



ANU COLLEGE OF BUSINESS AND ECONOMICS

STRATEGIC PLAN 2006-2010

EXECUTIVE SUMMARY

The ANU College of Business and Economics came into being with the integration in 2006 of a number of academic units including the former Faculty of Economics and Commerce, the National Graduate School of Management and the National Institute of Economics and Business.

Planning

The College's immediate targets for both Education and Research are to:

- confirm national prominence, and remain a leader in the areas of economics and business within Australia and beyond;
- show excellence in our scholarship and be internationally known and ranked for that scholarship;
- be distinctive in our educational offerings but not outside of the "mainstream", so as to attract a broad range of talented students locally, nationally and internationally;
- be relevant to our various stakeholders including students, the scholarly community both within the ANU and beyond, the business community and relevant professions, and those who set and administer policy within our Government institutions.

Planning for the College is undertaken on a rolling basis by the College Executive Committee, and covers research and education, as well as outreach, international marketing, student administration and infrastructure. An essential part of the work of the College is planning for the future of the College, including seizing opportunities as they arise and perhaps more importantly creating our own opportunities. A key issue for the 2006-2010 planning period is the development of benchmarks and information systems to help guide the College's management. The operational management systems targeted for enhancement are the financial systems, marketing data, human resource planning, research activity and outcomes data, student enrolment and educational outcomes and information systems.

Research

The ANU College of Business and Economics does not currently include any Research Schools. While the research performance of the College's teaching Schools has real strength (as documented in the 2004 ANU Quality Review), the pursuit of an expanded research agenda of national and international importance and observable prominence

will be given particular priority in the next period. Accordingly, the College proposes to create and develop two research schools: the Research School of Economics and the Research School of Business. These research schools will embrace all fields of study presently within the College and, as appropriate to those fields, involve in a targeted way, staff from within the College and beyond.

The formation of these two Research Schools will serve to extend the research capacity of the College and the University. It will also help to consolidate and give critical mass to the ANU's research activities in economics. Further, the staffing arrangements for the Research Schools will vary somewhat from those of certain existing ANU Research Schools. The Research Schools of Economics and Business will allow medium-term, research-only appointments of highly research-active staff already employed within the University. The opportunity for academic staff to increase the proportion of their time spent exclusively on research will be a major incentive for the recruitment and retention of outstanding researchers in the various fields of study, and will be a unique point of difference for the ANU among Australian universities.

Education

A key distinguishing characteristic of the ANU is its comparative advantage in providing students with an educational experience enhanced by the scale and power of its research and guided by the ethos of inquiry of a research-intensive university. The ANU College of Business and Economics is committed to differentiating its educational experience from Australia's other universities by engendering a sense of problem-solving skills, analytical skills and the thrill of discovery within each and every one of our students. This is done in three ways by:

- (i) reference to the current leading edge research in the relevant fields;
- (ii) using research methods to give students an insight into inquiry;
- (iii) incorporating student (often syndicate based) research projects into everyday class activities.

The College is planning certain changes to its educational profile by the end of 2010. In particular:

- The coursework Masters programs student load will grow from 323 to 570 EFTSUs, continuing its already substantial growth of the past two years.
- Reflecting ANU's role as the national university, particularly in postgraduate programs, attention will be focused more towards issues of national, regional and even global significance.

- A wider range of learning opportunities will be provided. The College will provide support for strong and innovative learning programs that blend the strength of the conventional classroom experience (typically two lectures and one tutorial per week) with other more flexible and innovative learning alternatives. An example is the existing Integrating Business Project (a course already taught in the College). In this connection, the College supports the creation of a Teaching and Learning Unit within the College to support this academic staff-led development of the flexible and innovative educational plans.

Engagement

The College and its Schools have strong relationships with key stakeholders including various professional bodies, organisations in the business community, government and quasi-government bodies. We also have a substantial and active alumni program including the newly created Alumni Hall of Fame. We plan to build on these strong foundations.

Currently the College does not have a formalised committee to represent external stakeholders, such as the external "Advisory Committees" of some other Colleges. During the 2006-2010 planning period, the College will give consideration to formally creating an external Advisory Board to formalise our existing networks. It will seek to convert various existing individual associations into institutional relationships.

A key issue of engagement for this College arises in respect of discipline areas that intersect with other parts of the ANU. Areas of education and research such as public-sector management, statistics, information systems and economics should be fundamental strengths of the ANU, which are enhanced rather than diminished, by the interaction between the various Colleges.

Management and Resources

The College was recently recognised by a survey commissioned by the National Tertiary Education Industry Union (NTEU) as a desirable location of employment. The NTEU Report stated that, "There was one faculty [CBE] which was reported repeatedly (by both female and male respondents) as a good place to work. ... it is one in which, over recent years, the worth of all team members has been valued and female contributions have been encouraged." (NTEU, July 2006, p 17 – Reference to academic unit added).^{*} We will continue to actively enhance our staff profile. Measures include:

- recruiting well qualified female and male staff to the ANU;

^{*} National Tertiary Education Industry Union, A report by Women's Action Group ANU Branch, "Sacrifice, Self Promotion and Sweet Talk: The Dark Side of Promotion at the ANU", July 2006.

- clarifying career expectations of staff, including options for continuing employment, promotion, additional salary in the form of "loadings" and the attainment of performance objectives; and
- widespread uptake of professional development opportunities, supported and funded at a College level.

The key staffing objective of the College is that "each member of staff comes to work feeling valued", and that they in turn add value to the ANU.

The ANU College of Economics and Business presently accounts for approximately one-third of all coursework graduate students in the University and, as noted above, further significant growth is planned. Additionally, an increased number of research higher degree research students are expected. The ANU College of Business and Economics will need further office and teaching space within the planning period to accommodate these students.

Conclusion

By 2010 the ANU College of Business and Economics will be a fully comprehensive education-intensive research institute. It will offer a wider choice of opportunities in both research and education for both students and staff not easily replicated by others in Australia and indeed potentially not replicable at all. The College recognizes that many of the advantages and successes it has enjoyed in the past have been as a consequence of its interaction with other academic units in the ANU. We seek to build on these interactions and seek to clarify where appropriate organisational structures. The planned developments of the College will rely on a strong sense of community and commitment by staff and students in the College and focussed and effective leadership by those in the College entrusted with guiding its future.

The College seeks to be part of a University that has a distinctive national and international reputation for excellence and to contribute in a meaningful way to the University's reputation.

1.0 PREAMBLE

The paper that follows outlines the strategic plan for the ANU College of Business and Economics for the period 2006 to 2010. The document reflects University wide discussions, decisions and interactions between this College and other Colleges, in particular the ANU College of Science and the ANU College of Asia and the Pacific. The document draws on comment and discussion from a large planning meeting together with input from the Committees within the College and a special working party. The process of confirmation of the plan comes via the College Executive Committee. Input into the plan is expected to occur in August and September 2006. This document sets out both the broad strategic agenda and some of the detail of implementation. More work on implementation is required and the plan is the subject of continuous development and amendment.

