

STUDENT ADVISORY COUNCIL (SAC) MINUTES – Tuesday, 18 September 2018

Minutes of the Student Advisory Council meeting to be held at 1:30pm on Tuesday, 18 September 2018 in building 36, room 301.

PRESENT:	Ranjith Raj	Science, Medicine and Health PG and Mature Age Representative (Chair)
	Aibek Niyetkaliyev	UOW Residences
	Andrew Che	South Western Sydney
	Anju Rijal	Science, Medicine and Health INT
	Boston Edwards	WIC
	Bryce Humphries	Science, Medicine and Health UG
	Emma Bellino	Law, Humanities and the Arts PG
	Joshua Black	Academic Senate UG
	Lucas Peers-Catt	LGBTIQA+ Representative
	Mahasheta Malagi	Law, Humanities and the Arts UG
	Olivia Poate	Clubs and Societies
	Rochelle Nash	Social Sciences UG
	Samantha Sharpe	Law, Humanities and the Arts UG
	Shah Junaid Islam	Business PG
	Thu Uyen (Jamie) Le	Business INT
	Thuc Anh Nguyen	Business UG
	Tom Carroll	Disabilities Representative
IN ATTENDANCE:	Mrs Theresa Hoynes	Director, Student Services Division
	Mrs Kylie Austin	Senior Manager, Student Equity & Success, Outreach, Pathways & Co-curricular
	Mrs Deborah Porter	Manager SSAF and Student Projects, Student Services Division
	Mr Jason Aquilina	Student Projects Manager, Student Services Division
OBSERVERS:	Professor Julia Coyle	Pro Vice-Chancellor (Students), DVC Academic
	Mrs Victoria Robinson	Senior Manager, Admissions Fees and Scholarships (SM AFS)
APOLOGIES:	Susanne O'Brien	Women's Representative
	Katherine O'Sullivan	Southern Sydney
	Yuxi Ruan	Academic Senate PG, WUPA
	Rebecca Taylor	Shoalhaven
	Samantha Minney	Bateman's Bay
	Cagdas Caliskan	SBS Campus
	Laszlo La Marque	Southern Highlands
	Tasman Fitzer	Bega Campus
	Michael Siega	Social Sciences INT
	Mia Watson	WUSA
	Nathaniel Smith	Engineering and Information Sciences UG
	Fei Xia	Engineering and Information Sciences INT
	Jacob Sich	Academic Senate UG

PART A: OFFICIAL BUSINESS

***A1 Welcome and Introduction**

The Chair welcomed everyone to the meeting and acknowledged the traditional custodians of the land. The Chair and Manager Student Services Amenities Fee (SSAF) and Student Projects, Student Services Division (MSSAF) acknowledged the services of the outgoing UOW Pulse Representative, Daniel Cramer and his contribution to the Student Representative Forum (SRF), SSAF working groups and the SAC.

***A2 Arrangement of agenda**

For the purposes of saving time, the agenda items were actioned as follows
A3, A5, B1, B8, B2, B3, B4, B5, B6, B7

A2.1 Conflicts of Interest

No conflicts of interest were raised.

A2.2 Confidential Items

No confidential items were raised.

***A3 Confirmation of Minutes**

There was no further business arising from the previous minutes, and no suggested amendments.

RESOLVED 2018/14

That the minutes of the previous meeting held on 15 August 2018 be confirmed and signed as a true record

A4 Business Arising from the Minutes

A4.1 UOW Digital Learning ATTACHMENT p.10

**A4.2 SAC Training in Safe and Respectful Communities (SARC)
First Responder Training** ATTACHMENT p.11

A4.3 Regional Campus Security Matters ATTACHMENT p.12

***A5 Chair's Report**

The Pro-Vice Chancellor (Students) Professor Julia Coyle has formed informal student groups and has attended all regional and metropolitan campuses to get student feedback in relation to the areas of student support and wellbeing. As several SAC representatives have been involved in this consultation we have invited Professor Coyle to attend future SAC meetings to gain a greater insight into the voice of the student cohort.

The Director, Student Services Division (DSSD) recently presented to a new student group at the Australian Institute of Innovative Material (AIIM) on the Innovation Campus. They may contact our PhD students in the future to discuss developing a student network with these representatives. As the SAC does not have an Innovation Campus Representative, the Student Projects Manager (SPM) sent an invitation to the AIIM's Chief Operating Officer Jennifer Heath to fill that position.

WUSA and WUPA nominations are currently open, and the important dates are as follows:

- Nominations Period: Monday 10 September 2018 - Friday 21 September 2018
- Ballot Draw: Tuesday 2 October 2018
- Polling Period: Tuesday 16 October 2018 - Thursday 18 October 2018

This is for both WUSA and WUPA, and all representative are encouraged to vote in these elections.

PART B: GENERAL BUSINESS

***B1 2018 SAC Leadership Retreat Evaluation Report**

ATTACHMENT p.13

The SPM thanked all representatives who attended the 2018 SAC Leadership Retreat and presented a draft Leadership Retreat Evaluation Report for representatives to consider. Relationship building was the highlight of the retreat and a learning going forward is to conduct pre and post surveys to gauge the type of activities to engage in for future retreats.

The DSSD informed the SAC of a half day training session to be conducted in early 2019 and requested feedback from the SAC relating to the content of the training day.

RESOLVED 2018/15

That the Student Advisory Council;

- note the presentation on the 2018 SAC Leadership Retreat Evaluation Report provided by the SPM;*
- provide feedback on the 2018 SAC Leadership Retreat Evaluation Report by the next SAC meeting, and*
- provide feedback relating to the early 2019 training programs.*

***B2 2018 Remembrance Day Commemoration Proposal**

The Academic Senate Representative spoke about the Remembrance Day Commemoration Proposal he put forward as an agenda item, acknowledging the significance of the 100-year anniversary since the end of World War One. He requested that UOW provide some online acknowledgment of the anniversary and questioned the availability of other activities that may be available on campus. The SPM mentioned that there was currently no plan in the UOW marketing schedule to promote the commemoration on UOW's web-pages and that there were no activities planned on campus, suggesting members take part in community-based activities. The DSSD stated that there might be further opportunities to acknowledge the event and would explore the opportunity with the SPM.

The DSSD offered two SAC members the opportunity to travel to Canberra for the Armistice Ceremony at the Australian War Memorial. Travel and accommodation would be paid for by the University. Interested SAC members were asked to submit an EOI to the SPM.

RESOLVED 2018/16

That the Student Advisory Council:

- note the 2018 Remembrance Day Commemoration Proposal as set out in the agenda paper;*
- and PVC(S) work together for a banner to be created on the UOW Website;*
- encourage delegations to local commemorative events; and*
- submit EOIs to the SPM by representatives wishing to attend the Armistice Ceremony at the Canberra War Memorial.*

***B3 SAC Activation Group**

The LGTIBQ+ Representative spoke to the purpose of the SAC activation group and outlined the outcomes of the first meeting. A series of activities such as campus BBQs and entertainment were discussed as options for all campuses and as such several items would need to be purchased. The main purpose of this is to make the SAC more available and visible to the other students.

The Business Faculty Postgraduate Representative raised the need to have a social media presence. It was suggested that a SAC Facebook page could be created to assist in the attempts to reach other students. Other Social Media channels were also suggested such as Instagram and LinkedIn profile/booth.

The DSSD requested a SSAF submission to the CAO by 31 October 2018 for new purchases and suggested that the Strategic Marketing and Communication Unit present to the SAC on the success of previous Social Media campaigns.

RESOLVED 2018/017

That the Student Advisory Council:

- i. notes the update of the SAC Activation Working Group;*
- ii. notes the feedback raised by the PVC(S);*
- iii. submit a SSAF funding request by 31 October 2018 to the CAO; and*
- iv. receive a presentation from SMCU to the success of Social Media Campaigns in 2019.*

***B4 SAC Rolling Agenda**

The SPM spoke to the purpose of the SAC as being a way for the University to gain a greater ability to understand and respond to the student's voice. Now that the SAC has formed, it is proposed that a schedule or rolling agenda be developed to seek opportunities to receive feedback from the individual representative groups to inform the University. A draft SAC rolling agenda was presented for commencement at the beginning of 2019. Having a known rolling agenda will provide representatives with sufficient time to engage with students, faculty and associated departments to ensure issues are raised through the appropriate channels and to the SAC. Additionally, similar issues experiences between groups can be discussed within the SAC and suitable management through a coordinated approach can be achieved. It was proposed that other key items, such as SSAF reporting, be included in the rolling agenda

RESOLVED 2018/018

That the Student Advisory Council:

- i. notes the presentation given by the SPM relating to the SAC rolling agenda items;*
- ii. endorse the draft SAC rolling agenda; and*
- iii. include key agenda items to the rolling agenda.*

***B5 Faculty of Social Sciences Representatives Update**

The Social Sciences Undergraduate Representative (SOCUG) provided an update to the SAC on the communication that has been occurring within the faculty. The SOCUG raised the need to increase PASS classes to a wider subject selection. The DSSD and PVC(S) suggested that there may be an opportunity to assist in the area of facilitating conversations with the Faculty.

