course Name	202390	202490	% Diff	202390	202490	% Diff	202390	202490	% Diff	% Acceptances to Offers 202390	% Acceptances to Offers 202490
Undergraduate Certificate in Business	7	9	22.2%	7	8	14.3%	4	3	-25.0%	57.1%	37.5%
Bachelor of Accounting	No intake										
Bachelor of Business	No intake										
Bachelor of Business Studies	20	20	0.0%	14	14	0.0%	8	6	-25.0%	57.1%	42.9%
Total Undergraduate	27	29	6.9%	21	22	4.8%	12	9	-25.0%	57.1%	40.9%
Master of HRM	15	19	21.1%	10	17	70.0%	3	5	66.7%	30.0%	29.4%
Grad Cert HRM	8	11	27.3%	7	9	28.6%	1	4	300.0%	14.3%	44.4%
Grad Cert IR	26	16	-62.5%	24	15	-37.5%	7	8	14.3%	29.2%	53.3%
Grad Cert Org Change	13	9	-44.4%	13	5	-61.5%	1	2	100.0%	7.7%	40.0%
Grad Cert in Business Data Analytics	12	19	36.8%	9	14	55.6%	5	10	100.0%	55.6%	71.4%
Master of Professional Acctg	No intake										
GD Accounting	No intake										
GC Professional Accounting	No intake										
MBA	22	24	8.3%	18	20	11.1%	10	13	30.0%	55.6%	65.0%
Grad Cert Business Admin (cf G C Commerce in 2021)	11	7	-57.1%	7	6	-14.3%	2	4	100.0%	28.6%	66.7%
M Social & Orgnsl Leadership	2	8	75.0%	2	6	200.0%	1	2	100.0%	50.0%	33.3%
GC Social & Orgnsl Leadership	4	5	20.0%	3	4	33.3%	2	2	0.0%	66.7%	50.0%
GC Org Coaching & L'ship	10	6	-66.7%	10	6	-40.0%	2	3	50.0%	20.0%	50.0%
GD Org Coaching & L'ship	3	1	-200.0%	-	-		-	-			
Master of Applied Business (cf M Commerce in 2021)	7	5	-40.0%	7	3	-57.1%	3	2	-33.3%	42.9%	66.7%
Grad Diploma Applied Business (cf Grad Dip Commerce in 2021)	-	5	100.0%	0	3	100.0%	0	1	100.0%		33.3%
Grad Cert Applied Business	5	2	-150.0%	4	-	-100.0%	3	-	-100.0%	75.0%	
Total Postgraduate	138	137	-0.7%	114	108	-5.3%	40	56	40.0%	35.1%	51.9%
Total Portfolio	165	166	0.6%	135	130	-3.7%	52	65	25.0%	38.5%	50.0%





School of Business – Learning and Teaching Committee MINUTES

Prepared by: Sue Henley

Date & Time	14 August 2024 at 9:30 am
Location	TEAMS Online
Committee	Yianni Athanasopoulos (Chair), Muhammad Abid, Amanda Carrigan, Marcelle Droulers, Elizabeth Dunlop, Abbey Dwivedi, Wendy Strachan, Nicola Thomas, Peir Woon, Sue Henley (Minutes)
Apologies	Marcelle Droulers, Elizabeth Dunlop, Wendy Strachan

Yianni – Welcome and Acknowledgement of Country, and apologies.

Conflict of Interest – NIL

Confirmation of previous minutes: confirmed Nicole

- 1. 7 day auto Extension and Special consideration database:** – an email from staff addressed some issues.

Academics are frustrated with the 7 day Auto extension and that the database does not recognise the **due date for assessment tasks** and it does not recognise if the outlines states there is **NO Auto extension allowed** for the assessment task.

Academics can find the details of the submission but the committee felt the Special Consideration Database notification needs to include more information about the submission date and time. The committee felt the database should aligned with the subject outlines to recognise the due date for assessment tasks and NOT ALLOW the 7 day auto extension application to be submitted if the due date has passed or is Not Available for the assessment tasks.

It was also noted that the system allows the student to link a subject code with an incorrect assessment task.

ACTION – Yianni will contact DLT to see if the assessment dates can be integrated to the SpC database and then follow through with a training video to update the School on access information. Job Number 418250 logged by YA 15/8/24.

- 2. Teaching Academy Report: Peir Woon** spoke about one of the Projects the Academy is working on. The “Open Classroom” – THIS IS NOT A PEER REVIEW, but a sharing service. The individual can share their teaching method/practices. When the lecturer has expressed an interest (Nicola Thomas has volunteered), Peir will liaise with the Academy and the individual, to organise. The idea is for the Academic to share best practises ideas with the Academy and for other academics then to view presentations in real time.

Peir asked - How can we promote this Project to the School staff and recruit staff to be involved?

The committee asked how would this benefit the Academic? And “Will Academics be comfortable having observers in their classroom?”

This would fit nicely into Scholarly Activity and for CRO purposes and Peir reiterated - This is NOT a



School of Business – Learning and Teaching Committee MINUTES

Prepared by: Sue Henley

peer review, it is a promotion of teaching practices.

Peir put the question to the L & T Committee – Would the committee members be interested in sharing your own teaching classrooms for this project?

Nicola has already volunteered but other members were not feeling comfortable. The committee decided Nicola's Open Classroom will take place as a "pilot" for the Open Classroom and the committee would review the outcomes.

If we were to embrace the Open Classroom – what is the impact or benefit for the Academics?

Muhammad shared his experience trying to engage students in small class sizes to participate and engage.

Peir responded that it would be great to see how this works for small class sizes and especially for small Online groups. If we knew of someone that has success in this area – this would be the type of Open Classroom interaction that could benefit many academics.

Road Show: Peir shared the proposed dates for 2024 with the committee. All dates for 2024 have been set-up and if our School wanted to participate it would be for 2025.

The questions were – what benefits for staff? – Scholarly objectives would be met. This activity is in addition to normal teaching load and a specific topic would be delivered – eg: Integrating AI

Yianni felt that the Learning and Teaching symposium was coming up in two weeks' time and suggested it felt like a repetition of information. Peir noted that the Roadshow was at a CSU level and the Symposium is at a School/Faculty level.

There was some discussion about centralising the L & T Committees and Showcasing and Roadshow practises. Trying to reduce the overlap of information.

Peir – will take these suggestions to the Teaching Academy to be discussed.

Peir spoke about what she sees as her value statement for the SOB representative on the TA - As the liaison officer, between SOB and the Academy. She put to the committee and inquired if there was more the committee wanted from her as the Rep.

Yianni stated – The Academy needs to focus on providing information that is innovative and not repetitive. If the TA has done research on teaching service in the background – then the liaison officer should be bringing this type of information to the School and in particular to the SOB L & T committee to implement.

This is how we see the role of the Teaching Academy. Keeping CSU up to date and at the forefront of delivery especially in the Online space.