2.0 BACKGROUND

On 1 January 2006 the ANU College of Business and Economics (hereafter referred to as CBE) came into being with the integration of various units in the areas of business and economics including the Faculty of Economics and Commerce, the National Graduate School of Management, the National Institute of Economics and Business and a small number of other units (research centres and programs). It does not directly include economists from various other units within the ANU including the Asia Pacific School of Economics and Government now known as the Crawford School of Economics and Government (CSEG), the Research School of Pacific and Asian Studies and the Research School of Social Sciences amongst others. The integration of the administrative systems commenced in September 2005 and from early 2006 the administration and structure of the new College has reflected the major structures and operating processes which will take the College forward.

In addition to the existing units within the integrated College in late 2005, the Council of the University noted the creation of the Research School of Economics to be housed within the CBE. As will be observed later in this document, the College seeks to establish and develop both a Research School of Economics and a Research School of Business within the period to 2010. Thus, before the end of the planning period, the College expects to be a fully integrated teaching and research organizational unit that will comprehensively cover the areas of business and economics with:

- discovery-based teaching programs at undergraduate and graduate levels;
- an active and large scale program of higher degrees by research (HDR); and
- two substantial and active research schools, which would provide both the academic community and those outside the academic community with authoritative, contemporary and rigorous research relevant to the Australian nation as well as the world community.

As from January 2006 the College has comprised an overarching administrative structure which deals with policy, student administration, finance and business services, research services administration, human resources, infrastructure, marketing and development and information technology services. The College was established with four academic units, the School of Accounting and Business Information Systems, the School of Economics, the School of Finance and Applied Statistics, and the School of Management, Marketing and International Business. These units are charged with responsibilities in both teaching and research as well as HDR supervision. Each School actively participates in undergraduate and postgraduate coursework programs, supervision of research candidates and the research agenda of the College. The College has a Convener and a Dean; both positions are currently held by the same person. The previous organisational units of the Faculty of Economics and Commerce and the National Graduate School of Management still exist but only as administrative and marketing entities devoid of academic appointments. Shortly, they will cease to be allocated any student load with all load being transferred to the College.

3.0 THE COLLEGE COMMITTEE STRUCTURE

From January 2006 the College committee framework has been structured along the following lines.

The College Advisory Board comprises all academic staff within the College holding beyond 0.5 of a full time load together with representation of general staff, including senior College and School administrative staff, and students from within the College. The College Advisory Board is an important vehicle for communication between the College Executive and members of the academic staff, general staff and student communities within the College. Other Colleges with whom the CBE has significant interaction are also represented on the College Advisory Board.

The College is managed through an Executive Committee comprising the Convener and Dean, the Deputy Dean, the Heads of School, the Associate Dean (Education), the Associate Dean (Research), the Head of the College Business Office, the Director of the College Marketing and Development Office and the College Executive Officer. The key policy decisions and the majority of the business of the College are transacted within this Committee. The minutes of its meetings are provided to the College Advisory Board.

The deliberations of the College Executive Committee are informed by the College Education Committee, chaired by the Associate Dean (Education), and the College Research Committee, chaired by the Associate Dean (Research). The College does not have separate Finance, Planning or Marketing Committees. Business of this nature is transacted within the College Executive Committee. The College Education Committee acts as a representative body receiving input from all four Schools involved with teaching and research in the College. It also has representation from other Colleges directly related to the educational offerings within CBE and coursework students in the

College. A substantial proportion of the information flowing to the College Education Committee originates from the Curriculum Committees underlying the various disciplines within the College. Curriculum Committees, chaired by academic staff from each of the four Schools, exist in all fields of the College including: accounting, economics, business, information systems, management, marketing, international business, finance, statistics and actuarial studies (see Appendix A).

The College Education Committee considers proposals for changes, deletions and additions relating to programs and courses. The recommendations are transmitted to the College Executive Committee for consideration. Education policy decisions are discussed at the College Executive Committee and then passed to the College Education Committee. The College has a record of adding new programs, providing a structured framework for the development of coursework programs at Masters degree level and deleting both programs and courses as appropriate.

The College Research Committee comprises individuals from the College who bring both experience and expertise on issues of research across the various disciplines within the College. This Committee is comprised of senior ranked, highly research active staff from amongst all four Schools and a representative of research students in the College. The Committee does not seek to be comprised of individuals who represent a School or a field of study but rather it is a committee that supports and advocates research of all types in the College.

The committee structure has worked well over the past several months since the creation of the College and there is no obvious or pressing need to alter these arrangements. Further enhancement of the interaction between Curriculum Committees and the College Education Committee will be a natural progression as the Curriculum Committees mature and develop more active agendas in the future.

4.0 OBJECTIVES AND PLANNING

4.1 The Objectives of the College and its Underlying Philosophy towards Research and Education

While the challenges of research and education differ, the objective that "we seek to be excellent in everything we do" is common between our activities and planning for education and research. Over the planning period, a key issue will be the development of further measuring devices and information systems to help guide us towards continuing to retain and improve our level of excellence in all that we seek to achieve. Quality control mechanisms in teaching and research are crucial to our success. Indeed, a common theme of our planning is the development of an information systems framework within the College and its Schools that will provide more timely and accurate decision aids into the future. These information systems include enhancements in budgetary systems, marketing data, human resources planning, student enrolment information and quality of teaching (with the assistance and input of CEDAM) amongst

others. This will provide data to benchmark our performance and facilitate comparison with other comparable institutions.

However, philosophically our objectives for both education and research relate to:

- national prominence and leadership in the area of economics and business within Australia and beyond;
- show excellence in our scholarship and to be internationally known and ranked for that scholarship;
- be distinctive in our educational offerings within the “mainstream”, so as to be attractive to a broad range of talented students locally, nationally and internationally;
- be relevant to our various stakeholders including our students, the scholarly community with whom we communicate, the business community and relevant professions, and those who set and administer policy within our Government institutions.

An ability to meet each of these objectives and provide evidence of this achievement itself is a key goal to be accomplished by the end of the planning period.

4.2 The Planning Process

Over the past several years the College has embarked on various planning processes which, by and large, have focused on and sometimes involved lengthy discussions within the membership of the College Executive. The planning process is undertaken on a rolling basis by the College Executive Committee and covers both research and education and also deals with policy and implementation of issues relating to outreach, national and international marketing, student administration and infrastructure matters. These planning processes are supplemented as necessary by other key staff and annually there is an appraisal of the outcomes of the College’s performance relative to expectations both at an overall aggregate level as well as within each of the Schools in the College.

Additionally, while implementing plans, the College has demonstrated ability for agility and swiftness with regard to its decision making to both create and take advantage of opportunities as they arise. For example, when the previous Director of the National Graduate School of Management sought alternative employment, the then Faculty of Economics and Commerce worked closely and co-operatively with the School to realign the ANU’s provision of management and executive programs in a way that will enhance the range and scale of programs on offer to students and other stakeholders in Canberra and beyond. This process helped facilitate the rapid integration of the Faculty of Economics and Commerce and the National Graduate School of Management into the new College structure.