RESOLVED 2018/019

That the Student Advisory Council

- i. notes the presentation by the SOC UG representative; and*
- ii. the SMAFS work with the SOC UG representative to explore PASS opportunities.*

***B6 Faculty of Business Representatives Update**

The Business Faculty Representatives provided an update to the SAC on the communication and activities that have been occurring within the Faculty of Business. The presentation led to a suggestion on having various hubs for students, more networking programs, more activities for mature aged students and more opportunities to interact with the SAC. . The Business Faculty Representatives also presented a draft online feedback form that was created to assist with engaging with business students. The SMAFS agreed to work with the Business Faculty Representatives and consider a complimentary system to the UOW Feedback facility in order to provide the best possible way for students to reach out to their student representatives. The SAC was reminded that there are avenues to receive assistance and support when responding to student issues and to inform the SPM of matters that require attention.

RESOLVED 2018/020

That the Student Advisory Council;

- i. notes the presentation by the BUS UG, BUS PG and BUS INT representatives; and*
- ii. SMAFS to assist Business Representatives with privacy and feedback requests.*

***B7 SAC Presentation to VCAG**

The DSSD provided a presentation on protocol matters relating to the upcoming 29 October presentation to the Vice Chancellor's Advisory Group (VCAG). This included an overview of the structure of VCAG, a biography of its members and how the SAC reports to VCAG.

RESOLVED 2018/021

That the Student Advisory Council notes the presentation by the DSSD on VCAG

***B8 Achieving Purposeful Transitions (APT) Framework**

ATTACHMENT p.27

The Senior Manager, Student Equity & Success, Outreach, Pathways & Co-curricular (SMSES) presented a paper on the outcome of the review into student equity frameworks at UOW. The SMSES recently submitted a three-year plan to the Australian Federal Government. 300 hours of consultation took place to understand the transition into Higher Education as well as a review into other university practices and literature reviews into student equity. The key outcomes from student engagement have been supplied as Attachment p.27.

UOW has used the information from the review to shape the framework of achieving purposeful transitions as being; evidence-based, collaborative, whole journey, the whole of the student, the whole of the institution and working in partnership as co-constructors. 26 action items to improve equity and domestic student experience were identified to be achieved by 2020. These items have been added to the SAC Moodle Site. Some equity issues raised with the review were employment and financial stressors and lack of resourcing through 'first in family' environments. The APT framework also looks at the reasons students leave university to inform the support we provide to future students.

RESOLVED 2018/16

That the Student Advisory Council note the APT Action and Communication Plan as set out in the agenda paper

PART C – OTHER BUSINESS

***C1 Other Business**

C1.1 The SPM requested suggestions for an end of year SAC function to be submitted via the SAC Moodle site.

C1.2 The Academic Senate Undergraduate Representative requested SAC members raise, within FEC meetings, the need to have all available lectures recorded via Echo 360. While there may be constraints with available resources, students from all campuses should be able to utilise Echo 360 recording where they are available. This matter will be raised at the next Academic Senate meeting, and the support of the SAC is appreciated.

***C2 Schedule of meetings**

The next meeting will be on Wednesday 24 October 2018 Room 36-301 Council Room at 12pm.

Signed as a true record:

Chair

The UOW Digital Literacies Coordinator (DLC), provided a presentation on the Manage Use Create modules at the Second SAC meeting on the 15 August 2018. During this meeting, she advised that she would provide additional links and information to support SAC representatives.

The following link relates to the current iteration of the Manage Use Create program

<https://moodle.uowplatform.edu.au/course/view.php?id=14520> It is a self-enrol site, so all that interested students need to do is click the blue ‘Enrol Me’ button to access the content.

The Learning Co-Op site has embedded a lot of introductory digital literacies content, and it is a potential home for some of our future content as well: <https://www.uow.edu.au/student/learningcoop/index.html>

Both links have been uploaded to the SAC Moodle Page.

This is a short script for the faculty representatives to use in their meetings with faculties;

"The Library provides digital literacies support for students via the Manage Use Create program. This program was SSAF funded from 2013 to 2016, and in 2017 it was absorbed by the Library. During 2018, Library staff are working to redevelop this content to ensure its continued relevance in an online first environment. To do this effectively, they need feedback from students and staff about what their needs are in the digital literacies space. This includes information about assessments that require digital literacies for successful completion. Digital literacies are not just limited to the use of technology and may include the use of blogging or social media tools, digital creative production (videos or podcasts), developing an effective online presence, and critically evaluating information from non-traditional sources.

If any faculty staff have assessments or activities in their subjects that use these kinds of skills, please contact Kristy Newton, Digital Literacies Coordinator on knewton@uow.edu.au to discuss how the Library can help support your students.

This information will help inform the creation of a suite of modular content pieces (to be released in 2019) that can be easily shared and embedded in subject Moodle sites or other relevant websites. We believe that this will benefit both students and staff, and enable them to connect easily to resources that promote the development of strong digital literacy skills."

Drafted by:	Reviewed by:	Approved by:
DLC	SAC Chair	Director, Student Services Division

SAC TRAINING IN SAFE AND RESPECTFUL COMMUNITIES (SARC) FIRST RESPONDER TRAINING **AGENDA ITEM A4.2**

At this stage a suitable time and date has not been set for discussions between the Woman’s Representative and the Manager SARC (MSARC). Continued attempts will be made with an update provided at the October SAC meeting.

Drafted by:	Reviewed by:	Approved by:
MSARC	SAC Chair	Director, Student Services Division

A meeting between the Senior Manager UOW Security (SMSEC), MSARC and SPM reviewed the options of an extended security response within the surrounds of the South Western Sydney Campus. At this stage there is no option to provide additional security resources outside what is currently in place. The SMSEC reminds all representatives to utilise the availability of the SafeZone application and liaise directly with their campus managers in matters relating to security or with security directly.

As the needs of all campuses change, a thorough review of security practices will form part of future risk assessments. The SMSEC will provide a presentation at the October SAC meeting relating to the available security measures on campuses.

Drafted by:	Reviewed by:	Approved by:
SMSEC	SAC Chair	Director, Student Services Division

SAC Leadership Retreat

2018 Evaluation Report

Executive Summary

The purpose of this report is to provide an evaluation of the 2018 Student Advisory Council (SAC) Leadership Retreat.

The SAC held its inaugural leadership retreat at “The Tops” Conference Centre, Stanwell Tops, on the 16th and 17th July 2018.

The purpose of the retreat was to bring the newly formed SAC representatives together to build positive relationships with each other, learn more about leadership and the requirements of the SAC. The retreat also was designed to meet recommendation 5.2 of the UOW Student Representation Review Report 2017 *Students as Partners*, which focuses on Student Representation development and training.

The representatives participated in a series of workshops and activities that focused on personal reflection, team building, understanding values, communication and representation. A leadership panel involving UOW staff and Alumni spoke to the group and had the opportunity to network with them after the session.

The retreat met its objectives of building positive relationships, setting values, learning more about each other and understanding the role of the SAC. The following SAC values were established;

- Excellence
- Passion and Learning
- Dedication and Commitment
- Respect and Diversity
- Loyalty and Integrity

Areas, where improvements can be made in future session, were also identified by both the representatives and staff as opportunities to improve;

- UOW facilitated social event,
- A broader understanding of individual expectations well before the planning stages of the retreat; and
- Greater utilisation of available facilities at the retreat.

21 out of 32 representatives attended on the 16th, and 18 representatives attended on the 17th. The change in numbers was due to illness and prior commitments on the 17th.

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Overview

SAC LEADERSHIP RETREAT

A review into Student Representation at the University of Wollongong (UOW) (the Review) identified the need to support students representatives through the delivery of training programs to form a collegial group capable of delivering and meeting the needs of the student cohort. A key action resulting from the Review was to invest in the development of student representatives by instilling a culture of continuous improvement through the provision of access to leadership training, planning days, team building activities, professional development and mentorship.

Members of the Student Services Division (SSD) and the Student Equity & Success (SES) teams created a two-day training program to be delivered to the newly formed Student Advisory Council (SAC). The retreat was held at “The Tops” conference centre, Stanwell Tops NSW, on 16th and 17th July and provided student representatives with all meals and accommodation for the period. The entire retreat was funded by Student Services & Amenities Fee (SSAF) contributions.

DESIRED OUTCOMES

The SAC Leadership Retreat was designed to continue to develop the capacity of UOW’s Student Representative Body as current student leaders within the UOW and future global and community leaders. The program was designed as an opportunity to bring all Student Representatives together build familiarity of their role, develop their skills and foster a proactive and supportive team that can work effectively individually, together remotely and engage purposefully with their constituents on campus.