ACTION: Peir will invite the Director of the Teaching Academy (Koshila Kumar) to a School Meeting and she will be able to inform the School of the role of the TA and take some feedback.

Muhammad asked – Does the L & T Committee have plans to deliver any workshops? Yianni asked Muhammad to send some details of what he expects and he will discuss.



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School of Business – Learning and Teaching Committee MINUTES

Prepared by: Sue Henley

Meeting closed 10:33 am

School Research Committee Meeting (7 Nov 2024)

Minutes: 7 November 2024

Present: Nick Pawsey (Chair), Branka Krivokapic-Skoko, Bede Harris, Larissa Bamberry, Abbey Dwivedi, Muhammad Abid, Lucia Wuersch.

Apologies: Jo Palmer (Guest Speaker), Director of Research and Innovation Programs

Nick commented that ½ day programs are running to support and build engagement with Internal and External Partners. Jo Palmer has been invited to attend and share information at the next Research Committee meeting.

Nick shared the Strategic Plan document and discussion took place around the draft document and setting goals and expectations for the 2025 – 2030 Plan.

The document had been drafted from the Faculty Strategy document and will need members of the committee to review and action items that have been discussed today.

Updates to the document were made in some cases, as discussion took place.

Nick will request a list of current projects from Zahid, with funding and partnership details.

Larissa was concerned the FoR 3505 codes are not reported and would like to see these in the Plan.

Q1's: Considering 50% of SOB staff are Level B, there was a need not to set the targets to high or unrealistically, with targets to reach 75% by 2030.

FWCI: This section needs a focus

HERDC – this section was not considered to be useful or to hold relevant data, if reporting for a 12 month period.

ACTION:

All committee members to revise the imported document and feedback to Nick your ideas.

All committee members to revise the “SWOT” and add your points.

ACTION: Bede H to address the “Focus” area to see how the writing of books could be added. “Indigenous Constitutional Recognition” – how can this be reflected.

ACTION: Abbey to address the RISKS Section and update.

Stakeholder Power-Interest Grid to change:

Developing Relationships, Established Relationships, Mature Relationships.

ACTION: Muhammad to reflect on the input to First Nations Research. What is the motivation and commitment to this area of research.

ACTION: Impact Case Studies, and the SOB strengths.

Larissa to reflect on this section. Lucia mentioned the information session 2-3 weeks ago and recording is available if committee wish to review.

Bede to report how his work could be reflected in this section.

ACTION: THREATS, STRENGTHS, WEAKNESS, OPPORTUNITIES

Funding

All updates to be addressed by 14 November, so that Nick can work with HOS on 15 November prior to submitting the School of Business Research Strategy document.

Term Code	Subject	Name	School	Offerings	Tags	SUV - State	MAG - State	MAG - Due Date	MAG - Extended Date	MAG - Completed Date	MAG - Approved Date	RAP - State	RAP - Due Date
202460	ACC127	Acc and Fin Literacy	219	AD, SDI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC128	Financial Acc and Reporting	219	AD, AI, BI, PTI, SDI, WI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC201	Budget & Fin for Proj Managers	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC275	Professional Prac in Acct	219	BD	Work Place Learning:WPL < 75 %	Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC294	Acc Standard Interp & Disclos	219	AD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC393	Strategic Acc for Enter Mgt	219	AD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC394	Accounting Global Environment	219	AD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC395	Risk Based Audit & Assurance	219	AD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACC396	Dev Ethics Gov & Acc Thought	219	AD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ACG508	Acc Standards App & Disclo	219	BD, PTI, SDI		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ACG511	Interp & Commu Acc	219	PTI, SDI		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ACG512	Data Analysis for Fin Dec	219	BD, SDI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	ACG514	Eth, Gov & Devels in Acc Thou	219	BD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ACG515	Acc for Strat Decision Making	219	AD		Exempt	Convenor	30-Oct-24				Convenor	20-Nov-24
202460	BUS114	Contemp Employability & Learn	219	AI, BI, PTI, SDI, WD, WI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	BUS223	Work Placement 1	219	BD	Work Place Learning:WPL < 75 %	Exempt	Approved	30-Oct-24	18-Dec-24	6-Nov-24	6-Nov-24	Convenor	20-Nov-24
202460	BUS385	Work Placement 2	219	BD	Work Place Learning:WPL > 75%	Exempt	Approved	30-Oct-24	17-Dec-24	31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	BUS505	Aust Bus in the Global Economy	219	PTI, SDI		Exempt	Approved	30-Oct-24		4-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	BUS507	Industry Placement	219	PTI		Exempt	Approved	30-Oct-24		4-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	ECO130	Business Economics	219	AI, BD, BI, PTI, SDI, WI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	ECOS11	Economics for Business	219	BD, PTI, SDI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	EMP101	Build Emotional Intel	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	EMP106	Project Management Essentials	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	FIN221	Investments	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	FIN350	Strategic Financial Management	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	FIN530	Financial Mkts and Instruments	219	BD		Exempt	Approved	30-Oct-24		29-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	FIN562	Risk Management and Insurance	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	FIN563	Estate Planning	219	BD		Exempt	Approved	30-Oct-24		28-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	FIN572	ProfEthics&ContempFinPlan	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM210	Human Resource Management	219	AI, BI, PTI, SDI, WD, WI		Exempt	Approved	30-Oct-24		4-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM310	Developing Human Resources	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM330	Strategic HRM	219	WD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM502	Human Resource Management	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM514	Cross Cultural & Intl HRM	219	WD		Exempt	Approved	30-Oct-24		29-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	HRM545	Skills of Conflict Resolution	219	WD		Exempt	Approved	30-Oct-24		29-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM550	Evaluating Human Resources	219	WD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	HRM552	Organisational Behaviour	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	SAC	20-Nov-24
202460	INR502	Contemporary Issues in IR	219	AD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	INR503	IR in Practice	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	LAW110	Business Law	219	WD		Exempt	Convenor	30-Oct-24				Convenor	20-Nov-24
202460	LAW220	Business Organisations Law	219	AD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	LAW240	Industrial Law	219	AD		Exempt	Moderator	30-Oct-24				SAC	20-Nov-24
202460	LAW302	Taxation Law (Issues)	219	BD		Exempt	Moderator	30-Oct-24				SAC	20-Nov-24
202460	LAW370	Law of Employment	219	AD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	LAW504	Business and Corporations Law	219	SDI, WD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGI511	Project Mgt Fundamentals	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	MGI518	Program and Portfolio Mgt	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24