The College also has a number of outreach functions that inform our planning process. For example, periodically we hold informal meetings with a number of stakeholder groups, including alumni, to both inform them of the activities, future objectives and plans of the College. In addition, relevant parts of the College have direct interactions with appropriate professional bodies, including the accounting and actuarial professions as well those who work in finance, e-commerce and information systems, statistics and marketing amongst others.

Currently the College does not have a formalised committee structure to represent a body of interested individuals sometimes referred to as an external "Advisory Committee". It does, however, have direct contact with a range of distinguished alumni who act as an important sounding board for ideas involving change and development within the College. During the planning period the College will give consideration to formally creating such an External Advisory Committee. The College also benefits from regular professional accreditation reviews, which assists in this process and provides useful feedback, as well as external surveys such as Graduate Careers Australia.

The College Executive has recently altered its mode of operation to include periodic environmental scans from each of the four Schools to keep abreast of new developments and changes both across the campus and beyond in the various discipline areas of the College, including interaction with other parts of the ANU particularly in the area of economics and statistics.

5.0 OVERALL COLLEGE PLANNING IN RESPECT OF STAFFING

Academic staffing positions in the College are predominantly if not exclusively "teaching and research". At present, the College does not participate in any funding from the Institute of Academic Studies (IAS) budget, other than for some funding for the Director of the Research School of Economics. This being the case, the dominant imperative in respect of staffing derives from the need to fulfill educational obligations and provide educational leadership. Given that the primary driver for academic staffing appointments stems from this source, the research agenda within the College is less able to be directly managed in the same way as is possible within ANU's conventional research schools. Despite this constraint, the College has developed an enviable research reputation in various areas of the fields of business and economics as demonstrated in the ANU Quality Review in 2004.

Research is primarily conducted by staff in two ways:

- (i) Various individual staff members with national and international reputations in specific discipline areas pursue research agendas at an individual level or in collaboration with colleagues in other Schools within the College, with colleagues from outside the ANU and frequently internationally.
- (ii) Research groups (including formally created research centres) are particularly

strong in some areas of the College and involve nationally prominent research groups in such fields as information systems, e-commerce, finance (in particular, mathematical finance), applied statistics, organisational behaviour, auditing, and corporate governance to name a few.

The College through the College Research Committee, therefore, underpins and leads its research efforts by providing structures, resources and incentives for groups or individual researchers to pursue their scholarly endeavours. As stated, unlike Colleges that have significant IAS funding, CBE is, by virtue of its staffing structure, less able to act strategically in research planning. Going forward, the College proposes establishing research schools both in economics and in business in order to provide it with the ability to create and pursue research agendas of national and international importance which are not directly influenced by educational needs but rather because of their importance in and of themselves. This matter is discussed further later in this planning document.

5.1 College Research Support

Given its current staffing and funding arrangements, the College has in place a number of policies in respect of resourcing research and providing incentives for high quality research. These policies were agreed by the College Executive Committee in 2006 and will be operating during the period for which the strategic plan has been developed. These incentives and support mechanisms relate to:

- College Internal Grants Scheme (CIGS)
- Funding for Preparation of Research Applications
- Grant Incentive Payments (including those relating to the ARC)
- Development Program for Early Career Researchers
- Funding for Excellent Research Initiatives
- Reward Funding for Excellence in Journal Publications

In addition to this College level support, each of the Schools has support mechanisms that reflect their particular needs. All these funding incentives supplement the funding success of research active individuals and groups in the College.

The College has an active program of Research Centre review. Review processes include an assessment of the prominence and quality of research undertaken by Centres in the College.

5.2 Quality of Research: Assessing and Measuring

Early in 2006 the College established Web-based resources to assist with the gathering of data on research outcomes and research impact. In the future, the Web-based facility will include user-friendly password protected logins for academic staff to both deposit and retrieve information on publications, research grant applications, research grant outcomes and research grant opportunities. The data set will be used by College

management to harvest information for planning the future and for reporting of outcomes and accomplishments. We also envisage the facility to be ultimately capable of providing a portal to information on impact via citations and other metrics on the importance of research outcomes. While this is an ongoing project, completion at least in its initial stages, is expected during the planning period. This is one example of the College's desire to develop user-friendly decision-useful databases to aid in the development of the College.

5.3 Planning for Research

Planning for research appears at various levels within the College. Nearly all funding for research originates from funding won by individuals and groups from the ARC and other funding agencies, and College and School Funding. College research resourcing decisions (including funding, infrastructure and other resources) are made by the Convener of the College based on recommendations from the College Executive Committee and the College Research Committee. Research groups and individual scholars within the Schools are at differing levels of development in respect of their research maturity and their respective national and international profiles. Each of the Schools has mentoring and development schemes for new and younger academic staff. This includes access to, and interaction with, more mature and accomplished scholars in their relevant disciplines and sub-disciplines as well as access to resources within the College to assist in the development of their research skills including, but not limited to, their research grant application skills as well as assistance with converting research materials and data into publishable research reports.

5.4 Proposed Research Schools

As indicated, the research agenda of the College is at least in part captured by the need to meet educational objectives within the College. Pursuit of research agendas of national and international importance and prominence is in large part a by product of the appointment of academic staff to fulfill teaching responsibilities. Unlike most of the other Colleges within the ANU, no research school presently exists within the CBE¹. Therefore, during the period of planning the College proposes to put in place two research schools, the Research School of Economics and the Research School of Business. These Research Schools are expected to embrace all fields of major study currently within the College and in the case of the Research School of Economics would embrace and engage with economists across the ANU campus.

In the near term, the expectation is that a search and selection process will be activated for a distinguished economist to lead as Director of the Research School of Economics. The appointment is crucial in the building of an enhanced profile in economics for the

¹ It is noted that the University Council recognised the creation of a Research School of Economics at its December 2005 meeting. Some would argue that the proposed research school model is more akin to a network than a conventionally staffed research school.

ANU. In large part the Research School of Economics will be the focal point and a facilitation vehicle for ANU economics such that it would be unambiguously placed as Australia's best economics program.

The only funding currently planned from the IAS for the Research School of Economics is for the position of its Director. It is planned that more positions will become available. Importantly, these positions may be funded from a variety of sources including ARC Fellowships and industry linked programs as well as the IAS block grant.

By the end of 2008 the College seeks to establish a Research School of Business. Like the Research School of Economics, it is expected there will be a small number of positions funded from the IAS block grant but the vast majority of positions would be shorter-term in nature and would often involve rotations of staff.² It is expected that the Research School of Business will capitalize on the existing strength of individuals already employed within the College and, in particular, the existing research centres including the National Centre for Information Systems Research (NCISR) and the Australian National Centre for Audit and Assurance Research (ANCAAR).

