

The Australasian Council of

**Deans of Arts,  
Social Sciences  
and Humanities**

**Annual Report  
2020–21**

# Our Purpose

To build sector leadership capacity and shape public policy debate

# Our Principles

Collaborative  
Influential  
Connected  
Knowledgeable

# Who are we?

The Australasian Council of Deans of Arts, Social Sciences and Humanities is dedicated to the representation and promotion of disciplines within the higher education sector. DASSH is an influential and growing voice for those who have responsibility for governance and management of research, teaching and learning across its 43 member institutions, in both Australia and Aotearoa/New Zealand.

DASSH represents more than 250 Deans and Associate and Deputy Deans who lead schools, faculties or colleges educating many thousands of students. They also supervise and manage several thousand scholars in the humanities, social sciences and creative arts disciplines.

The volunteer DASSH Board is committed to providing its members with professional development and networking opportunities, both across its Dean and Executive Dean members as well as for its network of Deans and Associate Deans.

The year 2021 marks the beginning of DASSH's 20-year anniversary celebrations. We are celebrating across the next 12 months with recognition of the achievements of past Presidents and Board members, a renewed agenda for engagement with members, the media and policy makers, as well as a series of international events.

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# Our People

## Our People

### Board



President  
**Prof. Catharine Coleborne**



**Prof. Vanessa Lemm**



**Prof. Russell Goulbourne**



Vice President  
**Prof. Robert Greenberg**



**Prof. Cynthia White**



**Prof. Heather Zwicker**



Secretary  
**Prof. Nick Bisley**



**Prof. Kate Darian-Smith**



Treasurer  
**Prof. Annamarie Jagose**  
(Resigned at AGM)

### Staff

Executive Officer  
**Meghan Bergamin**  
(Resigned)

Executive Officer  
**Jane Ryan**

Senior Administrative Officer  
**Natalie Harper**  
(to October 2021;  
role disestablished)

# President's Report

On behalf of the Board of the Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) I would like to acknowledge what a difficult year it has been, with the ongoing COVID-19 pandemic and sector challenges. We know that many universities in the region have been under enormous pressure, and your intellectual and financial contributions to DASSH during this time mean so much more because of that.

Over the past year, the DASSH Board and the broader DASSH membership have contributed to important debates and provided advice and support to members through meetings, representation and advocacy on behalf of our members, also preparing submissions and commentary on issues relevant to our disciplines. We continue to build on our reputation as the authority in teaching and research in the HASS disciplines, evidenced by invitations to participate in submissions and hearings on higher education and research issues, and through media engagement.

## Conference

Since the last DASSH AGM our organisation has held an online conference convened, hosted and moderated by Board members. Each of the three sessions focussed on practical solutions and discussion around working in a COVID and post-COVID world. The conference was moved online due to the pandemic. Even with the Zoom fatigue so many are feeling we had almost 50 participants at each session with lively debate and discussion following presentations from our esteemed guests.

## Engagement

During August of this year the DASSH Executive sought to meet with members to give our network an opportunity to share experiences, challenges and successes as well as to help guide our new strategic plan. This was a very successful process with major themes emerging around the implications of shifting university structures and what these mean for our Deans, our faculties and schools, and for our students. These discussions helped to frame Board discussions about where we need to be heading with our research projects and partners. We look forward to continuing to consult with our members.

## Strategic Plan

The DASSH Board has ratified a strategic plan based on the work of a convened group of Board members and with the input of members through discussions in August and September. The plan will take us to the end of 2023 and is themed 'Engagement'. It is divided into four pillars:

- Engaging Members
- Engaging Media
- Engaging Policy Makers
- Engaging Community

With these goals in mind the Board is excited about spending the next two years raising the profile of the organisation, the issues facing our sector and members, and engaging with media once our communications strategy is complete.

All of DASSH's public submissions are available through the [DASSH website](#) and the [APO HASS Engagement and Impact Collection](#). Please see the Secretary's Report for further detail.

## Peak body activities

Acting as the peak body for Deans of HASS disciplines, we have participated in activities through cognate bodies. The DASSH Executive Officer meets regularly with counterparts in organisations including the Academies of Humanities, Social Sciences, Science, and Technology and Engineering, the Council of Humanities, Arts and Social Sciences (CHASS), and others. This ensures that DASSH remains informed and engaged in discussions and debates relevant to our sectors.