Term Code	Subject	Name	School	Offerings	Tags	SUV - State	MAG - State	MAG - Due Date	MAG - Extended Date	MAG - Completed Date	MAG - Approved Date	RAP - State	RAP - Due Date
202460	MGI521	Professional Communications	219	WD		Exempt	Approved	30-Oct-24		5-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	MGI530	Foundation Business Analysis	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	MGI534	Digital Social Selling	219	WD		Exempt	Approved	30-Oct-24		1-Nov-24	5-Nov-24	Convenor	20-Nov-24
202460	MGM501	Theory to Practice of L'Ship	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGM509	Implementing Change	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT100	Organisations and Management	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT290	Project Management	219	BD, PTI		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT320	Managing and Leading Change	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT330	Business Strategy	219	AD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	MGT360	Risk Management	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT501	Contemporary Management	219	WD		Exempt	Approved	30-Oct-24		28-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	MGT510	Strategy and Planning	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT540	Facilitating Change	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MGT552	Leadership and Social Impact	219	BD		Exempt	Moderator	30-Oct-24				SAC	20-Nov-24
202460	MGT569	The Leadership Challenge	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	MGT584	Leadership in Teams	219	BD		Exempt	Approved	30-Oct-24		30-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MKT110	Marketing Fundamentals	219	BD		Exempt	Moderator	30-Oct-24				Convenor	20-Nov-24
202460	MKT211	AppSocialMedia & Digital MKT	219	BD		Exempt	Approved	30-Oct-24		29-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	MKT241	Marketing in Action	219	BD		Exempt	Approved	30-Oct-24		29-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	MKT340	Strategic Marketing Management	219	BD		Exempt	Approved	30-Oct-24		29-Oct-24	5-Nov-24	SAC	20-Nov-24
202460	MKT390	Managing Brands & Prod Innov	219	BD		Exempt	Approved	30-Oct-24		31-Oct-24	5-Nov-24	Convenor	20-Nov-24
202460	RES701	Critical Issues in Research	219	WD	Research:HDR subject coursework	Exempt	Approved	30-Oct-24		30-Oct-24	1-Nov-24	SAC	20-Nov-24
202460	RES702	Research Methodolgy Prof Pract	219	WD	Research:HDR subject coursework	Exempt	Approved	30-Oct-24		30-Oct-24	1-Nov-24	Convenor	20-Nov-24



Charles Sturt
University

SCHOOL OF COMPUTING, MATHEMATICS AND ENGINEERING SCHOOL BOARD
Meeting No. 2024/03

Minutes of the meeting held on 11November 2024 by Video Conference

1. Welcome and Apologies

The Chair opened the meeting at 3:00pm with an Acknowledgement of Country and welcome to members and attendees.

Number of members: 40

Number for quorum: 20

Members Present	Position	Committee term expires
Professor Anna Shillabeer	Chair	Chair
Professor Timothy Anderson	Member	ex officio
Professor Yeslam Al-Saggaf	Member	ex officio
Associate Professor Irfan Altas	Member	Ex officio
Ms Maumita Bhattacharya	Member	ex officio
Professor Oliver Burmeister	Member	ex officio
Ms Shara Cameron	Member	ex officio
Mr Anthony Chan	Member	ex officio
Dr Philip Charlton	Member	ex officio
Dr Tanmoy Debnath	Member	ex officio
Dr Mostafa Dahshan	Member	Ex officio
Dr Dmitry Demskoy	Member	ex officio
Mr Louis Hourany	Member	Ex officio
Dr Jason Howarth	Member	ex officio
Associate Professor Xiaodi Huang	Member	ex officio
Associate Professor Rafiqul Islam	Member	ex officio
Associate Professor Michael Kemp	Member	ex officio
Dr Rashid Khokhar	Member	ex officio
Dr Zhenquan (Jan) Li	Member	ex officio
Mr Ken Lingabala	Member	ex officio
Dr Arash Mahboubi	Member	ex officio
Dr Quazi Mamun	Member	ex officio
Professor Manoranjan Paul	Member	ex officio
Dr Geaur Rahman	Member	ex officio
Dr Nariman Saeed	Member	ex officio
Associate Professor Lalantha Senevirathna	Member	ex officio
Dr David Tien	Member	ex officio
Dr Robert Wood	Member	ex officio
Professor Lihong Zheng	Member	ex officio

Attendees Non-Member

Ms Chrissy Adams

Mr Shahid Ramzan

Ms Lauren Hookham

Apologies

1. Dr Miao Li
2. Dr Michael Bewong
3. Ms Karen Brakell
4. Dr Saeed Shaeri
5. Associate Professor Azizur Rahman
6. Ms Amna Sabih
7. Dr Arif Khan
8. Dr Sabih Rehman
9. Associate Professor Ashad Kabir
10. Ms Tracy Andrew

2. Declaration of Interests

There were no conflicts of interests raised or declared by members or attendees.

3. Confirmation of Agenda

The agenda was confirmed.

4. Previous Minutes

SCMESB 24/33 The School of Computing, Mathematics and Engineering School Board resolved to approve the Minutes of the School Board meeting held on the 12 June 2024 as a true and accurate record.

5. Action Sheet

No Action items due for this School Board meeting.

6. Annual Plan

The School of Computing, Mathematics and Engineering School Board noted the Annual Plan.

School of Computing, Mathematics and Engineering School Board ANNUAL/WORK PLAN 2024

Item	Who will lead this process?	When will it be completed?	Progress
202360 & 202390 Quasar Reports	Dr Michael Kemp	Due for submission to the 1st School Board in 2024	Close
202430 & 202445	Professor Tim Anderson	Due for submission to the 3 rd School Board in 2024	Open
202460 & 202490	Professor Tim Anderson	Due for submission to the first School Boards after 15/11/2024 and 13/3/2025 respectively.	Open

**Light Grey font colour denotes report for this quarter (or previous quarter) received and/or action completed*

202430 & 202445 still open

The committee noted that the QUASAR reports for sessions 202430- 202460 will be submitted to the next School Board meeting.

7. Chairs Report

The Chair provided a verbal update, and the following was noted:

- It has been a challenging year with budget and operational constraints, requiring difficult decisions to navigate a rapidly changing university environment. Efforts are being made to address these changes

responsibly, with a strong focus on prioritising people in the decision-making process to ensure a sustainable and viable future for the university.

- The Chair thanked staff for their ongoing efforts, noting significant improvements, including:
 - a. Progress on the SOCME Futures Project, which informed future objectives.
 - b. Achieving hours per EFSL KPI for most subjects and improved student satisfaction reports.
- Areas requiring attention include unmet KPIs for budget, Your Voice survey engagement, and research activity. A plan is in place to address these for the coming year.
- The Your Voice engagement rate has declined from 74% to 60%. The survey has highlighted areas for improvement, and staff engagement in discussions will be critical in enhancing understanding and support. The School is committed to analysing the survey results and implementing strategies to improve engagement.
- The SOCME Futures Project was well received by the Executive Dean and the Deputy Vice-Chancellor (Academic). Further faculty-level analysis has verified findings and developed independent recommendations for executive leadership consideration.
- ☑ A high-level review of ten subjects identified areas for improvement, including:
 - Incorrect School name on 30% of materials.
 - Copyright issues.
 - Incorrect University name.
 - Incorrect lecturer details in welcome messages/videos.
 - Lack of weekly announcements. Staff are encouraged to take pride in their teaching and strive for excellence.
- Improving teaching quality will be a key focus for 2025. A strategic project will be initiated to develop and implement quality metrics for subject materials and delivery, with faculty support. The goal is to establish a continuous quality improvement process. This initiative is focused on improving subject quality, not performance management, and will not impact the 2025 PPDR round.
- The University is undergoing significant changes, including compliance with evolving industrial relations legislation and the internal enterprise agreement. Heads of Schools are actively working to ensure compliance. Staff are reminded to take leave as accrued leave will be deducted from workload allocations.
- Research funding for 2025 is expected to remain at current levels. The School’s research strategy was submitted to the Pro Vice-Chancellor (Research) last week, with further updates expected soon.
- The Chair thanked staff for their support and commitment and welcomed continued open and constructive dialogue. Special recognition was given to Michael Kemp for his extensive contributions in the Acting Head of School role in 2023. Additionally, Associate Professor Irfan Altas was acknowledged for his 15 years of leadership as Head of School. He will retire next year but will continue in an Adjunct capacity. His dedication and service were highly commended.