One operating environment under active consideration by the College is to establish the Research School of Economics and the Research School of Business by allocating a series of positions available to academic staff within the College on the basis of spending time at the rate of one in four years in one or other of these two Research Schools. The positions would be competitive and for periods from six months to one year in duration under normal circumstances. Academic staff would move from a teaching and research position to a research only position for a period of time to complete a prescribed research project returning to a teaching and research position at the end of that period. This would provide staff with a research-only opportunity for significant periods of time thus making it clearly distinct from their regular occupation and a more "privileged" opportunity than otherwise might be considered to be the case. It would provide a working environment for academic staff across the CBE which is unmatched and unparalleled anywhere else in Australia. This in turn provides the opportunity for the ANU to have a structural advantage over its competitor employing organisations and to significantly further advance its research profile relative to other universities in the country. In part, these rotating positions would expand the opportunities and options for OSP leave and could, to some extent in some areas, be funded from within the College together with funding from the IAS block grant.

By the close of the planning period, the CBE will be and will be seen to be a place that researches what we teach and teaches what we research. Notably, it will use the two Research Schools to strategically target and pursue research of national and international importance.

² This does not intend to limit the possibility of staff also spending periods of research-only time (such as OSP) at other institutions or locations in Australia or beyond.

5.5 Research Training

By comparison with the activities of like academic units in other Group of 8 universities in Australia and relative to the number of supervisory personnel, the CBE has a large number of PhD students and other research students. They reside in the four Schools. A significant challenge for the College, and one that requires careful planning going forward, is to grow the number of PhD qualified academic staff who have significant research records, experience and training sufficient for them to be suitable PhD supervisors.

At present, the College has a relatively youthful staffing profile which provides many advantages but in some of the less well established disciplines (for example, marketing, accounting and actuarial studies) many of these younger staff are not yet PhD qualified and have not established themselves sufficiently well to be considered as chairs of supervisory panels. The College (and its four Schools) has plans in place to "mentor" younger staff, when appropriately qualified, through a series of training opportunities, to accept supervisory arrangements. Many younger staff members are now acting as advisors on supervision panels and otherwise assisting in the supervisory process.

In 2005 the College undertook a comprehensive review of the PhD program. By and large, this review provided the College with a road map for its higher degree by research (HDR) students into the future. The issues addressed in the PhD review are currently being operationalised through the existing College committee structure.

A significant binding constraint in respect of HDR students is the space available to them within the College. This issue is dealt with under Section 8.0 Infrastructure.

The College has placed some emphasis on establishing research groups and these have become the focus for a number of the PhD students. Recruitment into these particular focus areas has been successful, for example, there are a number of highly qualified PhD candidates in information systems and e-commerce as a consequence of the profile of the research work of that group within the College.

A significant challenge is the recruitment of HDR students in areas where there is substantial surplus supervisory capacity. As indicated in the PhD Review this recruitment together with a carefully constructed scholarship arrangement has now been put in place and commencement of the operation of those plans is underway.

The College Research Committee has oversight of the HDR students in the College at a policy level while the individual Schools manage the operational aspects of the HDR students. The interconnection between the work of the College Research Committee and the individual Schools, as well as the requirements and obligations of the University's Graduate Research School, sometimes produce suboptimal outcomes and a challenge for planning going forward is to ensure there is an understanding of the role of each of these bodies. Consideration is being given within the College to the interaction between the resourcing roles of the Heads of School and the academic

responsibilities of the conveners of each of the HDR programs within the College. Line management responsibilities between the academic decisions of the conveners and the resourcing decisions of the Heads of Schools needs to be better aligned.

The College Research Committee is aware of these challenges and is actively working on options for the future. The College Research Committee will also be seeking to gather data on important metrics in respect of HDR students including completion times, supervisory arrangements, research outcomes from former HDR students and the like.

5.6 Proposed Establishment of Research Units

The College will seek to establish one or perhaps two research units (most likely formally constituted research centres) of national public prominence within both or either of the Research School of Economics and the Research School of Business. These institutes will be modeled on equivalent organisations, particularly in the USA, that provide a vehicle for high quality academic research to discuss and contribute to important public policy issues of national importance. We see possibilities in the area of applied economics research as well as applications of statistics particularly in areas relating to the business community. Other opportunities might be identified from existing researchers in the College. This is an evolving objective of the College but it will be of significance given that it would provide the ANU with a vehicle which will enable us to more fully contribute to debates of national importance. It will also provide research opportunities for both senior and younger academic staff to engage in these important debates. For a period of time, one such highly visible economics-based research institute operated in another of Australia's universities as such a body but with recent changes in staffing this focus has been lost. This provides the ANU with an opportunity to position itself in a way that would give it some profile in this field. A key objective of these initiatives is to have scholarly integrity as well as a high visibility to the wider community, including those in the political and business communities.

6.0 COLLEGE EDUCATIONAL PLANNING

Responsibility for educational planning rests with the Dean of the CBE (who is also the Prescribed Authority for all programs) acting on advice from the College Executive Committee and more particularly the College Education Committee. The College Education Committee in turn draws on expertise from the four Schools of the College and from the Curriculum Committees nested within the four Schools. The Curriculum Committees include relevant academic staff from within the College and in appropriate disciplines (such as statistics and economics) from across the wider ANU.

6.1 Degree Programs within CBE

The Prescribed Authority within CBE has oversight of a large number of undergraduate and postgraduate degrees. These include the Bachelor of Commerce, the Bachelor of Economics, the Bachelor of International Business, the Bachelor of Finance and the

Bachelor of Actuarial Studies at pass and honours levels. In respect of postgraduate coursework, there are a series of academic and professionally oriented coursework programs. In addition, there are a number of postgraduate certificate and diploma programs which interrelate with the Masters programs. In respect of many of the bachelor degree programs, there are also associated combined degrees with the other Colleges within the ANU and a number of the Masters coursework programs involve interaction with other Colleges within the ANU in particular the ANU College of Engineering and Computer Science and the ANU College of Asia and the Pacific.

Additionally as noted above, the College has an active and substantial PhD program which also has some interaction with other Colleges. The possibility of further interaction over the planning period is also under consideration. For example, our activities in the area of commercialisation and innovation would lend themselves to a joint program with the ANU College of Science where considerable expertise that complements ours exists.

A key component of our educational objectives for the planning period is the development of widely agreed graduate attributes. An understanding of these attributes will provide a focus for much of our educational outcomes. The specification of key attributes of our graduates can occur at all levels of education (undergraduate, postgraduate and PhD) and offer a sense of direction for component parts of the education experience that contributes to the development of these attributes.