## DASSH Communications and Engagement Strategy

DASSH seeks to ensure that information of value to members is available across a range of outlets. We continue to provide content for the Analysis and Policy Observatory Collection [HASS Engagement and Impact](#).

The DASSH Office has maintained a social media presence through regular Twitter posts, complementing the DASSH News and regular emails. Members are encouraged to send relevant announcements and news to the DASSH Office at [office@dassh.edu.au](mailto:office@dassh.edu.au).

A new Executive Officer, Jane Ryan, was appointed in July, replacing Meghan Bergamin. We thank for Meghan for her work with DASSH and wish all the best in her new role. Jane brings with her extensive experience in engagement and communications, having worked across other NGOs as well as an ABC journalist for several years.

The Administrative Officer role has been disestablished. We thank Natalie Harper, who had been with DASSH for nine years, for her service to the organisation over that time.

Our financial position is very good, in part because in the last financial year we were able to draw on the government's Jobkeeper Allowance. I appreciate the financial prudence shown by our administrative staff who did not receive a salary increase, and who also maintained a careful watch on expenditure. We ended a lease on our office at Universities Australia in Deakin during 2020, meaning that our staff have worked from home since mid-2020. We posted a very small surplus over the past financial year. Our future plan will focus on maintaining memberships through relevant work, engaging potential partners as sponsors, and investing in new research to ensure currency of DASSH information for our members.

Finally, I appreciate the commitment of our Board members to the organisation in all their work to drive our new plan and to support DASSH during a very difficult two-year period.



**Professor Catharine Coleborne, DASSH President**

*Head of School / Dean of Arts*

*School of Humanities and Social Science*

*College of Human and Social Futures*

*The University of Newcastle*

# Strategic Plan

## 2021–2023

With the sector facing great change and uncertainty, DASSH is looking to the future with plans to engage members, policy makers, media and the community to a greater degree over coming years. Our aim is to build on the work of previous Boards and Presidents to create a structured engagement agenda to raise the profile of DASSH, its members and the broader humanities, arts and social sciences disciplines.

The Board and broader membership has endorsed a newly defined purpose and principles constructed around the theme *engagement*.

## Our Purpose

*To build sector leadership capacity and shape public policy debate*

## Our Principles

- Collaborative
- Influential
- Connected
- Knowledgeable

## Our four strategic pillars

- Engage Members
- Engage Media
- Engage Policy Makers
- Engage Community

We recognise that the higher education sector broadly and the humanities in particular are faced with a very difficult political climate. Issues not only touching on funding and structure but on the very cultural value placed on a broad and inclusive education face each and every member and their institutions.

The aim of this strategic plan is to provide a blueprint for action. It paves the way for much greater engagement with members for the Board to steer DASSH in accordance with the needs of Deans and Deputy and Associate Deans. It also has a major focus on external engagement, not only with policy makers, but with the media, cognate organisations and the broader community. We aim to bring the value of our disciplines not just to governments in Australia and New Zealand but to graduating high school students and voters.

The strategy aims to deliver tangible outcomes to be delivered over the next two years in consultation with membership. These include webinars, a conference, briefings, international speakers, media coverage, published opinion pieces and more.

We will be developing a research policy in coming months that will determine the process for deciding which topics and issues should be explored and by whom. Please take the time to read the new document – we look forward to receiving your feedback.

# Strategic Plan 2021–23

## Engagement

### OUR PURPOSE

To build our sector leadership capacity and shape public policy debate.

### OUR PRINCIPLES

Collaborative. Influential. Connected. Knowledgeable.

#### OUR PLAN

##### ENGAGE MEMBERS

1. Provide analysis and advice to support HASS leaders in navigating changes in the Higher Education sector
2. Participate in research activities that provide valuable insights for members
3. Maintain our current membership base

##### ENGAGE MEDIA

4. Contribute to and shape public debates in national publications
5. Develop relationships with higher education reporters and commentators

##### ENGAGE POLICY MAKERS

6. Meet with personnel from DESE, policy advisors and politicians, as well as public influencers
7. Prepare effective responses to relevant consultations

##### ENGAGE COMMUNITIES

8. Collaborate with cognate organisations to increase collective reach, influence and impact
9. Recognise our history and our responsibilities to the Traditional Owners of the lands on which we work
10. Promote greater engagement with diverse communities
11. Engage more with HASS leaders and leaders in the higher education sector