SCMESB 24/34 The School of Computing, Mathematics and Engineering School Board resolved to accept the Chairs’ verbal report.

8. Subjects for Approval

AICF Subject Proposals

The following Subject Profiles have been set up in [CDAP](#) for review by the School Board and have been allocated to be reviewed by the following staff members.

Subject Code	Subject Name	Discussion	Approval
ITN519	Sport Analytics	Editorial comment – Teaching intensives says length of intensive was one week should it say five days.	Approved
ITN520	Productivity and Efficiency for Digital Leadership	Grammatical suggestions in CDAP notes. Should title be Digital Leadership	Approved
ITN521	Foundations of Health and Civic Analytics	Comments provided around clinical trials	Approved

ITN522	People Analytics	Awaiting feedback from Academic	On hold Executive Approval
ITN523	Indigenous Strategy for Emerging Technologies	Comment in CDAP. Also, did this subject go to the Indigenous Board of studies for discussion and approval.	Approved

SCMESB 24/35 The School of Computing, Mathematics and Engineering School Board resolved to approve the above subjects ITN519, ITN520, ITN521 and ITN523 with changes appearing in the comments section

AICF Subject Proposals – for discussion at School Board.

The following subjects were returned to AICF following review and the issues have now been addressed. These revised subject profiles are summarised in the [CDAP](#).

Subject Code	Subject Name	Discussion	Approver
ITN510	Emerging Technologies for Supply Chain Management	Awaiting feedback from Academic	On hold executive approval
ITN514	Cybersecurity of Critical Infrastructure	Tools are not specified. Needs some refinement to specify tools.	Approved
ITN515	Resource Management and Procurement for Digital Technologies	Tools are not specified. Needs some refinement to specify tools.	Approved
ITN516	Cybersecurity Analytics and Risk Management for Emerging Technologies	No comment	Approved

SCMESB 24/36 The School of Computing, Mathematics and Engineering School Board resolved to approve the above subjects with changes appearing in the comments section ITN510, ITN514, ITN515, ITN516.

9. Director Engineering – Report

From the written report provided, the committee noted staff participation in Open Days, progress on the revised Bachelor of Engineering proposal, and approved capital expenditure funding for electrical labs.

SCMESB 24/37 The School of Computing, Mathematics and Engineering School Board resolved to accept the written report from Director Engineering.

10. Research Report

The committee noted from the written report that DSERU received \$50,000 in research theme funding, supported seven projects, and recorded 129 publications in 2024. The school secured \$1.9 million in research funding in 2023, with ongoing grant activity in 2024.

SCMESB 24/38 The School of Computing, Mathematics and Engineering School Board resolved to accept the written report from Professor Lihong Zheng.

11. Course Director Report – Engineering Courses

The committee noted from the written report that all multi-session subjects have been split into single sessions, and the 202530 subjects are now finalised on the SAL.

SCMESB 24/39 The School of Computing, Mathematics and Engineering School Board resolved to accept the written report from Ms Shara Cameron.

12. IT Course Director Report – IT Courses

From the written report provided, the committee noted the admission data comparison for 202490 to the previous year. Various course marketing activities were conducted, including virtual open days, an IT Masters open evening, an agent familiarisation event, and an international webinar with BRAC University Bangladesh.

SCMESB 24/40 The School of Computing, Mathematics and Engineering School Board resolved to accept the written report from Dr Sabih Rehman.

13. IT Course Director Report – Mathematics Courses

Dr Philip Charlton reported that current enrolments for 202530 are tracking well. As of this time last year, there were 38 applications, 28 offers, and 21 acceptances. For 2025, there are 49 applications, 31 offers, and 24 acceptances. Courses are maintaining stability, and operations remain business as usual.

SCMESB 24/41 The School of Computing, Mathematics and Engineering School Board resolved to accept the verbal report from Dr Philip Charlton.

14: HDR Coordinator Report

Dr Mamun reported that this year there have been 15 new PhD students enrolled in the school. The design of the HDR Website is nearly complete; however, financial support is required to cover the costs of extensions and widgets, which have an annual subscription fee of approximately \$100–\$200. DIT will launch the website once the necessary permissions are obtained. The primary challenge remains securing consent from students and supervisors, requiring a review of records and direct engagement with students to gather the necessary information. It was noted that the Web Office should be covering the website-related costs. However, other schools using the same software have been responsible for paying the licensing fees. Moving forward, the school will need to cover its share of this cost in the next financial year, with expenses distributed across participating schools.

SCMESB 24/42 The School of Computing, Mathematics and Engineering School Board resolved to accept the verbal report from Dr Quazi Mamun.

15: Honors Course Coordinator Report

No update for this item is available at the current meeting

16. Other Business

A summary of items discussed under Other Business is as below:

1. Clarification was sought regarding the absence of teaching buyouts for 2025. The Head of School explained that in the current operational environment teaching buyout decisions must demonstrate a strong value add. While teaching buyout remains an option, it is necessary to assess its appropriateness and potential risks. It was noted that when an academic secures a research project covering 20% of their workload, this contributes to their allocated 35% research time. Once an academic reaches the 35% threshold, a teaching buyout may be considered. However, the funding secured through research grants

must be sufficient to cover the cost of teaching replacement. Academics were encouraged to pursue larger research grants to ensure financial sustainability.

2. A question was raised on the delivery of feedback in Brightspace. It has been noticed that the Brightspace feedback is not being used by ITM. It is important to have consistency in how feedback is provided to students across the school. This matter will be discussed further in a whole-of-school meeting to establish best practices.
3. Concerns were raised regarding final grade calculations with issues being picked up at Moderation. It was noted that Brightspace functions properly once it has been setup correctly, however, there is a greater need for consistency. Staff were encouraged to attend Brightspace training sessions.

17: Meeting Summation

The Chair summarised the meeting.