6.2 Educational Objectives and Distinctiveness of the ANU Educational Experience within CBE

Both the scale and range of programs in CBE are substantial and only replicated in about half of the Group of 8 universities in Australia. The educational experience within the College varies somewhat from program to program and allowing for this variation it is a combination of both discovery based learning and industry recognised best practice where appropriate. Our unique place in the market for educational services in business and economics can be illustrated in a number of ways including (but not limited to):

- (i) The economists within the College have recently been ranked as one of Australia's leading group of economists (Macri, Joseph and Dipendra Sinha, 2006, *Journal of Economic Surveys*, 20(1) 111:155.
- (ii) One of only four actuarial studies programs recognised by the professional body within Australia and the only one of these to have an accredited degree program outside Australia (jointly with the National University of Singapore).
- (iii) One of a small number of universities which has an Industry Based Learning component within its degree programs.
- (iv) E-commerce and information systems with leading Australian universities able to contribute to both applied and fundamental areas.

- (v) An international business degree which uniquely provides students with the opportunity of a high level educational experience both in the language and culture of one region of the world.
- (vi) An integrated management degree which allows both MBA and other graduate management students to engage in a discovery based project referred to as the "Integrating Business Project".
- (vii) A statistics program that has academic staff recognised not only within academe but as Fellows of the prestigious American Statistical Association and the Institute of Mathematical Statistics.

6.3 The Learning Environment

In planning our future, a key component of the educational experience within the College is not only the recognition of the importance of descriptive knowledge (common in a number of first year courses) but also an appreciation of the need to discover knowledge. Specifically, certain of our courses have the notion of an analytic education which recognises the importance of motivating students. We seek to use the motivational power of the "thrill of discovery" to drive high quality educational experiences. This discovery-led research is also an important motivator in developing the notion of the need for life long learning in each of our students.

6.4 How our education is grounded in research and benefits from the research culture within the College?

A key distinguishing characteristic of the College is its comparative advantage in providing a diverse student body with an educational experience enhanced by the scale and power of its research and guided by the ethos of a research-intensive university. The College is committed to differentiating its educational experience from most if not all of Australia's other universities by engendering a sense of problem-solving skills, analytic skills and the thrill of discovery within each one of our students. This is done in the following ways by:

- providing a strong grounding in the foundation principles for the various fields of study
- reference to the current leading edge research in the relevant fields;
- using research methodologies and structured pathways to give students an insight into inquiry at all levels of their study program;
- incorporating student (often syndicate based) research projects; and
- providing the opportunity to extend the College learning community to interact with local and international business affiliates.

In some degrees within the College, professional registration and accreditation requirements pose some limitations on the extent to which research-led education can be incorporated. However, despite these limitations, all of our programs are problem solving in orientation and analytical in content.

6.5 The Educational Experience as a National and International University

The educational programs within CBE interplay in different ways at different levels with issues of national and international significance. Indeed, a number of our alumni from certain programs exert significant influence on matters of national prominence. In this regard, attention is drawn to the long and important history of the Master of Economics program which has been offered at the ANU for more than three decades. Many alumni of that program are now in positions of significance in respect of the Australian economy and public policy making more broadly.

The role of the College in terms of its educational programs at undergraduate level reflects the fact that many of its students come from either areas in close proximity to Canberra or internationally. More than two-thirds of undergraduate students within the College come from districts in the ACT or its immediate environment or from other countries. While the ANU educational experience brings to this group of students matters of national prominence and discusses issues that are in contemporary debate within the fields of economics and business, it is unlikely to do this more than any other major research active university in Australia. However, at the graduate level our position as Australia's most research-intensive university does give rise to a differential educational experience. While remaining a supplier of "mainstream" educational programs, a number of these programs seek to develop educational experiences that reflect research issues of national prominence. These include PhD students working in areas of such prominence include but are not limited to the fields of economics, statistics, auditing and e-commerce to name only a few.

CBE unlike any of the other discipline-based Colleges has a significant international presence in its educational offerings. In the past this has been an intentional plan of the College to expand its international education in a controlled and balanced manner. We now have students from 54 different countries. These students come to the ANU via various agreements either by way of full fee paying international students, exchange students or via student scholarships or other financial aid programs. Although most of the students originate from a number of countries within Asia, the College is also building active student recruitment processes involving students from both North America and Europe. Indeed, the College seeks to diversify its international student cohort through increased numbers exchange and study abroad students from North America and Europe. These exchange programs also provide exceptional opportunities for Australian students to engage internationally. In any year the College seeks to have up to 5% of its student body engaged in an exchange experience of some type. The present Australian average is less than one per cent. The growth of the exchange program will be facilitated through the International Association of Research Universities

(IARU), College based relationships with quality business and economics schools and increased engagement with ANU wide relationships. This will provide a vital balance and a vibrant educational community internationally in which to deliver our inquiry-led educational programs.

6.6 Flexibility and Choice within College Educational Programs

Despite the need to have many of our undergraduate degrees professionally recognised (by professional bodies such as the Institute of Actuaries of Australia and the Institute of Chartered Accountants in Australia), the College emphasises the need for flexibility and choice. Indeed, more than 25 per cent of our students choose to undertake some courses within their degree program from outside the College. Many of these students select courses in languages, the humanities and science. A smaller number of students choose courses in music, computer science and law. In all but one of our undergraduate programs, students may choose up to one-third of their courses from outside prescribed areas or even courses within the College.

The extent of flexibility within the Master degrees varies between programs. The opportunities differ considerably between the one-year "conversion" and "extension" type Master degrees and the two-year advanced programs. However, even in certain of these programs, the opportunities for choice are significant.

6.7 Planning of our Educational Offerings for the Future

We are seeking some changes to our educational profile by the end of 2010. In respect of the scale of our educational offerings, the College plans to grow its coursework Masters (and related graduate coursework) programs between 2006 and 2010. This growth is on the back of substantial growth during the past two years when the new framework of Masters programs was put in place. The College already represents approximately 40 per cent of load in all coursework Masters degrees in the University.

This growth in student numbers will be achieved by a combination of rationalising some less viable programs and courses and by moderately extending the number of pathways to courses within certain existing programs. Consideration will also be given to introducing some new programs so that the full range of business and economics programs will be available to qualified students. Additionally, alternative modes of study and increased flexibility in programs will be considered. One example of this is the expansion of the Master of Economic Policy program to include specific highly quantitatively qualified students from within the Department of the Treasury.

As part of our planning we will seek approval in the short term to move undergraduate Commonwealth Support places to postgraduate coursework places and roll those out over the next two to three years. Already the College has a small number of Commonwealth Support places in Masters coursework programs and this has enhanced interest by Australian (largely Canberra based and part-time) students in coursework programs within the College.

Planning for the future will involve a wider range of learning opportunities. Innovation will be strongly supported.

The College will see a substantial growth in coursework Master degrees and a modest reduction in its undergraduate load over the planning period. Overall, we are seeking to reduce our undergraduate load by 4 per cent and grow the load in our HDR and graduate programs by approximately 60 per cent during the planning period.

The College seeks to enhance the opportunities for quantitatively capable undergraduate students to be admitted to the College in the future. This will be especially useful in certain of our degree programs including economics, econometrics and mathematical finance. Plans are in place to introduce incentive schemes in 2007.