Upon completion of the SAC Leadership Retreat, the Student Representatives will have:

- had the opportunity to connect with high profile leaders at the University and in Community, demonstrating diversity in leadership, sharing their leadership journey and insights into becoming an effective leader;
- developed students understanding of the expectations and requirements of their roles as a SAC member;
- gained an increased understanding of their strengths, the strengths of others and effective practices in teamwork and collaboration;
- had the opportunity to learn from current leaders about tangible practices that they can put into place in their role as a Student Representative and as future leaders in their chosen professions; and
- build collegial relationships by learning more about other members of the SAC.

RETREAT CONTENT

Workshop	Short brief
Expectations & roles	Participant WHS and expectations will be discussed. Draft position descriptions will be reviewed, and Representative roles within the SAC will be made clear.
Personal & Team values	Representatives will explore their personal core values and align them with the broader teams values. These values will then inform and direct the values of the SAC.
Goal setting	Representatives will practice setting goals in two different styles to determine what works best for them personally and professionally. They will need to use one of these methods in their leadership challenge presentations at the end of day two, to address broad areas of UOW personal actions.
Team Building	While developing a strong team culture will be a focus during the whole retreat, this section of the program will get Representatives participating in specific activities that simulate challenging situations they may face in their roles. By engaging with students in a lighthearted manner, they will form a relationship with each other and the SSD staff that will add value to their overall SAC experience, and foster a culture of trust and open communication.
Strategy Stories and Intentional Impressions	Representatives will learn how to make intentional first impressions, build networks and develop personal strategies for achieving their objectives.
Students As Partners	This workshop, facilitated by Wollongong Academy of Tertiary Teaching Learning and Excellence (WATTLE), will give Representatives an overview of the Students as Partners (SaP) concept and contextualise the leadership challenge they will be asked to undertake on day two. During this session, Representatives will gain an understanding of what SaP means, and how they can frame their retreat experiences around this concept.
Panel - Collaboration Through Leadership	This panel session will bring together a range of diverse and successful leaders from the community, industry and UOW to give students broader leadership aspirations. Representatives will be submitting questions for the panel to discuss before the retreat.
Managing Challenging Conversations	Students will learn how to facilitate difficult conversations, conflicting personalities and competing agendas. They will apply this learning in a scenario-based activity.
Encouraging The Heart	Students will hear from UOW Alumni and industry expert Dr Alfred Chidembo on how they can connect their personal values to their work, and how they can encourage others to do the same. They will gain a unique insight into the Not For Profit sector and come away with a process that will enable them to understand their passions.
Challenge The Process	Students will learn how to strategically question and pose innovative ideas to address challenges. They will then apply this using the 'students as partners' lense for the final leadership challenge.
Running An Effective Meeting	Students will learn advanced meeting facilitation skills with the intention of applying them directly to the SAC committee meetings during the year.
Inspire A Shared Vision	This workshop will develop students ability to present their ideas compellingly and engagingly that generates buy-in from their constituents and stakeholders. The concept of owning your passion as a brand will be discussed.
Leadership Challenge & Pitches	<p>This session will close the retreat and require students to utilise the skills and knowledge they have retained to develop their plan in five areas being;</p> <ul style="list-style-type: none"> • Effective Faculty/Division Representation; • Students As Partners at UOW; • Improving SAC visibility; • "Whats in it for me?"; and • Greenfield's ideas. <p>In small teams, Representatives will present their plan to a panel of UOW staff. Utilising a best practice model adapted from The Royal Commonwealth Society, students will address the challenge and be provided direction and support by UOW staff. Their plans will be collated by SSD and actioned after the retreat, to keep them accountable to their goals.</p>

TEAM VALUES

During the Personal and Team Values sessions the group provided input into the creation of combined values. They identified five statements that spoke to what they felt the SAC stood for. These values are;

Excellence
Passion and Learning
Dedication and Commitment
Respect and Diversity
Loyalty and Integrity

LEADERSHIP PITCH

The representatives were asked to present a short “pitch” to the UOW Director Student Services Division, Manager Student Services Amenities Fees and Student Projects Manager. They focused on the areas relating to;

- Effective Faculty/Division Representation;
- Students As Partners at UOW;
- Improving SAC visibility;
- “Whats in it for me?”; and
- Greenfield's ideas.

While this exercise provided staff with an opportunity to view how the representatives work under pressure, it also provided staff valuable insights into what the representatives felt was important to them. The key findings from this were;

- The desire to proactively engage students through open day participation and engagement
- Increase the digital presence of the SAC through a dedicated SAC web page
- Utilise technology to promote the activities of the SAC
- Enhance learning outcomes by increasing the use of lecture capture technology
- Increase social interaction opportunities between SAC members
- Develop a SAC brand
- Actively engage and seek out faculty staff
- Developing smart goals and accountability

These ideas will form the basis for future working groups and representative led activities.

FEEDBACK FROM STUDENTS

In general, the verbal feedback provided by the students was positive. There was a general consensus that the open areas of “The Tops” should have been utilised greater with the majority of the representatives wanting to use the outdoor spaces or have more interactive sessions. The topics discussed were in some parts “introductory”, and this did not suit the broader experience of the participants. The group enjoyed getting to meet other representatives in this environment, and this also worked well as the group had only met once before. The presentations that resonated with the group the most were conducted by Dr Wiblen and Dr Chidembo. This is likely to be because of the energy and self-evaluation/reflection of the content provided.

FEEDBACK FROM STAFF

The program was not executed 100% to plan due to time overruns, a presenter not attending and late arrivals. A session on managing challenging conversations was substituted to a session on negotiations and comfort zones due to a presenter not being available to attend the meeting. This was unplanned for although in hindsight should have been a known risk and contingencies created to counteract the likelihood of its occurrence. The session on Students as Partners was arguably the most important session to be conducted and the presenter arrived late due to confusion in finding the location. The responsibility for this falls on the author of this paper, and clearer instruction will be made available for future off-campus sessions.

The available facilities should have been utilised to justify the need to have an “off” campus event although the true value of the retreat comes from the environment where representatives were able to create and build positive relationships in a semi-controlled environment. This outcome would have been unlikely in an on-campus environment unless extra evening social events were organised.

FUTURE STEPS

The focus is to now continue to build the social relationships into positive working relationships which, to date, has occurred. Work is underway with UOWx to develop further personal development programs for the SAC and a planning day is being scoped for week two or three for Autumn 2019.

While it has already been established that the SAC Executive will receive additional training and support from the University, the following areas should be focused upon to ensure the success of the executive;

- Running an Effective Meeting
- Minute taking
- Understanding and utilising reference documentation
- Communication Skills
- Understanding differences

The general SAC Representatives will be provided opportunities in the following areas;

- Communication Skills
- Understanding differences
- How to engage students in conversation
- How to present to groups

GOALS & OBJECTIVES

The SAC Leadership Retreat contributes to *Recommendation 5.2: Students as Partners* of the UOW Student Representation Review Report 2017 by:

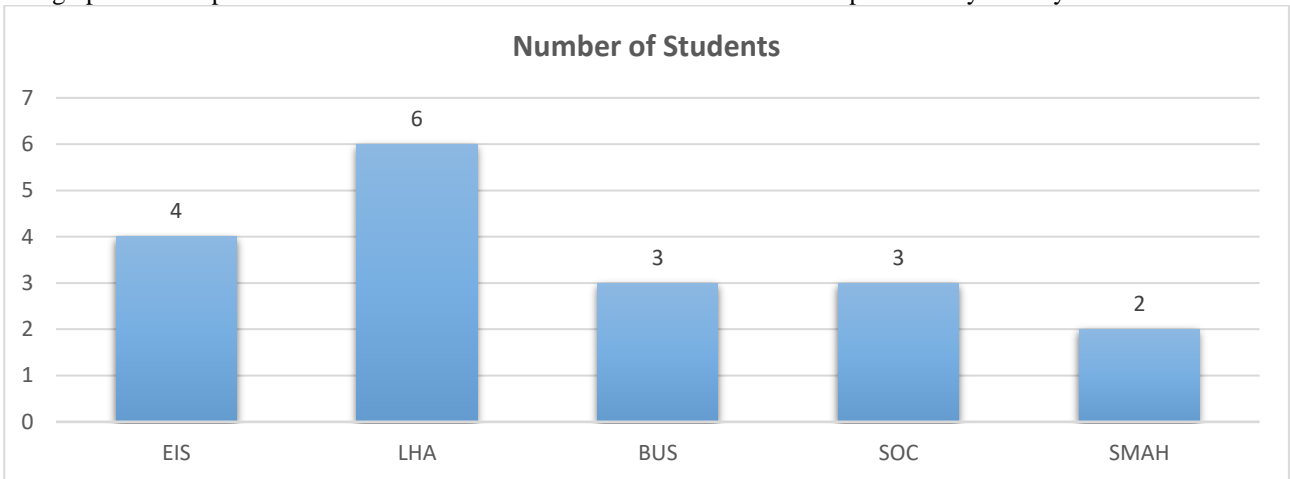
- Formalising the concepts of Students as Partners within the wider educational context; and
- Investing in the development of student representatives by instilling a culture of continuous improvement through the provision of access to leadership training, team building activities, professional development and mentorship.