#### OUR PROJECTS

- 1.1 Regular reporting on policy and sector changes
- 1.2 Coordinate events that are relevant and appealing to members
- 1.3 Engage in skills-building events and forums
- 2.1 Partner with other organisations to apply for research funding in fields identified by members
- 2.2 Leverage research to inform members through events, information packs, briefings, etc.
- 3.1 Engage with members through a directed process to provide support and respond to needs
- 3.2 Deliver relevant quarterly themed international speaker sessions accompanied by blog posts and extra resources for members

- 4.1 Engage with current debates and issues to contribute proactively to public policy debate in the mainstream media
- 4.2 Be prepared to act in response to events and research that intersect with HASS disciplines, faculties, and Deans
- 5.1 Work with editors and reporters from major mainstream outlets as well as smaller policy journals on op-eds and breaking news
- 5.2 Engage with sector-specific publications resulting in wider audience reach

- 6.1 Establish a series of briefs on DASSH and its policy position to distribute to policymakers and media
- 6.2 Meet with public officials to advocate on behalf of the President and Board of DASSH
- 6.3 Ensure effective understanding between policymakers and the HE sector through engagement with members and cognate organisations
- 7.1 Provide input into government policy reflecting the distinctive perspective of HASS leaders
- 7.2 Research, write, distribute and promote policy submissions

- 8.1 Collaborate with other organisations to share ideas on policy developments and coordinate research and research funding
- 9.1 Continue to be a repository of resources around best practice
- 9.2 Ensure the participation of Community Elders and Indigenous academics and leaders in formal events, panels and conferences
- 9.3 Include specific resources highlighting the achievements of Indigenous leaders and students in info packs and briefings
- 9.4 Ensure Indigenous representation on the DASSH Board

#### PERFORMANCE AND OUTCOMES

- One annual conference
- International/national themed events
- Policy updates to members
- Research proposals through collaboration with sectoral organisations

- Publish op-eds in mainstream media
- Publish analysis/op-eds in industry/policy journals and outlets
- Respond to as yet unidentified immediate policy matters
- Develop contact base of journalists and editors

- Engage with sector and identify relevant submission opportunities
- Engage with members to identify positions policy submissions
- Distribute and share submissions widely
- Establish a series of briefs for all audiences and have them designed and distributed to the Board

- Acknowledgement of Traditional Owners at meetings and events
- Engaging with Traditional Owners on significant issues relating to cultural sensitivities in higher education

#### SUSTAINABLE OPERATIONS

- We are responsible and spend thoughtfully on products and services that will provide value to our members
- We actively seek to partner with cognate organisations to create cost-effective research
- We limit expenditure on office supplies, software, subscriptions and services
- We minimise requirements for interstate and international travel

# Public Engagement in 2020–2021

DASSH was a vocal contributor to the debate around the Jobs-Ready Graduate Package introduced by then Education Minister Dan Tehan in 2020. Our organisation produced several press releases around the announcement and implementation of the package, advocating strongly for the humanities which were adversely affected.

In June of 2020 DASSH issued a media release titled *HASS Deans fear consequences of fee hikes for students*.

Former President Mandy Thomas said: “DASSH members view the substantial reductions in support for students undertaking degrees in humanities and social sciences, including law, economics, management and communications, as a failure to recognise the contributions of our graduates to the nation’s economy, society and future. Though the increase in the total number of Commonwealth supported university places is welcome, Australia requires graduates with diverse skillsets.”

In October 2020 *Campus Review* published an opinion piece by current President Catharine Coleborne, arguing the package unfairly discriminates against humanities students.

**“Taking the definition at face value, the belief that most HASS graduates are not ‘job-ready’ is an insult to all of the workers across Australia whose HASS qualifications secured their employment, including many of the politicians responsible for passing this legislation.”**

Professor Catharine Coleborne, President DASSH, *Campus Review*, October 12, 2021

DASSH also issued a statement when the package was eventually passed in October of that year expressing disappointment at the prospect of future students being discouraged from taking up humanities-based degrees.

**“I dread the thought that we live in a society that actively seeks to discourage enrolments in humanities, arts and social science degrees.”**

Professor Catharine Coleborne, President DASSH

While DASSH actively participated in the Jobs-Ready Graduate Package debate the organisation also issued a statement on COVID and received coverage on the inaugural Excellence in Leadership Awards later in 2021 both in Australia and New Zealand.