6.8 Innovation in the Learning Environment

The College seeks to provide support for strong and innovative learning programs within the College. To that end, the College Education Committee has been charged with considering alternative ways of supporting educational programs through more flexible means of delivery. Flexibility might relate to the pace at which learning is undertaken, the intensity of learning, the assessment alternatives, and the extent to which face-to-face classes and IT-based learning can be developed as well as other more flexible learning alternatives. The College believes in the strength of the on-campus classroom experience and the innovative use of classroom and IT-based educational delivery mechanisms which would serve to enhance the student experience.

At present there is a substantial distinction between IT-based or Web-based learning and the classroom experience. The College seeks to "smooth" the distinction between these two types of learning experiences so that it becomes a continuum of learning opportunities for students, and in particular for coursework students.

To this end, the College will, within the planning period, establish a Teaching and Learning Unit to support innovative, creative and flexible learning programs as well as provide support and advice to academic staff who seek to trial new and innovative ways of learning.

Additionally, given the importance of always refreshing the educational experience, the College seeks to put in place a College-wide seminar series on good and innovative teaching and to establish new opportunities for academic staff such as "teaching days" which would parallel similar types of opportunities provided for the research side of their employment activity. The development of conspicuous support mechanisms for teaching is seen as important in the future of the College.

The College deems that for educational innovation to occur there needs to be an important series of conversations between itself, the other Colleges and the various student administrative services so that educational programs are not locked into conventional thinking (i.e., that a course must commence on a certain date, finish on a

certain date and will comprise two lectures and one tutorial per week). The notion of innovative learning and new ways of delivering education has planning consequences for staffing, infrastructure and specifically the availability of different forms of classrooms so that the educational experiences at both undergraduate and postgraduate level can be enhanced.

6.9 How do we evaluate the success of the educational experience?

For many of the programs within the College the base level certification of quality is professional recognition. The College has all of the professional recognition available to it and indeed is one of a small number that are professionally recognised in such areas as the Australian Computer Society, the Institute of Actuaries of Australia, CPA Australia and the Institute of Chartered Accountants in Australia. However, educational success goes beyond mere professional recognition. The College plans to introduce new metrics for assessing the success of educational outcomes for both graduate and undergraduate students. This includes student and administration evaluation surveys of stakeholders and other measures such as employment and salary levels of graduates. This is a further example of CBE's development of routine databases that provide decision-useful information for College management.

6.10 Education Going into the Future

With the College's objective of establishing research schools as well as systematically exchanging teaching and research staff into research-only positions and periodically cycling them back, this will provide a unique educational experience for its students. No other university will have an institutionalized structural arrangement where staff involved in teaching will be able to benefit from the opportunities of periodically holding research-only appointments. This will provide both the structure and operating environment where we research what we teach and teach what we research.

6.11 College Administrative Support for Education and Research

The College administration has grown both because of the substantial increases in teaching and research load and because of a policy of retrieving administrative load from academic staff within the Schools of the College.

7.0 STAFFING

As indicated, the staffing structure of CBE during the planning period will change providing opportunities for academic staff that are unmatched in Australia. Presently the College benefits from having a youthful (on average) group of academic and general staff. For academic staff, this has its challenges in respect of research outcomes and research profile although there are benefits in terms of bringing new staff through and developing their careers. Although it is not formally planned by the College, we would warm to the possibility that the ANU could be the primary educator of a significant

proportion of professorial staff at other universities in the fields of economics and business. In respect of age and gender balance, Table 1 shows a breakdown of the positions of staffing at present. The current makeup of the College, although somewhat asymmetrical between age groups, has a relatively youthful staffing profile. The policy decision has already been taken to enhance the proportion of more senior academic appointments. This we expect to achieve by the end of the period under consideration.

Table 1.

**ANU College of Business and Economics
Total Staffing Profile (by Number of Staff) as at February 2006**

Gender	Total	Academic	General
Female	55	22	33
Male	97	82	15
Vacant	4	2	2
Total Staff	156	106	50
Age	Total	Academic	General
Age 20-35	54	32	22
Age 35-45	29	19	10
Age 45-55	38	32	6
Ages 55 and over	31	21	10
Vacant	4	2	2
Total Staff	156	106	50

Although the College does not target a "quota" of female members of academic staff, it is the case that we have adopted a practice of actively making contact in an attempt to interest them in an academic appointment at ANU. One common technique used is when a vacancy in a particular School is advertised, that School then contacts female research-active members of staff in other institutions to advise them of the opportunity and the vacancy at ANU.

The College has put in place the funding of professional development for each academic and general staff member in the order of \$1,000 per annum. These funds have been used in a number of different ways including personal development courses and professional enhancement either in Canberra or beyond.

Also, the College has begun a process of developing clearer expectations of academic staff going forward. Over the planning period this will be further enhanced and clarified so that both younger and mature academic staff will have a clear understanding of what is expected of them and what objectives they should seek to achieve both in the short and longer terms. This will augment clarity both in terms of confirmation of employment and options for promotion when and where appropriate.

Over the planning period, the College will significantly strengthen its induction program for both academic and general staff so that the expectation of what is required of them on a day-to-day basis is better understood by all.

The key objective in respect of staffing in the College is that "each member of staff comes to work feeling valued". While this is an objective, we recognise that it may not be true for every staff member for each day of their working lives; nonetheless it is an important guiding value which has and does affect our planning into the future. This notion of staff being valued brings about decisions such as putting in place professional development opportunities, changes and enhanced opportunities in teaching programs, access to OSP and even social functions.

The management of staff in the College, which sets as a goal the valuing of its staff, was analysed as part of a recent NTEU research project. The report of the project, which was aimed partially at gender issues in staff promotion in the ANU, noted that, "During the interviews, focus groups and analysis of individual responses from academics completing the on-line survey, some common threads of good practice emerged. There was one faculty [now a central pillar of CBE] which was reported repeatedly (by both female and male respondents) as a good place to work. Although it is a male-dominated area it is one in which, over recent years, the worth of all team members has been valued ..." (p 17).³

8.0 INFRASTRUCTURE

With a push towards a greater scale of postgraduate coursework education and enhanced opportunities for funding, CBE will have a significant need for further office (including space for HDR students) and teaching space within the planning period. Given the cash flow to the College from various fee paying programs, there is capacity to fund, in a cooperative agreement with University administration, a further new building similar to the scale of the HW Arndt Building. Ideally, this could be brought on-stream by the end of 2008 and would contain classrooms designed to be flexible and to maximize the opportunity for innovative education within the College. We would also deem it necessary to put in place appropriate resources for graduate coursework students. Resources such as a common room, dedicated computing facilities and small break-out rooms for syndicate work would all be incorporated within the planning for such a new building.