18: Next Meeting

The next meeting of the School of Computing, Mathematics and Engineering is scheduled to be held on Wednesday 19 March 2025, via Teams. The agenda for this meeting closes on Wednesday 28 February 2025.

No.	Date	Time	Location	Agenda Close
1.	19 March 2025	3.00pm	Zoom	28 February 2025
2.	18 June 2025	3.00pm	Zoom	30 May 2025
3.	1 October 2025	3.00pm	Zoom	12 September 2025

There being no further business, the meeting concluded 4.58 pm.

Signed as a true and accurate record:

A Skillabeer
Chair

21/01/25
Date



Charles Sturt
University

**School of Psychology School Board Committee Meeting
Meeting No. 2 of 2024**

Draft minutes of the meeting held on Wednesday 17 April 2024 by videoconference.

1. Welcome and Apologies

The Chair opened the meeting at 3pm with an Acknowledgement of Country and welcomed members and attendees.

Members Present

Prof Jenny Kent	Chair
Dr Donnah Anderson	Member
Dr Robyn Brunton	Member
Dr Robert Buckingham	Member
Ms Leanna Carr	Member
Ms Laura Delli-Pizzi	Member
Dr Rachael Fox	Member
Dr Leigh Grant	Member
Dr Jennifer Greig	Member
Dr Jacalyn Hall	Member
A/Prof Tim Hannan	Member
Dr Izumi Hiramatsu	Member
A/Prof Gene Hodgins	Member
Dr Rachel Hogg	Member
Dr Rabiul Islam	Member
Dr Nicola Ivory	Member
Dr Joshua Kelson	Member
A/Prof Andrew McGrath	Member
Prof Suzanne McLaren	Member
Ms Kirstie Northfield	Member, Postgraduate Student Representative
Dr Linda Peach	Member
Dr Myoungju Shin	Member
Dr Bianca Spaccavento	Member
Dr Nicole Sugden	Member
Dr Danielle Sulikowski	Member

Attendees

Ms Kate Altmann	Minute Taker, School Executive Support Officer
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2. Apologies

Dr Taneile Kitchingman	Member
Dr Prasad Podugu	Member
Dr Stephanie Quinton	Member
Ms Miriam Randall	Member, Undergraduate Student Representative
Dr Rhianydd Shakeshaft	Member
Ms Isabella Smith	Member, Undergraduate Student Representative
Ms Meredith Morton	Faculty Executive Officer
Mr Gregory Williams	Finance Business Partner

3. Declaration of Interests

There were no interests raised or declared by members or attendees.

4. Confirmation of Agenda

Confirmed.

5. Membership

The Committee welcomed Ms Kirstie Northfield, Postgraduate Student Representative

RESOLUTION SOPSB24/24 The School of Psychology School Board Committee resolved to approve new membership.
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6. Previous Minutes

RESOLUTION SOPSB24/25 The School of Psychology School Board Committee resolved to approve the minutes of the meeting held on 24 January 2024 including A/Prof Tim Hannan as an attendee as a true and accurate record.

7. Finance Report

No report submitted.

8. Report from Chair, Professor Jenny Kent

Prof Kent recognised the following school successes:

- Teaching Academy Grant
- Most popular post graduate course Master Clinical Psychology for NSW and ACT
- Tender submission by A/Prof Gene Hodgins.

Spoke to vacant Course Director positions and opportunities they present, acknowledging Dr Izumi Hiramatsu's ten-year tenure and well-deserved break from the Course Director position.

RESOLUTION SOPSB24/26 The School of Psychology School Board Committee resolved to receive the report from the Chair.

9. Report from AHOS-Learning & Teaching, Dr Nicole Sugden

Brightspace

- Online training, face-to-face workshops, and self-paced training available.
- Subjects are in the process of being migrated and subject coordinators will be notified soon when they are ready to review. Coordinators will need to review content (much of which was copied from 202360) and identify anything that has been added since migration that also needs to be carried over, asking coordinators email details.
- Learning & Teaching (L&T) Lunchbox will be held in May/June to help people settle in.
- Prof Suzanne McLaren advised that Port Macquarie staff were not included in roadshows.

LMS design principles

- DLT are reviewing LMS content for each subject as they are being migrated into Brightspace.
- Advised coordinators will be contacted individually regarding sites and work needed.
- Said several subjects have been identified in our school which require some updates to meet LMS principles. These include:
 - updating welcome pages – subject coordinator responsibility.
 - Splitting pages to aid BS formatting – subject coordinators responsibility.
 - PDF/video content (i.e., not text-context driven pages) – Cherwell DLT support will be needed. Please contact Nicole.
 - Pages without content – masters, PhD – summary/introduction page to meet principles will be required.

Scholarly activity opportunities

- Faculty L&T symposium in August with abstracts due in June.
- Teaching Academy Roadshow psychology showcase – October TBA.
- CS Ed X – November.

Upcoming PD

- Next L&T lunchbox in May will cover “how to not let teaching take of your life” saying this will be an interactive session to share tips and tricks for teaching and getting stuff done.

RESOLUTION SOPSB24/27 The School of Psychology School Board Committee resolved to receive the report from the AHOS-L&T.

10. Report from AHOS-Research, Dr Robyn Brunton

Dr Brunton spoke to:

- The range of internal funding opportunities available to staff, directing staff to google internal funding CSU.

- School funding to support research that was available in previous years but not this year, however noting there is still opportunity to apply for research theme development at \$5k per project, new staff development scheme \$5k, and conference support and open access funding.
- Very informative recent research seminar presentation on OA publishing by Anna Du Chesne who provided information on publishing OA including ways to disseminate research that bypasses publishers' paywalls, and benefits of preprints - to name just a few - advising the recording and slides are on the research organisation site, for highly recommended viewing.
- Upcoming research seminar presentations including researchers within the school and an information session on the Manna Institute, advising she is seeking presenters for later in the year.

RESOLUTION SOPSB24/28 The School of Psychology School Board Committee resolved to receive the report from the AHOS-Research.

11. Report from Course Director, Dr Izumi Hiramatsu

Admission stats for 202430 (Final)

Course	Current			Previous Final (202330)			202230 Final		
	Apps	Offer	Accept	Apps	Offer	Accept	Apps	Offer	Accept
Bachelor of Psychology	468	347	50	500	373	57	401	267	51
Bachelor of Social Science (Psych)	452	417	109	543	446	111	457	385	110
Bachelor of Social Science (Psych)(Hons)	180	35	23	149	41	26	185	46	33
Diploma of Psych Studies	98	74	10	132	106	22	144	77	28
Grad Dip of Psychology	224	125	64	288	161	85	240	141	57
Postgraduate Dip of Psych	94	17	8	114	24	13	168	28	18
Undergrad Cert in Psych Studies	64	52	11	58	39	14			N/A
TOTAL	1580	1067	275	1784	1190	328			297

Admission stats for 202460 (17/4/24)

Course	Current			Previous Corresponding			Previous Final		
	Apps	Offer	Accept	Apps	Offer	Accept	Apps	Offer	Accept
Bachelor of Social Science (Psych)	80	63	35	80	48	24	242	183	67
Diploma of Psych Studies	15	11	3	25	14	10	66	50	20
Grad Dip of Psychology	41	20	15	51	18	15	159	70	38
Undergrad Cert in Psych Studies	18	12	3	6	4	3	36	27	9
TOTAL	154	106	56	162	84	52	503	330	134

Dr Hiramatsu spoke to data with the Chair noting it was pleasing to see numbers had held. Dr Bianca Spaccavento asked if there will be integrated work in undergraduate subjects with Dr Hiramatsu advising it is a major consideration.