# Inaugural DASSH Excellence in Leadership Awards

Five outstanding nominees were awarded the inaugural Excellence in Leadership awards, designed to commemorate the beginning of DASSH 20<sup>th</sup> Anniversary celebrations. The winners were selected from a field of more than 30 entries across Australia and Aotearoa/New Zealand.

This was an impact-driven awards program and the five awardees have produced initiatives that will continue to have lasting impact.

**“The judges, drawn from the DASSH Board, agreed the field was strong with excellent contenders making their job a difficult one.”**

The winning entrants were:

#### **EDUCATION, INNOVATION AND EMPLOYABILITY**

##### **Dr Karen Sutherland**

*Senior Lecturer in Public Relations at the University of the Sunshine Coast*

#### **ENGAGEMENT AND PUBLIC COMMUNICATION**

##### **Associate Professor Grant Duncan**

*Politics, Massey University, Aotearoa/New Zealand*

#### **INDIGENOUS**

##### **Distinguished Professor Maggie Walter**

*Director, Indigenising Curriculum and Teaching Team  
Lead for renewal and delivery of 'Lifeworlds' units*

#### **INTERNATIONAL**

##### **Professor Deborah Lupton**

*SHARP Professor, Leader of Vitalities Lab,  
Leader of UNSW Node of the ARC Centre of Excellence  
for Automated Decision-Making and Society*

#### **RESEARCH PARTNERSHIP AND SOCIAL IMPACT**

##### **Associate Professor Nick Thieberger**

*Arts/School of Languages and Linguistics,  
University of Melbourne*

The work of each of the winners has led to demonstrable positive outcomes for the community, for students and academics, and for teachers and leaders in their fields.

Across the spectrum of the winning projects, hundreds of students have been connected with business, national debate has been stimulated around Federal elections and deep insight has been wrought into the issues facing researchers doing fieldwork during the pandemic.

A highly recognised move to “Indigenise” curriculum through embedding Aboriginal knowledges and perspectives and work creating partnerships across cultural agencies around the Pacific were recognised.

Here at DASSH we are excited to see this awards program grow over coming years and look forward to seeing the field of entrants grow into the future. Look out for opportunities to apply in 2022.

# 2021 DASSH Annual Conference

The tertiary sector – and Australian society more broadly – is currently in a heightened state of flux and uncertainty. We believe that this year, more than ever, it was important that leaders in the humanities, arts and social sciences came together to discuss significant issues affecting our sector.

DASSH moved its annual conference online this year, with the final program being delivered over four days. The conference was aimed at providing an opportunity for frank and open discussions about the effect COVID is having on the tertiary sector and how Deans and Deputy and Associate Deans are adapting and can support one another through change.

There were three sessions, coordinated, facilitated and moderated by the DASSH Board. DASSH extends its sincere thanks to all who took part, particularly the speakers listed below.



Photo by [Jason Goodman](#) on [Unsplash](#)

## Optimising and normalising network/blended learning

An outcome of the sectoral response to the COVID crisis has been a rapid uptake of blended or networked learning in which on-campus and online learning environments coexist. Many institutions are flagging an intention to retain this model even when there is no longer a constraint on face-to-face gatherings. A potentially exciting point in the history of tertiary education in Australasia and globally, what does this moment promise for future approaches to teaching? What values and practices are emerging as key as we learn how to teach well across time and space? How do we ensure that students from all socio-economic and ethnic backgrounds can thrive in this new teaching environment? What tools can we share with one another to help our sector to continue to deliver effective teaching under these changed circumstances?

### **Lucy Arthur**

*Head, Learner Experience Development & LX.lab at University of Technology Sydney*

### **Professor Maryanne Dever**

*Pro Vice-Chancellor (Education & Digital), Australian National University*

### **Associate Professor Thomas Garza**

*University of Texas Regents' and University Distinguished Teaching Associate Professor in the Department of Slavic and Eurasian Studies and the Director of the Liberal Arts Texas Language Centre*

## Research in (post) COVID times

The impacts of COVID have affected research engagement and productivity significantly and in highly uneven ways. While a few reported increases in research productivity, many—especially those whose home environments do not easily support research practices—have had extended periods where they have been unable to research effectively. Others who research internationally and nationally in the field have been unable to advance their work and are uncertain as to when they next will. The duration of this break may leave some researchers permanently disadvantaged.