The importance of providing classrooms which allow for more flexible educational experiences is crucial as there is a dearth of such facilities across the campus. As the College increases its number of HDR students there will also be a need to increase the area of office space for these students. In respect of a recommendation by the College

³ National Tertiary Education Industry Union, A report by Women's Action Group ANU Branch, "Sacrifice, Self Promotion and Sweet Talk: The Dark Side of Promotion at the ANU", July 2006.

PhD Review, the PhD student space and academic staff space are now being integrated into the Schools of the College and thus there will eventually be a need to position one of the four College Schools in a new building. Ideally, that structure should be located within easy reach of the existing complex of buildings which comprises the CBE.

With the creation of the Research School of Business and the Research School of Economics we would see the full utilization of the whole of the Sir Roland Wilson Building taking place in the future. This could be timed in a manner that would match the exit of academic staff from the Asia Pacific School of Economics and Government. This distinct structure, which may be physically distant but intrinsically incorporated within the College, would be an important step forward for developing this unique organisational structure.

Planning for substantial enhancements to the IT systems and hardware within the College is a crucial part of our planning process. The integration of the IT functions of the National Graduate School of Management and the Faculty of Economics and Commerce commenced in September 2005 and already there is significant demand for further computer hardware and considerable change in staffing structures, profile and workloads. This area has been challenged by the integration as well as major technical and staffing issues. Reform is underway with significant change expected to commence early in the second half of 2006.

9.0 GOVERNANCE AND OPERATIONAL MANAGEMENT IN THE COLLEGE ADMINISTRATION

During the last few months of 2005 and early 2006, the CBE administration structure was put in place. This is represented in diagrammatic form in Appendix B. The College administration is largely stable in terms of structure although, as one might expect, there will be a turnover of individual staff members as time progresses.

The College has already established a new regime of position descriptions and has benchmarked them with the Human Resources Division of the University to ensure efficiencies both in respect of administration and effective delivery of administrative outcomes.

There is a strong customer focus in the College administration particularly within Student Administration. For example, the "College Front Office" is open from 9.00 a.m. to 5.00 p.m. from Monday to Friday without fail and there are full-time student counsellors to assist students in all facets of their educational experience including admission and course planning as well as special needs in assessment, discontinuation and academic skills development. Each of the Schools has developed or is developing effective and efficient student services operations.

It is the CBE's expectation that the entire University, including each of its seven Colleges, will need to benchmark with each other and possibly across other universities in order to ensure the best utilization of resources expended on College administration.

While some administrative and management processes within the College are not yet operating optimally after the integration of the various components, there are other areas which on detailed examination are operating both efficiently and effectively. However, this does not mean that the College should not endeavour to develop a stronger culture of continuous improvement in all its administrative processes. This includes recognition that College administration has several stakeholder groups and there is a need to carefully manage "up" into the University as well as within where key stakeholder groups include academic staff, respective school administrators, research students, undergraduate students, and coursework and research graduate students. In addition, stakeholder groups including executive program participants, leaders in key institutions with which we interact (The Treasury, The Group of 100, professional bodies and the like) and our alumni. Programs that offer incentives to seek continuous improvement are crucial but more importantly there is the need for a culture of continuous improvement. This culture must come from the leadership group within the College and applies in each of the Schools as well as the overarching College administration.

The College budgeting process is based on that used by the former Faculty of Economics and Commerce. It is a transparent process where Schools "earn" their resource base, largely but not exclusively, through the provision of educational services. While the budget for research activities is substantial, this comes in large part from resources provided at College level. Within the planning period, the budgeting strategy to include a mix of revenue "earned" from both education and research activities needs to be actively considered.

9.1 Risk Management

An important component of the management of the College is the explicit inclusion of risk management in decision making. All the decisions we take in the College on many matters relating to education and research have potential or real risk and it is imperative that the benefits and costs together with these risks be carefully assessed and managed.

Over the period, the College seeks to develop more accountability mechanisms for those activities recognizing that the key stakeholders (particularly the staff within the Schools) need a vehicle to express their views on the quality of support offered by the College.

The College has undertaken a comprehensive analysis of risks it currently takes on and the way in which they are managed. This includes an extensive business continuity plan. We also recognize that these plans need to be living documents and require periodic revision. Again, having a user-orientated data set of issues relating to risk is a matter to be dealt with over the coming period.

10.0 CONCLUDING REMARKS

By spending considerable time and effort in 2005, the ANU College of Business and Economics commenced the period under which planning is now taking place with the advantage of operating as one integrated academic unit. This "head-start" provides the opportunity to engage in continuous change and development throughout the period under current consideration.

The most dramatic set of changes that are proposed in the planning period is both the creation and initial development of two research schools, the Research School of Economics and the Research School of Business within the ANU. We propose a differential staffing structure to conventional research schools at the ANU and in doing so seek to provide benefits to both existing and new ANU staff which in turn will provide enhanced educational opportunities for our students.

In terms of our educational offerings, the College now has a largely comprehensive range of undergraduate and graduate courses in most mainstream areas of both business and economics. The College already has a significant number of students enrolled in coursework Masters programs and a maturing PhD program which has recently a significant review. The recommendations from that review are being implemented in 2006 and beyond.

Much of the work to be done over the planning period involves improvements to data and information sets, operational processes, an efficiency and effectiveness of dealing with the routine work of the College. Another crucial set of challenges relates to the enhancement of discovery-led education and in the creation and development of the two research schools.

The key governance and management arrangements within the College appear to be working well and there is no sense of the need for profound changes in these areas. Key points of interaction with other Colleges in the University still need considerable work and enhancement is required. A principal factor why the ANU can be differentiated from other universities is that its size makes it easier for students to benefit from engaging in educational experiences in more than one College and structural efficiencies need to be put in place so that this benefit can be made available to as many ANU students as is reasonably possible.

CBE has both benefits and challenges with regard to our particular staffing structure and we seek to manage the various challenges by providing staff development opportunities as well as an active mentoring program where appropriate. We benefit from our staffing structure in many ways which yield opportunities for younger academic staff and in turn provides an exciting and vibrant educational experience for our students.

The first steps to enhance our support for our research activities were taken in 2006 and will be augmented during the planning period.

The continued support of the central administration of the University in relation to infrastructure matters has been crucial to the recent development of CBE and its forerunner institutions and will continue to be needed given our growth over recent periods particularly in the area of postgraduate coursework education which is expected to be sustained. Student numbers are projected to grow in the near term and while there is an overall projection of growth the expectation is that much of this growth will occur in the early years of the planning period rather than evenly throughout that period.

By the conclusion of 2010 the College seeks to be a comprehensive, education intensive research institute with six active viable and vibrant Schools. The Schools will interact with each other and staff and students will benefit from this structural arrangement which will be unique in Australia. Our ability to respond to matters of national prominence and indeed to stimulate debate about issues of national and international significance will be a feature of CBE by the conclusion of 2010, if not before.