RESOLUTION SOPSB24/29 The School of Psychology School Board Committee resolved to receive the report from the Course Director.

12. Student Representatives' Report – Ms Miriam Randall, Ms Isabella Smith, Ms Kirstie Northfield

Written report submitted.

- Ms Kirstie Northfield spoke to the disconnection HDR students feel from the school. A/Prof Andrew McGrath acknowledged welcoming feedback and spoke to the invitation HDR students receive to weekly research seminar presentations.

RESOLUTION SOPSB24/30
The School of Psychology School Board Committee resolved to receive the report by the Student Representatives.

13. Matters for Approval

CDAP Changes:

PSY310 Learning and Cognition	Approved Resolution SOPSB24/18
PSY429 Contemporary Issues in Psychology	Approved Resolution SOPSB24/19
EMP100 Resilience in the Workplace	Approved Resolution SOPSB24/20
PSY539 Adult Interventions 2	Approved Resolution SOPSB24/21

Assessment Changes:

PSY310 Learning and Cognition	Approved Resolution SOPSB24/22
PSY208/458 Biopsychology	Approved Resolution SOPSB24/23

14. Matters for Noting

There were no matters for noting.

15. Action Sheet

The School of Psychology School Board Committee reviewed the Action Sheet and noted the following:

Item Ref	Action	Update
9/090222	Case to reinstate internal teaching on Wagga Campus	Completed
10/090222 12/261023	Professional programs admissions proposal to SB Committee	Completed

9/261023	Ethical use of AI Working Party	Completed
16/261023	2024 Student Meet 'n' Greet and School Hoodies	Completed

16. Other Business

There was no other business.

Next Meeting

The next meeting of the School of Psychology School Board Committee will be 24 July 2024.

There being no further business, the meeting concluded at 4:15pm

Signed as a true and accurate record:

Chair

Date



Charles Sturt
University

**School of Psychology School Board Committee Meeting
Meeting No. 3 of 2024**

Draft minutes of the meeting held on Wednesday 7 August 2024 by videoconference.

1. Welcome and Apologies

The Chair opened the meeting at 3pm with an Acknowledgement of Country and welcomed members and attendees.

Members Present

Prof Jenny Kent	Chair
Dr Donnah Anderson	Member
Ms Katrina Andrews	Member
Dr Robert Buckingham	Member
Ms Laura Delli-Pizzi	Member
Dr Rachael Fox	Member
Dr Leigh Grant	Member
Dr Jacalyn Hall	Member
A/Prof Tim Hannan	Member
Dr Izumi Hiramatsu	Member
A//Prof Gene Hodgins	Member
Dr Rachel Hogg	Member
Dr Rabiul Islam	Member
Dr Nicola Ivory	Member
Dr Joshua Kelson	Member
Dr Taneile Kitchingman	Member
A/Prof Andrew McGrath	Member
Prof Suzanne McLaren	Member
Ms Kirstie Northfield	Member, Postgraduate Student Representative
Dr Linda Peach	Member
Dr Prasad Podugu	Member
Ms Miriam Randall	Member, Undergraduate Student Representative
Dr Shabah Shadli	Member
Dr Myoungju Shin	Member
Ms Isabella Smith	Member, Undergraduate Student Representative
Dr Bianca Spaccavento	Member
Dr Nicole Sugden	Member
Dr Danielle Sulikowski	Member

Attendees

Ms Kate Altmann	Minute Taker, School Executive Support Officer
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2. Apologies

Dr Robyn Brunton	Member
Ms Leanna Carr	Member
Dr Stephanie Quinton	Member
Prof Anthony Saliba	Member

3. Declaration of Interests

There were no interests raised or declared by members or attendees.

4. Confirmation of Agenda

Confirmed.

5. Previous Minutes

RESOLUTION SOPSB24/33 The School of Psychology School Board Committee resolved to approve the minutes of the meeting held on 17 April 2024 as a true and accurate record.

6. Report from Chair, Professor Jenny Kent

Prof Kent:

- Offered thanks and congratulations to all staff involved in Session 1, saying that improvements had been noted in the Faculty Assessment Committee meeting.

- Thanked staff involved in Open Days, noting this is part of staff's academic service load.
- Congratulated staff on grants reminding staff that funding has an expended date.
- Advised Head of School interviews had taken place in the previous couple of weeks.
- Spoke to Expression of Interest that was circulated for Faculty Board Representative which was awarded to Dr Robyn Brunton as the sole applicant, thanking Dr Jay Shin for her previous service to this role.
- Advised that she is in discussions with both potential post-graduate and under-graduate Course Directors.
- Advised there is a scrutiny on ELMO modules asking staff ensure they be up to date, particularly Foreign Interference as this is a government requirement.
- Spoke to Executive Director email directing all staff to complete workplace self-assessments, with Ms Kate Altmann advising this has been circulated to the school.
- Advised that staff need to be research active to supervise students, reminding staff to keep updated in CRO and asking staff to advise if they are aware of any that are being rejected.
- Advised conference funding is still available for 2024.
- Spoke to teaching efficiencies, saying the purpose is to fund increased research load saying the current progress report indicates the Faculty of Business, Justice and Behavioural Science is doing well. A/Prof Tim Hannan asked if postgraduate subjects are expected to meet the same benchmarks as undergraduate subjects, with the Prof Kent advising no. Prof Kent said there is scrutiny on 4th year. Prof Suzanne McLaren spoke to the current workload of 64 hours supervision which is what is in the new draft university workload policy, asking if the scrutiny is due to the sessional supervision budget, with Prof Kent commenting that casualisation is an issue. Prof McLaren suggested less students. Prof Kent spoke to group supervision saying a bigger conversation is to come, which may include a variation of hours per student. A/Prof Andrew McGrath said time/workload savings for group projects are overestimated in his view, which was supported by Prof McLaren saying that Q1 publications requires time. Dr Linda Peach spoke to student expectations which are often not aligned with group project work. Dr Rachael Fox said she believes group supervision can reduce some workload, but only if numbers are capped. Prof Kent advised this is being considered. Dr Izumi Hiramatsu advised not taking external students will reduce numbers. Prof McLaren said that 64 hours was deemed acceptable by the workload committee, commenting it would be good to see modelling on capping and reduction in the sessional budget. A/Prof McGrath said that it seems reductive to consider dissertation subjects in isolation.
- Spoke to Academic Workload Policy meeting on 21 August 2024 advising staff to attend prepared with school's views.
- Spoke to legislative changes implementation on 26 August 2024, saying the higher education sector has been targeted with legislative reforms to casual staff, with Prof Kent saying these reforms support the decasualisation agenda in the Enterprise Bargain Agreement (EBA). Prof Kent spoke to some of the results of these reforms including the right to disconnect outside normal working hours, and advising there will be limited work for casual staff, which is mainly marking, and not subject coordination or convening, lectures, tutorials or HDR supervision, saying this will have implications for all staff with continuing staff required to be utilised more in these areas. Prof Kent said there may be opportunity to increase continuing staff, but that it will not cover all the work presently being covered by casual staff. Ms Kirstie Northfield asked how continuing staff is defined, with Prof Kent saying she cannot answer that except to say that it is not continuing staff. Dr Donnah Anderson noted that session three subject coordination will be impacted, but understood continuing academics were not supposed to teach in three consecutive sessions. Prof Kent said there will be major impacts on session three. Dr Rabiul Islam asked about marking which Prof Kent confirmed can be casualised. Dr Anderson enquired about casual contracts for research assistants. Prof Kent advised that all casual contracts need to be issued and signed by 20 August 2024, with a pool of research assistants being considered going forward. Dr Peach asked if there were exemptions for HDR students, with Prof Kent advising she is not aware of exemptions for HDR students. Prof McLaren asked in the new Head of School positions will be continuing and not a contract position, with Prof Kent saying no as this position is not under the EBA, saying broader conversation should be contained until we have more information. Dr Peach said she thinks