PARTICIPANT DEMOGRAPHICS

The data listed below reflects student attendance from all campuses.

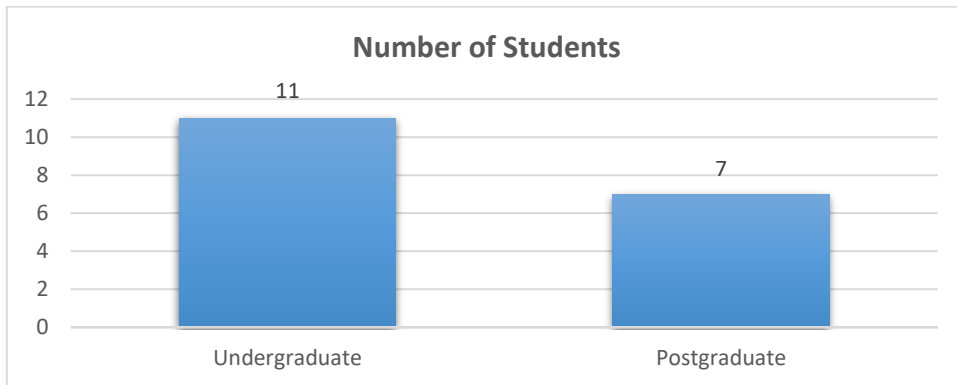
Student Faculty

The graph below represents the number of students who attended the Leadership Retreat by Faculty.



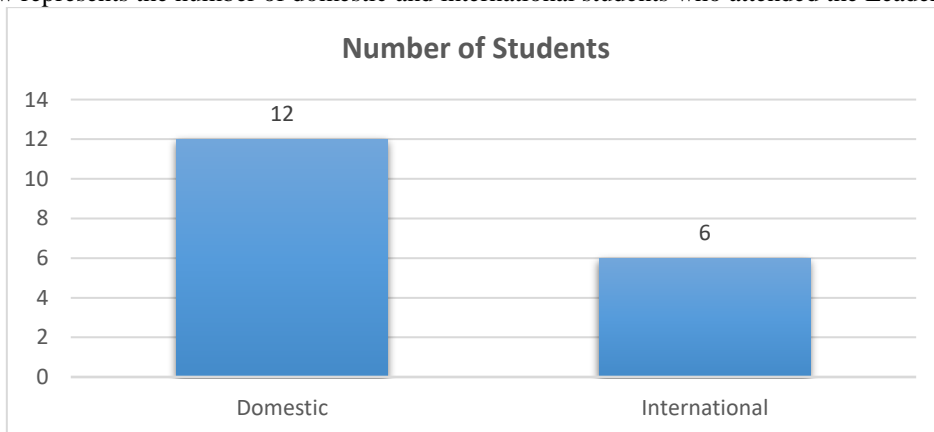
Undergraduate/Postgraduate

The graph below represents the number of undergraduate and postgraduate students who attended the Leadership Retreat.



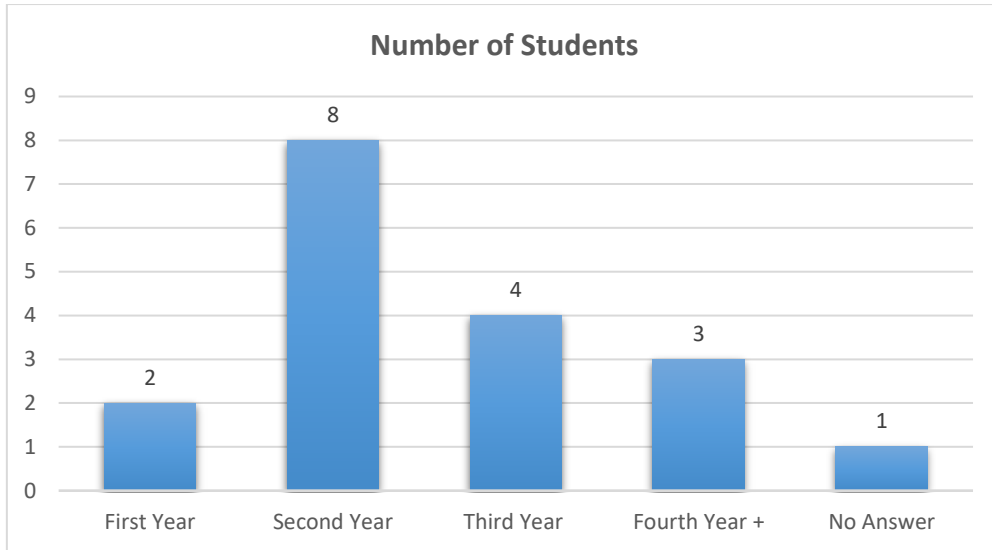
Student Type

The graph below represents the number of domestic and international students who attended the Leadership Retreat.



Year of Study

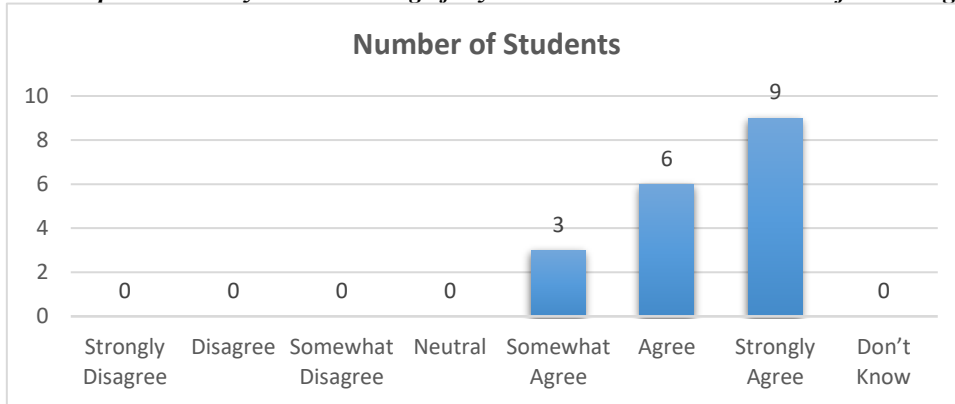
The graph below represents the year of study that of the student that attended with the Leadership Retreat.



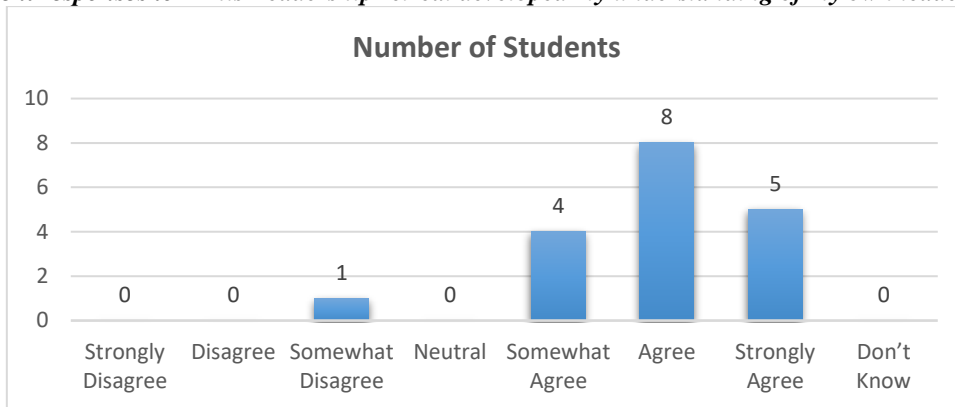
STUDENT SURVEY RESPONSES

The data listed below reflects student feedback.

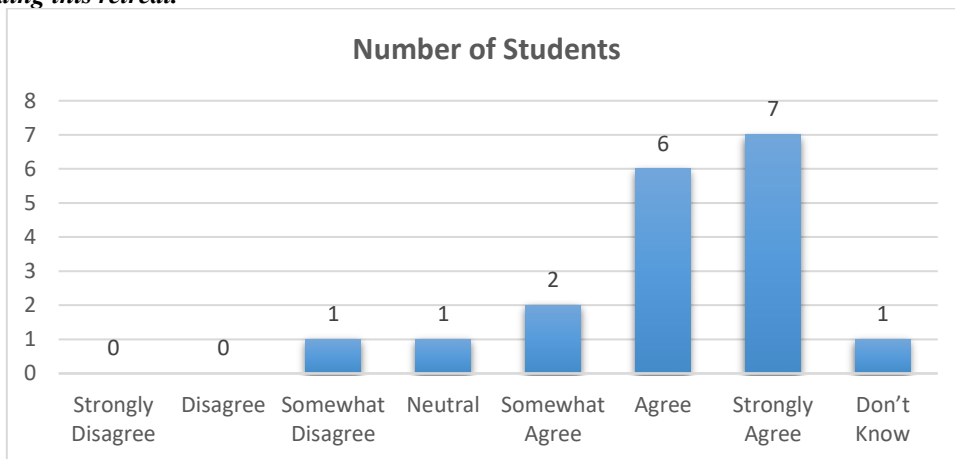
Graph 1: Student responses to “My understanding of my role has increased as a result of attending this retreat.”