What strategies might be most effective in supporting colleagues regain research motivation and momentum? How can we account for and counter the iniquities of the COVID effect on researchers? What could research look like in a COVID normal environment?

### **Professor Giselle Byrnes**

*Provost, Massey University*

### **Professor Susan Dodds**

*Deputy Vice Chancellor – (Research and Industry Engagement), La Trobe University*

### **Professor Jakelin Troy**

*Director, Indigenous Research in the Office of the Deputy Vice-Chancellor (Research), The University of Sydney*

## Wellbeing for staff and students in (post) COVID times

Concerns about the mental health and wellbeing of both staff and students have been amplified in tertiary education reports over the last 12 months. Similarly, those working in tertiary settings have witnessed and reported the need to raise awareness of the struggles individuals face as they attempt to manage multiple pressures in their immediate environment and the associated impacts on wellbeing. Questions about how university leaders can respond come to the fore and, importantly, the kinds of rethinking that are required in terms of research, teaching and our understandings of academic life during crisis. New questions also emerge in terms of the values and behaviours that are needed for university communities to thrive at this time. There are critical longer-term questions about how we ensure that the potential enduring impact of Covid can be mitigated for the good of our staff, students, institutions and disciplines.

### **Dr Kirsty Ross**

*Senior Lecturer in Clinical Psychology, School of Psychology, Massey University*

### **Dr Jemaima Tiatia-Seath**

*Head of School - Te Wananga o Waipapa, Maori and Pacific Studies, Faculty of Arts, University of Auckland*

### **Dr Susanna Scarparo**

*Pro Vice Chancellor (Student Life) The University of Sydney*

Extensive resources supporting each session are available on the [website](#).

# Secretary's Report

I would like to thank our outgoing members for their invaluable contributions to DASSH, and warmly welcome our new members.

## Key activities of Board members during 2020-2021

President Catharine Coleborne engaged in staff supervision, advocacy, development of the new strategic plan, stakeholder relations and communications, submissions to government and other agencies, planning and leading the business of DASSH.

Vice President Robert Greenberg was involved in stakeholder relations and contributed a great deal of time as the 2021 conference convenor. As Secretary, I engaged in meeting reporting, member communications, submissions to government and other agencies, development of new strategic plan and oversight of board election.

Annamarie Jagose, DASSH outgoing Treasurer, was responsible for the budget, accounts and financial reporting, submissions to government and other agencies and conference organisation. Board Member Vanessa Lemm lead the development of the strategic plan and New Zealand Officer Cynthia White acted as liaison, reporting to the Board and making submissions to government and other agencies. She provided support to the executive and was a contributor to the conference organisation.

Associate Deans' Network Liaison Rachel Ankeny provided oversight of NOADD, submissions to government and other agencies and support to the Executive. Board Member Russell Goulbourne contributed to the development of the new strategic plan, provided input on submissions to government and other agencies and support to the Executive. Heather Zwicker contributed to the development of new strategic plan, submissions to government and other agencies, support to the Executive.

## DASSH Membership

As of 27 September 2021, there were 34 member institutions paying a financial contribution for the 2021-22 period with four institutions expected to pay shortly.

As agreed at the 2015 AGM, fees were increased by the Consumer Price Index (CPI) in accordance with the DASSH Constitution. Fees will continue to increase annually by the CPI rate of the previous year.



Photo by Dan Dimmock on Unsplash

## Advocacy Activity

DASSH has maintained an active presence in public conversations relating to the Higher Education and HASS sectors since the 2020 AGM. Completed advocacy activities since 2020 AGM include:

- ARC Excellence in Research for Australia (ERA) and Engagement and Impact (EI) Consultation
- Parliamentary inquiry into Australia's Creative and Cultural Industries and Institutions
- National Priorities and Industry Linkage Fund Consultation (Department of Education, Skills and Employment)
- The Academy of the Social Sciences in Australia's 'State of the Social Sciences' Report
- University Research Commercialisation Consultation (Department of Education, Skills and Employment)
- Growing industry internships for research PhD students through the Research Training Program implementation paper

## Post-Crisis Collaboration with AAH and ASSA

*Building on our strong relationships with the Australian Academy of the Humanities and the Academy of Social Sciences in Australia, DASSH is planning a collaborative exercise to measure the impact of the COVID-19 crisis in our disciplines in the region.*

## 2022 and future conferences

The Board intends to hold an in-person conference in 2022 and will consult with members about the best form and location of that conference before the end of 2021.