The positioning of CBE comes in large part from the contribution of both general and academic staff. These colleagues act as a harmonious community that largely has shared values and objectives. This sense of community is an important contributing factor to the recent and future successes of CBE. In addition, the leadership in particular of those in the CBE executive group is noteworthy. Without senior staff willing to contribute to leadership roles, CBE would also not have enjoyed its recent successes and would not be in a position to both create and seize new opportunities in the years ahead.

Both enhancement of research and educational opportunities and planning new initiative is not something that occurs at one point in time and then is played out over the coming years. The College acknowledges the importance of the current planning round but seeks to have continuous planning processes focused heavily on the College Executive Committee going forward.

CBE seeks to contribute significantly to the reputation, image and prestige of Australia's national university and in doing so provide research of international significance and provide education of world class quality.

K.A. Houghton
Convener and Dean

14 August 2006

APPENDIX A

ANU COLLEGE OF BUSINESS AND ECONOMICS

BOARDS AND COMMITTEES

1. College Advisory Board (CAB)

Roles and Responsibilities

The CAB may advise the Convener/Dean on:

- the development of strategic plans for the College as a whole, including advice on research and education priorities, projects and programs, and the resource allocation that would best support them;
- on the future directions of the relevant discipline(s) as a whole at ANU, in education and research;
- on the identification and development of appropriate internal and external links and partnerships in education and research;
- the implementation within the College of the ANU's strategic agenda to integrate education with its research strengths; and
- the implementation within the College of the principles of the Operational Improvement plan, and of the ANU's strategic plan once it is developed by early 2006.

Membership

- Convener/Dean (Chair)
- The full-time academic staff and fractional academic staff appointed for more than 363 days to the College or a Department, Division, School or Centre for the time being assigned to the College
- The following College general staff: Executive Officer, Director of Marketing and Development, Head of Finance and Buildings, Heads of FEC and NGSM Student Administration teams, Head of College IT and the Heads of School administration teams for each of the Schools.
- As appropriate, a representative from each ANU College with significant and cognate research or education interests with CBE, nominated by the Convener of the cognate College. The term of office will normally be a period of 12 months expiring on 31 December. A representative is eligible for renomination as the case may be.
- Two persons nominated by the Students' Representative Council of the ANU Students' Association, each being an undergraduate student; and a person who is elected to office as a member of the Students' Representative Council by the students enrolled in programs of studies for which the College is responsible; and a person who has, at the date of his or her nomination, been enrolled as a student for not less than 1 year. Subject to continuing enrolment, each member holds office for a period of 12 months, or a lesser period stated in the instrument of nomination or election as the case may be, but is eligible for re-nomination or re-election as the case may be.
- One person nominated by PARSA being an graduate coursework student; and a person who is elected to office as a member of PARSA by the students enrolled in coursework programs of study for which the College is responsible; and a person who has, at the date of his or her nomination, been enrolled as a student in the College for not less than 1 semester. Subject to continuing enrolment, the member holds office for a period of 12 months, or a lesser period stated in the instrument of nomination or election as the case may be, but is eligible for re-nomination or re-election as the case may be.

- One person nominated by PARSA being an graduate research student; and a person who is elected to office as a member of PARSA by the students enrolled in research programs of study for which the College is responsible; and a person who has, at the date of his or her nomination, been enrolled as a student in the College for not less than 1 semester. Subject to continuing enrolment, the member holds office for a period of 12 months, or a lesser period stated in the instrument of nomination or election as the case may be, but is eligible for re-nomination or re-election as the case may be.
- Such other persons as the Dean/Convener may nominate.

2. **CBE Executive Committee**

Roles and Responsibilities

To advise the Dean/Convener on matters pertaining to the College and in particular:

- Assist the Dean/Convener in providing strategic management for the College
- Advise the Dean/Convener on matters of administration, budget, management, personnel and policy
- Act as a steering committee for College meetings
- Determine matters of academic policy outside of the College which are not normally dealt with by the College

Membership

- Dean/Convener *ex-officio* (Chair)
- Heads of School
- Deputy Dean
- Associate Deans
- Executive Officer
- Director, CBE Marketing and Development
- Head, CBE Finance and Buildings

Non-voting attendees will be invited from time to time to report and provide advice on specific issues.

3. **CBE Education Committee**

Roles and responsibilities:

- Guide the coursework education (studies and teaching) activities and profile of the College
- Guide the teaching quality objectives of the College
- Provide strategic advice to the Dean/Convener on coursework studies and teaching issues
- Consider and comment on matters associated with coursework studies
- Receive and consider proposals concerning coursework studies from Schools and the University
- Advise on rules and regulations concerning coursework studies
- Provide advice to the Dean/Convener as may be required.

Membership

- Associate Dean (Education) *ex-officio* (Chair)
- Dean *ex-officio*
- Director, CBE Development
- Two academic staff representatives from each CBE School nominated by the Head of School
- As appropriate, a representative from each ANU College with significant and cognate education interests with CBE, nominated by the Dean of the cognate College. The

term of office will normally be a period of 12 months expiring on 31 December. A representative is eligible for renomination as the case may be.

- An undergraduate student being one of the undergraduate student members of the College Advisory Board
- Graduate coursework student member of the College Advisory Board
- The Committee may co-opt non-voting members as appropriate

The term of the representatives will be one year with the possibility of reappointment.

4. CBE Research Committee

Terms of Reference

The primary goal of the committee is to assist with the maximisation of the College's research performance. In pursuit of this goal, the Committee will:

- Consider, develop and implement policies, procedures, strategies and resources that will encourage and support research activities within the College.
- Monitor the impact, effectiveness and efficiency of policies and procedures relating to research within the College.

Membership

- Associate Dean (Research), *ex officio* (Chair)
- Convener/Dean, *ex officio*
- Two representatives of each School in the College nominated by the Head of School*
- One representative of each Research Centre in the College nominated by the Head of the Research Centre*
- Graduate research student member of the College Advisory Board

* A single committee member may have more than one representative role e.g. one individual may be both the representative of a School/centre and an *ex-officio* member.

The term of the representatives will be one year with the possibility of reappointment.

(Note – the ANU CBE Local Area Ethics Committee is not a subcommittee of the ANU CBE Research Committee. It is a subcommittee of the ANU Human Research Ethics Committee and separate from the ANU CBE Research Committee)

5. Curriculum/Discipline Committees

Curriculum/discipline committees will be established within each academic school. These committees will report to the relevant Head of School on matters pertaining to curriculum within the School and to matters relating to the relevant discipline(s) in the School. It is envisaged that "affiliate" relationships will be created at the curriculum/discipline committee level. Where appropriate, recommendations and advice from the curriculum/discipline committees will be forwarded via the Head of School to the College Education and Research Committees. It is also envisaged that the curriculum/discipline committees will provide an avenue for advice from relevant, broader sections of the community.

6. Ad hoc Committees and Working Parties

Ad hoc committees and working parties may be convened from time-to-time to consider specific issues.

APPENDIX B

**ANU College of Business and Economics
Organisational Structure**