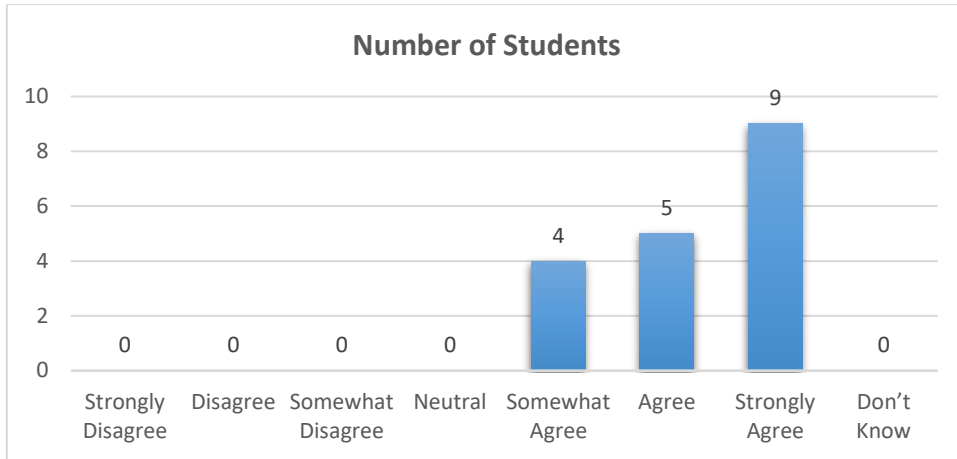
Graph 2: Student responses to “This Leadership retreat developed my understanding of my own leadership skills.”



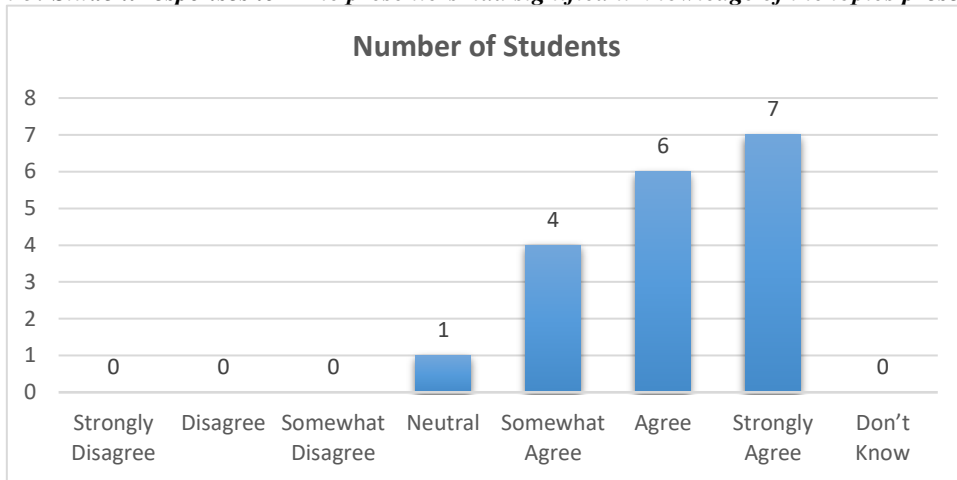
Graph 3: Student responses to “My ability to acknowledge my values and the values of others has increased as a result of attending this retreat.”



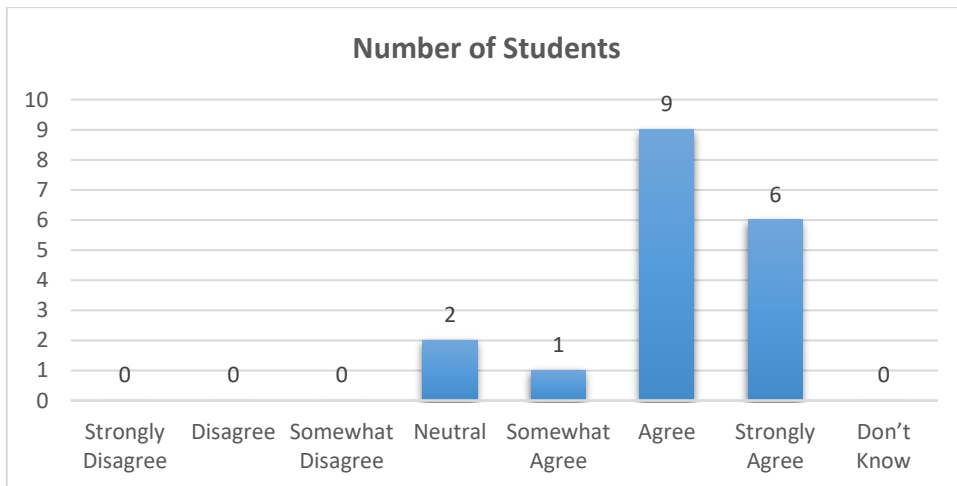
Graph 4: Student responses to “The presenters had significant knowledge of the topic presented.”



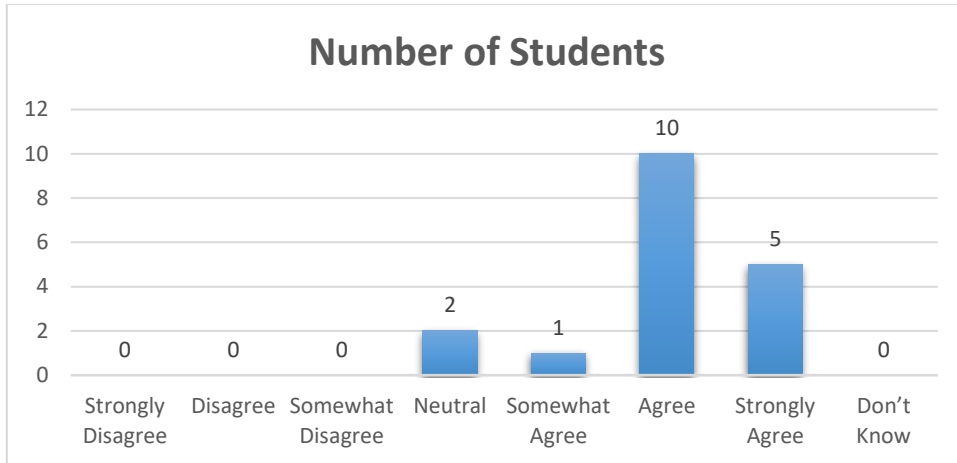
Graph 5: Student responses to “The presenters had significant knowledge of the topics presented.”



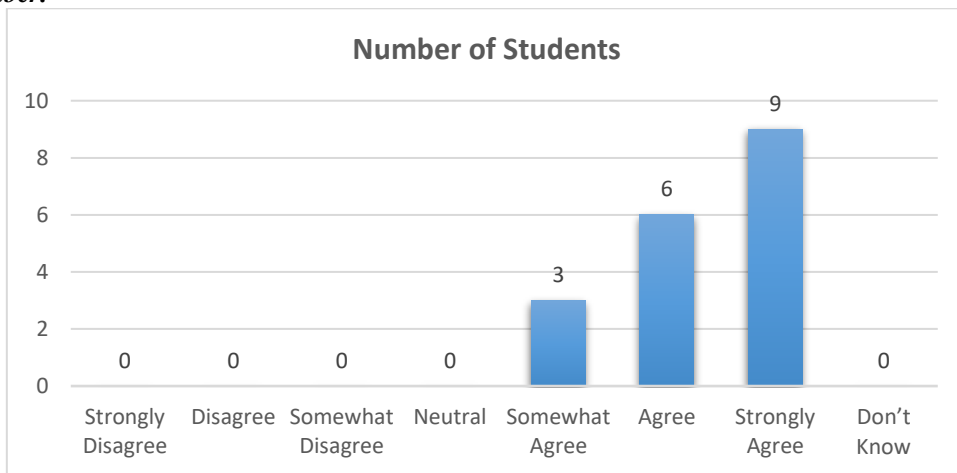
Graph 6: Student responses to “By participating in this retreat, I have increased my interpersonal and networking skills.”