the primary mover is to de-casualise the workforce so that people have more security, which has been a long time coming particularly in academia where people become stuck in casual work and are unable to progress a career. Ms Northfield asked when this information could be shared with HDR students, with Prof Kent replying when it is publicly available. Prof Kent said that it is not staff's responsibility to solve this issue, but it is staff's responsibility to work within the school. Prof McLaren spoke to the opportunity this presents for electives and teaching methods discussion, with Prof Kent confirming many of these changes are already occurring.

RESOLUTION SOPSB24/34 The School of Psychology School Board Committee resolved to receive the report from the Chair.

7. Report from AHOS-Learning & Teaching, Dr Nicole Sugden

Dr Sugden advised:

AWM

- Work is frantically occurring sorting marking contracts, with student numbers varying wildly.

Indigenous framework

- Ms Leanna Carr has developed a Cultural Safety framework which Ms Carr and Dr Sugden are working on to develop for benchmarking in alignment with APAC accreditation and the university and school ethos.

Scholarship of Learning and Teaching

- Asked for volunteers for the workshop.

RESOLUTION SOPSB24/35 The School of Psychology School Board Committee resolved to receive the report from the AHOS-L&T.

8. Preserving places in our master's programs for Charles Sturt University students and First Nations applicants, and preferencing Rural and Remote applicants.

- A/Prof Hannan said that students will have lower academic ability and spoke to his concern of setting students up to fail. Dr Sugden spoke to benchmarking with other universities. Dr Bianca Spaccavento said she would be proud to support students at the other end of the WAM and spoke to the present huge appetite to support rural and remote students and First Nations students. Dr Hiramatsu commented some other universities marking can be more lenient, saying it is important to preference our students to remain viable in undergraduate programs.

RESOLUTION SOPSB24/36 The School of Psychology School Board Committee resolved to approve MProf and MPP but not Clinical, raising minimum entry requirement for next year.

9. PSY115 Intro Res Ethics & Reasoning

- CDAP change to syllabus.

RESOLUTION SOPSB24/31 The School of Psychology School Board Committee resolved to approve CDAP change to syllabus for PSY115 Intro Res Ethics & Reasoning.

10. PSY304/464 Psychopathology and PSY309/469 Qualitative Research Methods removal of pre-requisite.

RESOLUTION SOPSB24/32 The School of Psychology School Board Committee resolved to approve removal of pre-requisite.

11. Honours proposed changes

RESOLUTION SOPSB24/37 The School of Psychology School Board Committee resolved to not approve Honours proposed changes.

12. Psychology Ageing CDAP change to abstract and syllabus and remove enrolment restriction for psychology students in the elective.

RESOLUTION SOPSB24/38 The School of Psychology School Board Committee resolved to defer this matter to the next committee meeting.

13. 4th Year Research subjects

RESOLUTION SOPSB24/39 The School of Psychology School Board Committee resolved to defer this matter to the next committee meeting.

14. Matters for Noting

Presently Honours students are required to submit a hard copy of their dissertation as part of the submission process, and these are stored in the Test Library for 5 years and then destroyed. In recent years these are rarely referred to and create an extra expense and demand on the students. It is therefore proposed that the requirement for hard copies be removed and that the Test Library store electronic copies only.	Approved by Flying Minute	SOPSB24/FM 02
EMP100 Resilience in the Workplace assessment changes	Executively Approved	SOPSB24/EA 02
PSY429 Contemporary Topics in Psychology assessment changes	Executively Approved	SOPSB24/EA 03
PSY538 Child Interventions 1 assessment changes	Executively Approved	SOPSB24/EA 04
PSY542 Child Interventions 2 assessment changes	Executively Approved	SOPSB24/EA 05
PSY204/454 Psychological Testing assessment changes	Executively Approved	SOPSB24/EA 06
PSY304/464 Psychopathology assessment changes	Executively Approved	SOPSB24/EA 07
PSY569 Psychology Prac & Research 2 assessment changes	Executively Approved	SOPSB24/EA 08
PSY316 Psychology of Stress and Trauma assessment changes	Executively Approved	SOPSB24/EA 09
PSY102 Foundations of Psychology 2 assessment changes	Executively Approved	SOPSB24/EA 10

15. Action Sheet

The School of Psychology School Board Committee reviewed the Action Sheet and noted the following:

Item Ref	Action	Update
9/090222	Case to reinstate internal teaching on Wagga Campus	Completed
10/090222 12/261023	Professional programs admissions proposal to SB Committee	Completed
9/261023	Ethical use of AI Working Party	Completed
16/261023	2024 Student Meet 'n' Greets and School Hoodies	Completed

16. Other Business

There was no other business.

Next Meeting

The next meeting of the School of Psychology School Board Committee will be 24 October 2024.