**Professor Nick Bisley, DASSH Secretary**  
*Dean and Head of the School of Humanities and Social Sciences  
College of Arts, Social Sciences and Commerce  
La Trobe University*

# Aotearoa/New Zealand Officer's Report

## *Tēnā koutou katoa*

To begin I'd like to acknowledge the contribution of two New Zealand members of DASSH: Professor Allison Kirkman has now retired from the University of Waikato and Professor Tony Ballantyne has taken up the position of Deputy-Vice-Chancellor External Engagement at the University of Otago. Both were active members of DASSH, strong academic leaders and committed advocates for the arts, humanities and social sciences. In February 2021 I was appointed to the DASSH Board as the Aotearoa/New Zealand Officer; my report here will focus on the New Zealand context, plans to re-engage New Zealand members in the face of current changes, and the 2021 conference.

## The 2020-2021 Context

The major impacts on staff in arts, humanities and social sciences in Aotearoa due to COVID have been the closure of the borders for most of the past twelve months, the need to pivot to online or blended teaching, loss of access to research sites, delays in being able to complete externally funded projects, inability to recruit staff from overseas and general concerns about wellbeing for staff and students who cannot return to campus. While institutions and funding bodies have endeavoured to ameliorate some of the impacts, how to maintain and at times reframe core academic activities remains a challenge in the face of enduring uncertainties.

The focus on Mātauranga Māori and Te Tiriti o Waitangi has continued in Universities in Aotearoa/New Zealand over the past twelve months with the Arts, Humanities and Social Sciences having much to offer in this space: equally there is much work to be done in terms of developing knowledge and awareness of what this might mean going forward for different aspects of scholarship and different disciplines.

## Aotearoa/New Zealand DASSH Activities

It was necessary to cancel the scheduled New Zealand DASSH meeting at the University of Waikato Tauranga Campus that was to be held 18-19 June 2020. As Allison Kirkman noted at the time universities were minimising domestic travel as much as possible and all those in leadership positions were very much preoccupied with a series of immediate issues within their own institutions. Since that time Professor Robert Greenberg has reached out to new PVCs around the country but at time of writing no travel from Auckland was possible. Now that the 2021 DASSH conference is concluded we plan to work to re-engage our New Zealand members: it is important to note that all have remained members of DASSH, with just one outstanding subscription.

## The DASSH Conference September 2021

The organising committee (Robert Greenberg, Annamarie Jagose and Cynthia White) were very much supported by Jane Ryan throughout and our President Cathy Coleborne at key points. While members missed the opportunity to meet face-to-face, given that the 2020 Conference had to be cancelled, the virtual event held over four days provided important continuity to DASSH members in terms of accessing networks and professional development opportunities.

*Nāku noa, nā*



**Professor Cynthia White, DASSH Aotearoa/New Zealand Officer**  
*Pro Vice-Chancellor for the College of Humanities and Social Sciences*  
*Massey University*



Photo by [Miguel Henriques](#) on [Unsplash](#)

# NOADD Convenor's Report

The Network of Associate and Deputy Deans (NOADD) was founded in 2020 to replace the existing network structures for associate Deans. Its rebranding and new structure is designed to permit participation by all associate and deputy Deans (or equivalents) in a more agile manner, regardless of their specific role descriptions. In addition, we have Special Interest Groups (SIGs) within NOADD to which members can nominate to focus their engagement in the Network on the topics that are most important to them, but these SIGs can evolve over time or allow new SIGs to arise as interest warrants. NOADD is intended to provide unique networking and professional development opportunities for Associate and Deputy Deans and act as a channel through which they can advocate for issues of importance in their roles.

Following an initial meeting bringing together those who had previously expressed interest in Spring 2020, six SIGs were launched with leaders for each of the following areas: engagement, indigenous, international, learning and teaching, professional development, and research (descriptions for each are available on our [website](#)).

Based on these discussions, a webinar was convened on 9 December 2020 focused on leadership, particularly how to support our academic staff during these difficult times and how to motivate and focus our efforts going forward, as well as the losses/grief and opportunities presented because of current circumstances. This session was facilitated by Margaret Thorsborne of Margaret Thorsborne and Associates, a consultancy group that provides specialised services to schools, communities, and workplaces on achieving transformational change through restorative practice, and was very well-received.