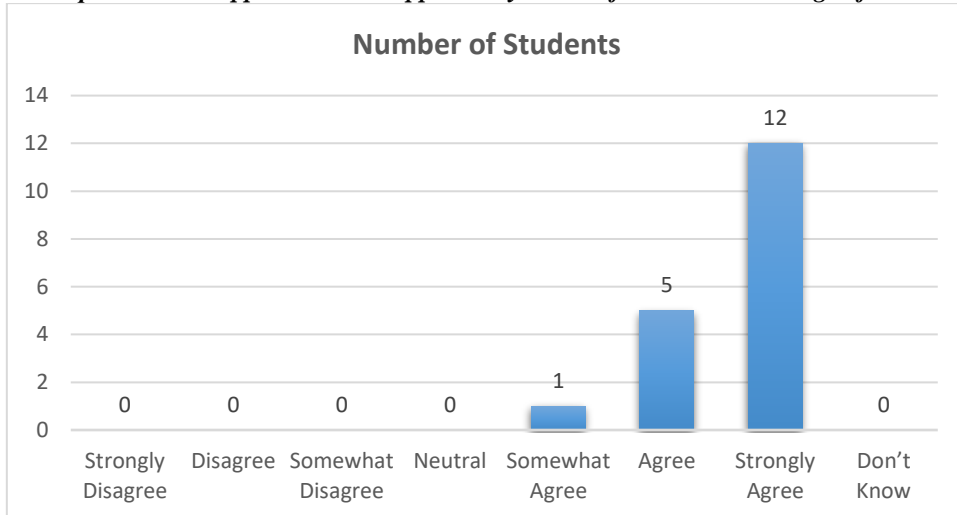
Graph 7: Student responses to “This retreat was well-presented and included appropriate activities for the topic.”



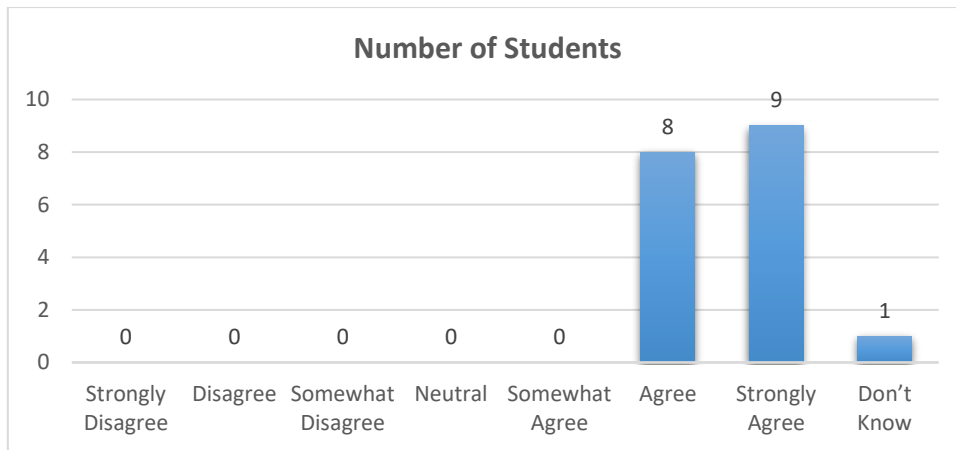
Graph 8: Student responses to “After attending this retreat, I feel confident to represent my student cohort in my role as a SAC member.”



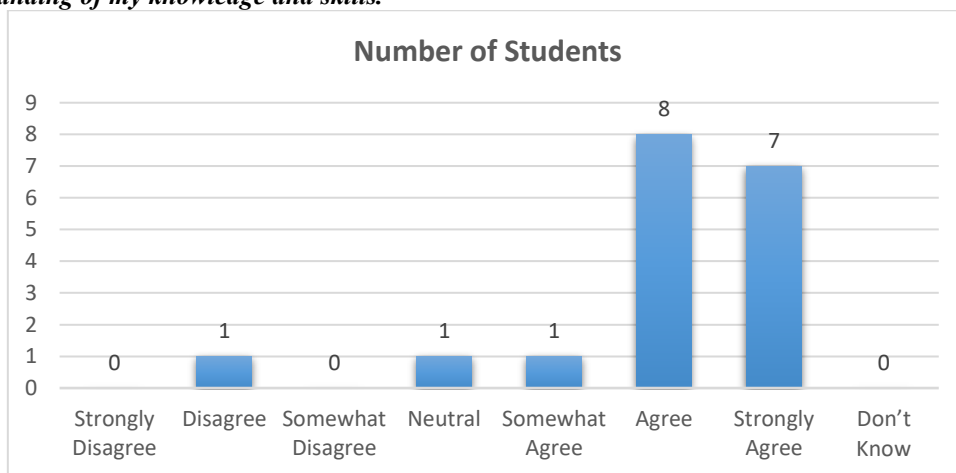
Graph 9: Student responses to “I appreciated the opportunity to hear from a diverse range of senior executives.”



Graph 10: Student responses to “The retreat allowed me to effectively build relationships with fellow SAC members which will add value to my role.”



Graph 11: Student responses to “This leadership retreat encouraged self-reflection and has provided me with a better understanding of my knowledge and skills.”



The written feedback from 18 representatives was collected and is listed below. Each number relates to the same representative to provide an overall understanding of the individual’s sentiment to the retreat.

Representative responses to “What aspects of the Leadership Retreat did you find to be most beneficial.”

1. The Seminar on conducting effective meetings.
2. Working together.
3. It’s good to know who I’m working with and what our goals are.
4. The session on meetings we actually needed to learn that before role rather than inspiring stories. We need substance to perform.
5. Meeting with other representatives and have friends, the connection is the most beneficial outcome.
6. The speakers on the second day appealed much more to me than the first.
7. Listening to personal stories, the leadership challenge.
8. Negotiating, Value Setting
9. The engaging activities that allowed us to reflect on ourselves.
10. Hearing the perspectives from the community leaders, great speakers, good topics: values, brand, motivation, challenging process.
11. Karaoke and Sharna’s Session
12. Meeting with different leaders and networking, learning about the different aspect involved in leadership
13. The pitch, it involved strong discussion and cooperation
14. Building relationships
15. Networking with other SAC members
16. Pitch was good.
17. Some of the personal insights of the speakers.
18. To hear from leaders from different sections and companies

Representative responses to “What aspects of the Interactive Seminar do you think could be improved for the future?”

1. More interactive session.
2. Developing an agenda.
3. Activities after dinner. More get together activities to know each other better.
4. Shorter, cut some of the speeches, more green.
5. Social engagement within the SAC should be increased by a variety of activities.
6. More team building and networking with less sitting down.
7. Make it another day with just team building exercises and social events.
8. Active Tasks.
9. Better organisation beforehand in terms of food and accommodation so we know exactly what we're in for.
10. More teambuilding activities.
11. Utilising outdoor space and more eating time.
12. I would like to have more physical activities, long-term agenda, and online methods to communicate with absent members.
13. More moving and less sitting.
14. Substance!!! Deeper broader.
15. Plastic, reduce waste. More team building.
16. More movement, please.
17. A lot of content was presented – perhaps cut it down to improve attention.
18. More physical activities.

Representative responses to “Which presentation did you enjoy the most and why?”

1. Nancy Huggett’s meeting of Effective Meetings.
2. Sharna, she is a good speaker.
3. The Aussie Books for Zim by Alfred was great.
4. The Dr from Aussies books for Zim, it is inspiring and motivating. He encouraged me to be creative in my role.
5. Intentional First Impression and Personal Strategies. It helps me to understand human perception, which I believe is the key to success.
6. Margie –she inspired me with real working and goals used in our environment.
7. Sharna Wiblen, Jason on negotiation, Alfred’s presentation and the Director of Library Services
8. The panel – well-selected speakers
9. Sharna was by far the most effective, her energy was apparent.
10. Shana’s intentional first impression session
11. Sharna
12. Managing first impressions
13. Theresa’s story
14. Students as Partners – Great presenter – an Apt topic
15. Final activity. Inspiring visionary leadership. Margie.
16. Dr Alfred loved the guy!
17. Alfred’s story of how he created a NFP.
18. Team Values

Representative responses to “Do you have any suggestions for future SAC Professional Development Sessions?”

1. More skill development on how to write motions.
2. More standing activities.
3. Internet and Ice Breaking.
4. Internet, not overnight and less like a school camp.
5. N/A.
6. It was great.
7. Make it another day with just team building exercises and social events.
8. N/A.
9. More hands-on activities.
10. Must be done yearly. Great work.
11. Make Karaoke and movie night essential.
12. Possible role plays and more team building.
13. More moving and less sitting. Bigger online presence. Discuss agendas on a forum.
14. This was a great introduction, how about some depth.
15. N/A
16. No.
17. Perhaps have a mock committee meeting? Hypothetical agenda items that we then determine if they fit into the terms of reference. Mock debate?
18. Keep the retreat every year for new SAC members.

UOW's Achieving Purposeful Transitions (APT) Framework

INFORMED CHOICES AND EFFECTIVE NAVIGATION OF HIGHER EDUCATION

OVERVIEW

The University of Wollongong's (UOW) *Achieving Purposeful Transitions (APT) Framework* provides an institution-wide approach to working with *undergraduate domestic* students to enhance student experience and increase students' agency, including their capacity to make informed choices within and beyond UOW. The APT framework addresses *UOW's Access & Participation Enabling Plan for Student Equity 2018-2020* by adopting a **whole student, whole journey, whole of institution** approach to facilitating the success of equity group students. The aim in adopting this framework is to increase the impact of Higher Education Participation & Partnership (HEPPP) Funding on the participation of domestic undergraduate students from underrepresented backgrounds at UOW. In this respect, the APT framework will specifically contribute to UOW's strategic objective to increase the participation of domestic undergraduate students enrolled from low socioeconomic (LSES) backgrounds (to 21%) and Aboriginal and Torres Strait Islander students (to 2.5%) at UOW by 2020.