There being no further business, the meeting concluded at 4:50pm

Signed as a true and accurate record:

Chair

Date

Annual Plan - Faculty Board FOBJBS

Report / Item	Responsible Officer	2025						Action / Committee Pathway	Comments	TOR	HESF	Committee Timings	
		11-Feb	25-Mar	29-Apr	1-Jul	12-Aug	23-Sep						
Quality and Compliance													
Annual Retention Report	Executive Director Student Administration and Executive Director, Library Services and Student Support			x				Note * Benchmark refers to external benchmarking or scrutiny Replaced the Academic Progress Policy with the Assessment - Academic Progress Procedure.	KH 30/1/24 - This item was previously named 'Academic Progress Report' (including appeals and exclusion). Advice received to change the name of the item as the Annual Retention Report incorporates this reporting.	9(a)	1.3	FBs (28 & 29 Apr) AQSC - 5/5/25 - waiting on confirmation as to whether this should go to the July meeting of AQSC and August meeting of Senate?	
Risk and Compliance Update - Academic Risks (relevant risks)	RCU	x	x	x	x	x	x	Note / Endorse		9(f)	6.2.1.e 6.3.2		
Third Party and Partner Annual Summary Report (risks, actions, and academic quality assurance)	RCU	*x						Note	To include an annual update on the Charles Sturt University Sydney Campus and Charles Sturt University Melbourne Campus.	9(b)	5.3 5.4 7.1	* The 2024 report was held over until the March meeting, but it is expected to be presented at the last meetings of the year going forward.	
Courses and Subjects													
Courses - - new / re-accreditation courses & major course changes	Associate Dean (Academic)	x	x	x	x	x	x	Endorse to UCC		9(d)	5.3.6 6.3		
Subjects - new / major changes	Associate Dean (Academic)	x	x	x	x	x	x	Approve		9(d)	6.3		
Subject Substitutions	Associate Dean (Academic)	x						For noting	Has been moved from last meeting of the year to first meeting of the year in line with FB request 241001.	9(d)	6.3		
Course Availability List (Extract and summary of course profile changes for the following year)	Project Officer Load Planning (Office of Strategy, Marketing and Analytics)						x	Note		9(a)	5.1		
Comprehensive Course Reviews (Coursework and HDR) - Annual Review of Schedule and Review	Associate Dean (Academic) / Manager, Course and Subject Accreditation / Higher Degree by Research Committee							x	Note / Endorse	9(a)	5.1 5.3 5.4		
Comprehensive Course Review (Coursework and HDR) - Review Report for individual courses	Associate Dean (Academic) / Manager, Course and Subject Accreditation / Higher Degree by Research Committee / Course Directors / Associate Deans (Research)								As required	Endorse to AQSC	9(a)	5.1 5.3 5.4	
Course Performance Health Check (including course and subject design and compliance with Australian Qualifications Framework)	Associate Dean (Academic) / Course Directors / Chair	x	x	x	x	x	x	Note / Endorse		9(a)	5.1 5.3		
Course Performance Health Check (Annual Summary Report)	Associate Dean (Academic) / Course Directors / Chair						x	Note / Endorse		9(a)	5.1 5.3		
Professional Accreditation Report (including HDR courses and faculty updates on progress, conditional approvals and plans for meeting conditions or reapplying)	Associate Dean (Academic) / Manager, Course Administration Team (MCAT) / Course Directors	x	x	x	x*	x	x	Note / Endorse UCC	* Annual report	9(b)	3.1.5 5.1 6.2.1.i 7.1.2		
Student Matters													
Student Performance Report* (timely completions, progress and attrition).	Deputy Vice-Chancellor (Academic) / Deputy Deans / Office of Planning & Analytics						x	Note and provide feedback.		9(a)	1.3.1 - 1.3.6 2.2.1 - 2.2.3 5.3.5 & 5.3.7 6.2.1e - h 6.3.1.b 7.3.3.a & 7.3.3.d		

Report / Item	Responsible Officer	2025						Action / Committee Pathway	Comments	TOR	HESF	Committee Timings
		11-Feb	25-Mar	29-Apr	1-Jul	12-Aug	23-Sep					
Student Academic Integrity and Misconduct Report* - full previous year	Deputy Vice-Chancellor (Academic)					x		Note / Endorse Academic Senate		9(b)	1.3 2.4.3 4.1.1 (a - e) 4.2.1 (a,b,e,g) 4.2.4 5.2.1-4 5.3 6.2.1(j) 6.3.2(d) 7.2.2(c, d) 7.3.3 (b,c)	FB - Aug AQSC - Sep AS - Nov CNL - Apr following year
Medals and Prizes (for noting)	Faculty Executive Officer		x					Note / Endorse		9(c)	1.4.1	
Faculty Matters												
Faculty Board Chair's Report (including items approved by Executive Deans per delegations)	Chair	x	x	x	x	x	x	Note / Endorse		9(d)	6.3	
Faculty Workplace Learning Report**	Associate Dean (Academic) FOAE and FOBJBS Associate Dean Workplace Learning and Partnerships (FOSH)			x				Approve actions		9(b)	2.1 5.4	
External Advisory Committee activity	Chair, Faculty Course and Subject Review Panel						x	Note / Endorse		9(b)	5.3.1 5.3.7	
Faculty Operational Plan (and University Strategy Information)	Executive Dean / Faculty Executive Officer	x		x	x		x	Note / Endorse		9(j)	6.2.b	
Delegation Reports / Referrals												
Faculty Assessment Committee (FAC) Report (includes assessment governance and assessment quality assurance at faculty level)	Chair, Faculty Assessment Committee / Chair, Faculty Board	x	x			x		Note / Endorse		9(c)	5.3.4 5.3.5	
Reports from School Boards (inclusive of subject review and reflection (QUASAR))	Chairs, School Boards	x	x			x		Note		9(a)	6.3	
Faculty Research Report (research activity, performance, and quality, including quality of research training)	Associate Dean (Research)						x	Note / Endorse		9(h)	4.1 4.2	
Items referred to and from: - School Board - Faculty Course and Subject Review Panel - Faculty Assessment Committee - Faculty Research Committee - University Courses Committee - Academic Quality and Standards Committee - University Research Committee - Academic Senate - and other committees or officers	Committee Chairs	As required						Note / Endorse		9(l)	6.3	
The board shall advise Academic Senate on all matters relating to the quality of learning and teaching, courses and subjects, research and academic governance matters relating to the faculty.		As required						Note / Endorse		Advisory role and referral of matters		
Governance												
Policy reviews (relevant policies)	Policy Owners	As required						Note / Endorse		9(i)	6.3.2	
Annual Assurance Report	Chair / Governance Officer		x					Note / Endorse		All TOR	All	
Review of Annual Plan	FOBJBS FB / Manager, Governance	x	x	x	x	x	x*	Note *Approve for the following year	* For the following year.	All TOR	All	



Item 22: Other Business



Item 23: Next Meeting

No.	Date	Time	Location	Agenda Close
42	Tuesday 11 February 2025	4:00pm – 3:00pm	Zoom	24 January
43	Tuesday 25 March 2025	1:00pm – 3:00pm	Zoom	7 March
44	Tuesday 29 April 2025	1:00pm – 3:00pm	Zoom	11 April
45	Tuesday 1 July 2025	1:00pm – 3:00pm	Zoom	13 June
46	Tuesday 12 August 2025	1:00pm – 3:00pm	Zoom	25 July
47	Tuesday 23 September 2025	1:00pm – 3:00pm	Zoom	5 September