Due to COVID-19 impacts on abilities to meet face-to-face (and to broaden inclusion of participants), it was decided that a series of webinars should be held in 2021 that allowed discussion on topics of interest that crossed one or more of the SIG focal areas. These were planned by subgroups of the SIG leaders together with me as convenor, and we are grateful for support for these sessions from the DASSH executive office and the Council, as well as from the invited speakers. These included:

## Metrics and the HASS Disciplines, February 2021

- **Professor Sue Dodds**  
*Deputy Vice-Chancellor (Research and Industry Engagement), La Trobe University*
- **Professor Mary Sponberg**  
*Deputy Vice Chancellor (Research), Southern Cross University*
- **Professor Tim Dunne**  
*Deputy Provost, University of Queensland*

## International Partnerships, March 2021

- **Professor Susan Broomhall**  
*Gender and Women's History Research Centre in the Institute for Humanities and Social Sciences, Australian Catholic University*
- **Associate Professor Elizabeth Hale**  
*Associate Professor - Faculty of Humanities, Arts, Social Sciences and Education; School of Humanities, Arts, and Social Sciences, University of New England*

## HASS-STEM Integration and Interaction, June 2021

- **Professor Lesley Head**  
*Honorary Geography, Earth and Atmospheric Sciences, Melbourne University, and President of the Australian Academy of Humanities*
- **Professor Stuart Parsons**  
*Professor and Head of School at Queensland University of Technology*
- **Associate Professor Elizabeth Stephens**  
*School of Communication and Arts, Faculty of Humanities and Social Sciences, University of Queensland*
- **Associate Professor Grayson Cooke**  
*Chair of Discipline (Creative Arts), Faculty of Business, Law and Arts, Southern Cross University*

## Indigenous Learning and Teaching, July 2021

- **Dr Jonathan Bullen**  
*Senior Lecturer, Curtin Medical School, Faculty of Health Sciences, Curtin University*
- **Dr Natalie Krikowa**  
*Lecturer, Digital and Social Media, University of Technology Sydney*
- **Professor Tara Magdalinski**  
*Pro-Vice Chancellor, Education and Quality, Swinburne University*
- **Professor Susan Page**  
*Adjunct Fellow, Faculty of Arts and Social Sciences, University of Technology Sydney*

An informational meeting was held online on 27 August 2021 to update NOADD members on DASSH-related activities and to encourage participants to volunteer to serve as convenor or a SIG leader.

We anticipate continuing to provide webinars as this format has been highly successful, but also to return to our more traditional, face-to-face gathering and workshops when DASSH reconvenes in person.

In conclusion, I want to note that being involved in NOADD as the inaugural Convenor has been a highly engaging experience, and most of all a fabulous opportunity to get to know wonderful colleagues from around the sector. An election has been held for the Convenor role, as I will be rotating off early due to my position as Deputy Dean Research (Arts) at Adelaide having concluded. We encourage anyone interested in helping shape NOADD or serving in one of these more formal roles to contact me or the Executive Officer.



**Professor Rachel A. Ankeny, NOADD Convenor**

*Professor of History and Philosophy, Faculty of Arts, University of Adelaide*

# Financial Statements



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## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF AUSTRALASIAN COUNCIL OF DEANS OF ARTS, SOCIAL SCIENCES AND HUMANITIES INCORPORATED YEAR ENDED 30 June 2021

### Opinion

We have audited the financial report of Australasian Council of Deans of Arts, Social Sciences and Humanities Incorporated ("the Entity") which comprises the Statement of Financial Position as at 30 June 2021, the Statement of Profit or Loss and Other Comprehensive Income, Statement of Changes in Equity and Statement of Cash Flows for the year ended on that date, a summary of significant accounting policies, other explanatory notes and the Committees' Report.

In our opinion, the accompanying financial report presents fairly, in all material aspects, the financial position of the Entity as at 30 June 2021, and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 of the financial statements.

### Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the Entity in accordance with the auditor independence requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* ("the Code") that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report which describes the basis of accounting. The financial report has been prepared to assist the Entity meet the requirements of Note 1. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

### Committee's Responsibilities for the Financial Report.

The Committee is responsible for the preparation and fair presentation of the special purpose financial report in accordance with the accounting policies described in Note 1 of the financial statements and for such internal control as the Committee determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

In preparing the special purpose financial report, the Committee is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Committee either intend to liquidate the Entity or to cease operations, or have no realistic alternative but to do so.