UOW's APT Framework will guide the development and implementation of policies, pedagogy, strategies, programs, and activities to support the success of students from underrepresented backgrounds in higher education, and is underpinned by equity and transition literature¹, best practice across Australian universities, and an extensive consultation process with UOW academic and professional staff and students.

CONTEXT

Literature² reporting work undertaken by Universities in the transition of students to higher education consistently identifies the domains of *Induction*; *Development* and *Becoming*. The domain of *Induction* places emphasis on the role of the institution to provide successful induction strategies and programs³, whereas *Development* emphasises the role of the individual student in their commitment and motivation to study, their engagement with learning, interactions with staff and participation in co-curricular activities.⁴ However, critical to success is the domain of *Becoming* whereby the *institution and the student work in partnership* in ways that embrace students' lived reality and that recognise that student transitions involve a non-linear journey.⁵ This is summarised in figure 1.

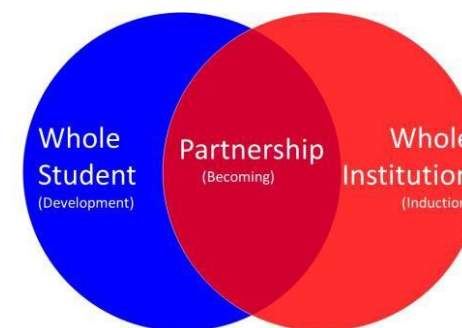


Figure 1: Domains of Student Transition

¹ Halsey, 2017; Kift, Nelson & Clarke, 2010; Tinto, 2011; Naylor, Baik & Arkoudis, 2018; Harvey & Luckman, 2018; Edwards & McMillan, 2015; Bradley, Noonan, Nugent & Scales, 2008

² Gale & Parker, 2014

³ Kift & Nelson, 2005; Krause & Coates, 2008

⁴ Kift, Nelson & Clarke, 2010

⁵ Gale & Parker, 2014



To enhance implementation UOW's APT Framework aligns with the *UOW Curriculum Model* (see figure 2) and emergent models being used to enhance student experience (for example *UOW Online Student Experience model* – see figure 3 below).

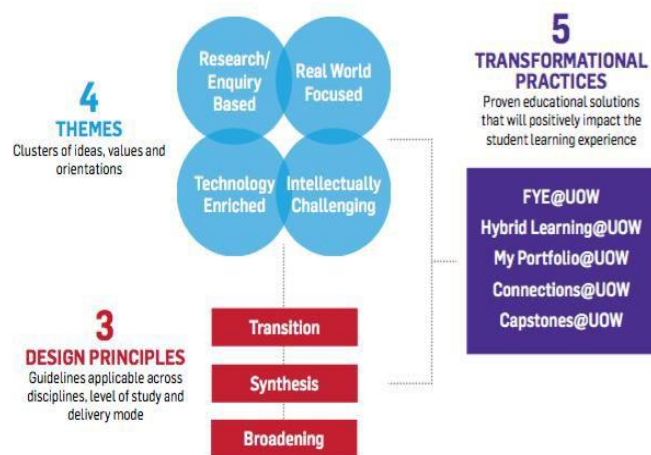


figure 2: UOW Curriculum Model

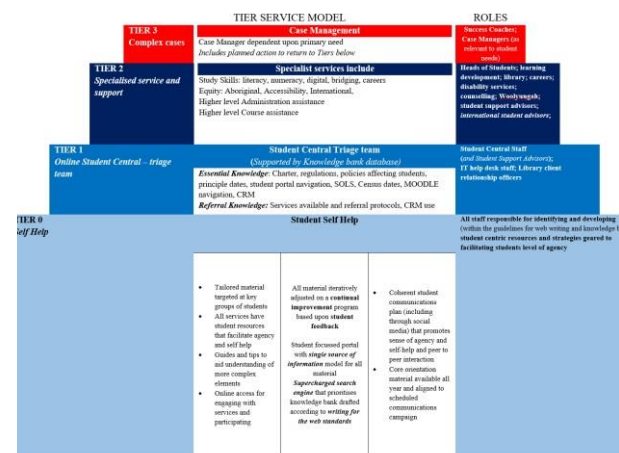


figure 3: UOW Online Student Experience model

The framework will bridge the curricular and co-curricular spheres of student engagement in ways that enhance coherent practice for all staff and seamless transition of students from underrepresented backgrounds. Of importance to the APT framework is that the UOW Curriculum Model involves *Transition* ('enabling a smooth, supported shift into higher education and a successful transition to the world of work and lifelong learning' for its' students) as one of the three design principles. To date, action around this Curriculum Model principle has seen the development of innovative teaching practice occurring in subjects and courses across the University. These innovative teaching practices will form the basis of an institution-wide approach to student transition.

The *Online Student Experience model*, (being tested in UOW Online), is being used to identify and minimise duplication and replication of effort, clarify and delineate role activity, develop single source information and refine our approach to student facing self-help resources that facilitate students' sense of agency and development as career ready, capable graduates. The *Online Student Experience model* involves a pyramid tiered approach to student engagement across the student lifecycle to proactively target services and support where they are most needed. The APT Framework will involve strategies that inform all levels of the pyramid.



GUIDING PRINCIPLES OF THE APT FRAMEWORK

The APT Framework is underpinned by the following principles

- **Whole Student:** pedagogy will be fortified by an empathetic institutional approach that focuses on learning outcomes that value, respect and empower our diverse student cohort, and facilitate student success. UOW pedagogy will be informed by four key themes identified in the higher education transition literature⁶: connectedness, student agency, financial and personal life, and discipline and academic knowledge. The APT framework will involve the use of strategies that address these themes in ways that facilitate students to navigate their journey into and through higher education with determination and grit to achieve meaningful outcomes.
- **Whole Institution:** adopting the APT framework at a strategic level will involve assessment of policies with an equity lens and where appropriate policy adjustment. Success will depend upon the continued use of quality cycles (such as the UOW assessment cycle accessed here <https://www.uow.edu.au/curriculum-transformation/aqc/index.html>), underpinned by robust systems that effectively test policy implementation and include active schedules of renewal. This will be reinforced by a collaborative approach involving Faculties and professional units in a cohort-based approach to enhancing student experience.⁷
- **Whole Journey:** the APT framework guides the various transitions that students experience throughout their higher education journey from preparing for university, across first year and middle year programs, to preparing for employment. In this way APT framework strategies will connect the University's existing Pre-Access (Outreach) and Employability strategies.
- **Collaborative Partnerships:** The APT framework requires a partnership between the student and the University that is based on trust, shared responsibility, collaboration, interdependence as we work towards the achievement of a mutually beneficial goals.⁸ As well, the framework will bring together existing services, programs and activities across the University in order to achieve a shared goal⁹ of increasing participation and success of students from underrepresented backgrounds. It is important to note that the adoption of a cohort based approach will benefit of all UOW students in the cohort.
- **Evidence Based:** Policies, strategies, pedagogy, programs and activities that address the learning outcomes articulated in the framework below will have a strong evidence-based approach¹⁰ that will align with a broader evaluation framework for access and participation. This will ensure that all aspects of the design and implementation of the framework have a theoretical underpinning; are benchmarked against best practice; are contextualised to UOW through rigorous stakeholder and student consultation; are evaluated to measure outcomes and impact; and feed into cycles of continuous improvement.

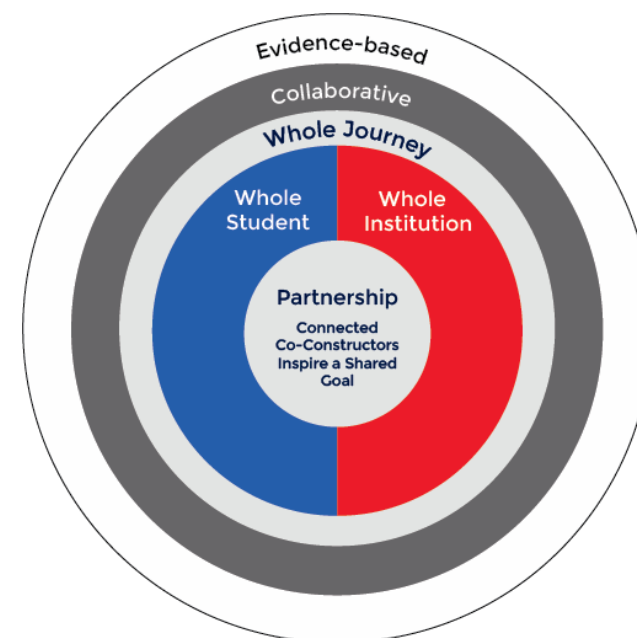


Figure 4: UOW APT Framework

⁶ Devlin, Kift, Nelson, Smith & McKay, 2012

⁷ Hickey-Moody et al. 2010, p232, Smyth 2012, Gale & Mills, 2015

⁸ Waddock, 1991; Billett, Ovens, Clemans, Seddon, 2007

⁹ Billett, Ovens, Clemans, Seddon, 2007

¹⁰ Hoffman, Bennett, & Mar, 2016



1 IMPLEMENTING THE APT FRAMEWORK

As can be seen the UOW APT framework will sit at the nexus between the role of the institution and the role of the student and be clearly positioned as a partnership between UOW and the student in order to:

- create opportunities and provide resources for students to make informed choices about their engagement and pathway within higher education; and
- embed knowledge and skills that develop students to effectively navigate the institution with confidence.