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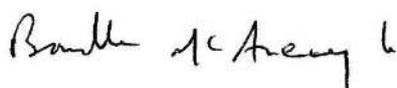
## Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the management.
- Conclude on the appropriateness of the management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Committee regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



Bandle McAneney & Co



Anthony J Bandle FCA  
Partner

Canberra:

Dated this 9th day of September 2021

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## STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

FOR THE YEAR ENDED 30 JUNE 2021

	Note	2021 \$	2020 \$
<b>Revenue</b>	<b>2</b>	<b>209,951</b>	<b>291,263</b>
<b>Expenses</b>			
Advocacy		-	(358)
Mapping HASS Degrees Project		-	(177)
Administrative expenses		(16,896)	(35,079)
Employee expenses		(170,945)	(178,583)
Membership Fees written off		(18,326)	-
Travel expenses		(4)	(2,137)
Conference expenses		-	(52,460)
<b>Profit/(Loss) before income tax</b>		<b>3,780</b>	<b>22,469</b>
Income tax expense		-	-
<b>Profit/(Loss) from continuing operations</b>		<b>3,780</b>	<b>22,469</b>
Other comprehensive income, net of income tax		-	-
<b>Total comprehensive income for the year</b>		<b>3,780</b>	<b>22,469</b>

## STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2021	Note	2021	2020
		\$	\$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	3	449,378	422,727
Trade and other receivables	4	199,027	214,038
Other assets	5	-	214
<b>TOTAL CURRENT ASSETS</b>		<b>648,405</b>	<b>636,979</b>
<b>NON - CURRENT ASSETS</b>			
Website Development		4,964	4,964
<b>TOTAL NON -CURRENT ASSETS</b>		<b>4,964</b>	<b>4,964</b>
<b>TOTAL ASSETS</b>		<b>653,369</b>	<b>641,943</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade and other payables	6	23,310	17,757
Employee benefits	8	18,617	21,397
Other liabilities	7	187,426	182,553
<b>TOTAL CURRENT LIABILITIES</b>		<b>229,353</b>	<b>221,707</b>
<b>TOTAL LIABILITIES</b>		<b>229,353</b>	<b>221,707</b>
<b>NET ASSETS</b>		<b>424,016</b>	<b>420,236</b>
<b>EQUITY</b>			
Retained earnings		424,016	420,236
<b>TOTAL EQUITY</b>		<b>424,016</b>	<b>420,236</b>

## STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 30 JUNE 2021

**2020**

	<b>Retained Earnings</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>
<b>Balance at 1 July 2019</b>	448,038	448,038
Profit/(Loss) attributable to members of the entity	22,469	22,469
Prior period adjustment to equity	(50,271)	(50,271)
<b>Balance at 30 June 2020</b>	<b>420,236</b>	<b>420,236</b>

**2021**

	<b>Retained Earnings</b>	<b>Total</b>
	<b>\$</b>	<b>\$</b>
<b>Balance at 1 July 2020</b>	<b>420,236</b>	<b>420,236</b>
Profit/(Loss) attributable to members of the entity	3,780	3,780
<b>Balance at 30 June 2021</b>	<b>424,016</b>	<b>424,016</b>

## STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 30 JUNE 2021

	Note	2021 \$	2020 \$
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>			
Receipts from customers		224,887	254,657
Payments to suppliers and employees		(203,184)	(264,288)
Interest received		4,948	5,121
<b>Net cash provided by (used in) operating activities</b>		<b>26,651</b>	<b>(4,510)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>			
Payments for Property, Plant & Equipment		-	(4,964)
<b>Net cash provided by (used in) investing activities</b>		<b>-</b>	<b>(4,964)</b>
<b>Prior Period Adjustment to Equity</b>		<b>-</b>	<b>(50,271)</b>
Net increase (decrease) in cash and cash equivalents held		26,651	(59,745)
Cash and cash equivalents at beginning of year		422,727	482,472
<b>Cash and cash equivalents at end of financial year</b>	3	<b>449,378</b>	<b>422,727</b>

**Australasian Council of Deans of  
Arts, Social Sciences and Humanities**

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