In order to achieve this UOW and the students will work together to:

- get to know each other and develop a shared understanding (Connected) of what is needed;
- co-construct knowledge and meaning (Co-Constructors); and
- develop a sense of purpose, underpinned by the confidence to achieve (Inspired by a Shared Goal).

This will include strategies such as:

- identifying Equity Champions within the Faculties;
- targeting large engine room courses with high proportions of equity students enrolled;
- working collaboratively with Course Teams and UOW Departments to implement the APT framework by leveraging best practice strategies, pedagogies and activities that could be activated or reshaped within the transition framework;
- developing an evaluation framework to enable continual improvement and reporting.

The table below outlines the elements of the framework mapped to best practice strategies that will be considered for use.

	Connected	Co-Constructors	Inspired towards a Shared Goal
Definition	<ul style="list-style-type: none"> • We will get to know each other (our values and our identity) and work together to develop shared understanding of expectations. 	<ul style="list-style-type: none"> • We will work together to co-construct knowledge of the academic discipline through an approach that celebrates the diverse knowledge and experiences that each student brings to the classroom. 	<ul style="list-style-type: none"> • We will work collaboratively to develop a sense of purpose, underpinned by determination, grit and confidence so that our students can effectively navigate higher education and make informed choices about their lives and study patterns.
Framework Elements	<ul style="list-style-type: none"> • Developing a connection between students and staff and between Faculties and professional units • Developing a connection between students. • Developing a sense of belonging and engaging 	<ul style="list-style-type: none"> • Developing curriculum that is student centred whereby students can develop knowledge or core ways about working in their discipline. 	<ul style="list-style-type: none"> • Develop an understanding of strengths and development areas and engage in ongoing development. • Provide clarity around the support services available and how to access them. • Develop abilities to navigate the University

	Connected	Co-Constructors	Inspired towards a Shared Goal
	as part of a learning community.		<p>environment and culture.</p> <ul style="list-style-type: none"> Facilitating big picture understanding of their University studies and where it will lead students. Developing an awareness of motivations for attending University and their academic and vocational goals.
Illustrative Curriculum Embedded Strategies in large engine room courses (Becoming)	<ul style="list-style-type: none"> The establishment of student pods throughout their course to build cohort identity and sense of belonging. Integrating peer mentoring into timetabled course structure (face to face and online) that addresses academic content and transition pedagogy. Increasing awareness of staff about the aggregated make-up of their cohorts and providing strength-based student profiles. 	<ul style="list-style-type: none"> Curriculum that reflects and affirms marginalised student histories and subjectivities. Structuring the student learning experience in ways that open it up and make it possible for students to contribute from who they are and what they know¹¹. Curriculum that acknowledges that students enter the institution with a breadth of knowledge and experiences, with embedded learning development in the curriculum where there is an identified skill or knowledge gap. 	<ul style="list-style-type: none"> Making the implicit, explicit through reviews of student-facing subject material (i.e. subject outlines) and a communications plan and tools to embed key messages into subject and course platforms (i.e Moodle, Lectures). Pedagogy that integrates wellbeing, academic and digital literacy support within the curriculum and is available in online modules for students to engage with in a timely manner. Embedded career development and/or work integrated learning component within the curriculum to develop a sense of purpose and active citizenship with their study.
Illustrative Co-Curricular Strategies that co-exist with large engine room courses (Development)	<ul style="list-style-type: none"> Engagement with students early (pre-orientation – particularly around online-enrolment) to develop initial connections (i.e. Welcome and follow up calling campaigns at critical semester points) Institution-wide withdrawal and re-engagement strategy to increase institutional understanding of student attrition. Tracking of student progress and proactive referral onto Student Success Coaches. 	<ul style="list-style-type: none"> Pre-commencement online bridging programs that enhance foundational knowledge and embrace transition pedagogy. Students engaged as partners in the design, implementation and evaluation of the curriculum. 	<ul style="list-style-type: none"> Self-efficacy tools on students' commencement and throughout their course to better understand the needs of the incoming cohort and for students to better understand their needs within the higher education environment. Promotion of engagement in Careers and co-curricular services to build social and professional capital

¹¹ Gale, 2009



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Illustrative broader institution strategies that apply to all students (Induction)	<ul style="list-style-type: none">• Student communications plan across the semester that disseminates timely messages.• Modularised and online approach to Student Orientation.• Working across UOW departments to ensure equity principles are embedded in student engagement activities.• Institutional networks for specific cohorts (i.e. Part-Time Students Network)	<ul style="list-style-type: none">• Ensure that equity principles are embedded into UOW policy and are supported by strong systems of implementation and review.	<ul style="list-style-type: none">• Personal planning for pathways through higher education at critical transition points throughout the student lifecycle.
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Remembrance Day Commemoration Update

AGENDA ITEM A4.1

The SMAH International Representation and the Business Postgraduate Representative will be attending the Canberra War Memorial to take part in the 100 year Armistice Day ceremony. A report will be provided by the two representatives after the ceremony to inform the SAC on their experiences. Work is continuing with LHA academic and SMCU to develop content to promote the anniversary.

Draft Resolution

That the Student Advisory Council note the progress of the Remembrance Day Activities.

Drafted by:	Reviewed by:	Approved by:
SPM	SAC Chair	Director, Student Services Division



Student Privacy Matters

AGENDA ITEM B1

As Representatives of the Student Advisory Council interact with the wider student cohort, Representatives need to be aware of the issues relating to student privacy. This is specifically relevant to information:

- Capturing
- Retention
- Access
- Dissemination

The presentation will provide Representatives with a basic understanding of these issues, how to manage privacy matters and who to go to for support, if and when required.

Draft Resolution

That the Student Advisory Council note the presentation on Student Privacy provided by the Manager, Information Compliance.

Drafted by:	Reviewed by:	Approved by:
SPM	SAC Chair	Director, Student Services Division



SAC Activation Group Funding Request

AGENDA ITEM B2

The SAC Activation Working Group is seeking approval from the SAC to submit a request to the CAO for the \$18650 in SSAF funding. This funding will be used to purchase;

- SAC branded
 - Polo Shirts
 - Table Cloths
 - Marquee
 - Name badges
 - Business Cards
 - Pull up banners
- Catering and entertainment for activation events
- Promotional materials

Activation events will vary at the different campuses with the regional and metropolitan campus managers providing input into what they believe would work in their locations. It is envisaged that the Wollongong Campus will hold two or three free BBQs and provide students with information about the SAC, business cards and promotional materials. The other campuses will hold pizza days with the assistance of the Campus Managers and Student Project Manager. Entertainment will be provided by musicians, where appropriate, to assist in attracting students to the events.

Members of the SAC Activation Group will co-ordinate resourcing the events with Representatives of the SAC.

Draft Resolution

That the Student Advisory Council:

- i. notes the presentation given by the LHA International Representative relating to the SSAF funding request; and,*
- ii. endorses the request for additional SSAF funds to the CAO.*

Drafted by:	Reviewed by:	Approved by:
LHA INT Representative	SAC Chair	Director, Student Services Division



Faculty of Law, Humanities and the Arts Update

AGENDA ITEM B3

The Law, Humanities and the Arts Faculty Representatives will provide an update to the SAC on the communication and activities that have been occurring within the faculty.

Draft Resolution

That the Student Advisory Council notes the presentation by the LHA UG, LHA PG and LHA INT representatives.

Drafted by:	Reviewed by:	Approved by:
LHA PG, UG and INT Reps	SAC Chair	Director, Student Services Division



The purpose of this presentation is to provide the SAC with information relating to 2019 meetings. Important details relating to SAC membership eligibility will be discussed, focusing on meeting attendance and academic eligibility. The rolling agenda will briefly be mentioned, and the use of the agenda templates will be discussed.

Draft Resolution

That the Student Advisory Council notes the presentation by the SPM on 2019 SAC meeting conventions.

Drafted by:	Reviewed by:	Approved by:
SPM	SAC Chair	Director, Student Services Division