The Chairperson opened the meeting and welcomed members, alternates and observers. On behalf of Academic Board, Prof Waye paid tribute to former Prime Minister Bob Hawke AC, GCL and expressed great sadness at his death. Mr Hawke was a great Australian and a great friend of the University. As well as leading the Australian Council of Trade Unions (ACTU) for many years he was one of Australia’s most popular Prime Ministers, who represented Australia as a country with a forward looking, global outlook, but also as a nation that cared for the poor and disadvantaged. He led a period of significant economic reform and modernisation in Australia, which brought us Medicare, consensus style industrial relations, and a new national anthem. Bob Hawke provided
unstinting support for UniSA for over 21 years, through his patronage of the Bob Hawke Prime Ministerial Centre. Bob’s rousing speeches at the Annual UniSA Hawke Lectures and other public University events were memorable. A tribute to Bob Hawke, *Advancing Australia Fair – Bob Hawke and his Government 1983-1991* was currently on exhibit in the Kerry Packer Civic Gallery, as well as materials and memorabilia relating to Mr Hawke’s life and career. The exhibition tracked the paradigm shift in Australian values, policies and international relations pursued by the Hawke Government. A memorial book for people to sign allowing them to express their personal thoughts on Bob Hawke’s legacy was also open at the Gallery.

1.2 TABLED PAPERS
2 There were no tabled papers.

1.3 STARRING OF AGENDA ITEMS
3 Agenda Items 1, 2, 3, 4, 5, 6, 7.5 and 10.1 were starred for discussion.

1.4 APPROVAL OF UNSTARRED ITEMS
2019/3/50 Academic Board resolved:
that all unstarred items be received or approved without discussion.
Moved: Prof Marie Wilson Seconded: Assoc Prof Deirdre Tedmanson
CARRIED

1.5 NOTICE OF CONFLICT OF INTEREST
4 It was noted that no members had given notice of a potential conflict of interest in relation to any items of business on the agenda for consideration at the meeting.

1.6 CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING
2019/3/51 Academic Board resolved:
to accept the minutes of the meeting held on 22 March 2019 as a correct record.
Moved: Prof Carol Grech Seconded: Assoc Prof Deirdre Tedmanson
CARRIED

ITEM 2 – BUSINESS ARISING FROM THE MINUTES

2.1 UNISA ACADEMIC FREEDOM STATEMENT
5 Members noted that in response to a range of issues in the higher education sector and in the community that had brought a focus on academic freedom within universities, Academic Board, at its meeting of 26 October 2018, had resolved to establish a working group to review and make recommendations regarding UniSA’s current policy and positioning on Academic Freedom. A
Working Group was subsequently established comprising: Prof Vicki Waye (Chair), Assoc Prof Ivan Kempson, Dr Sarah List, Mr Jordan Mumford, Ms Adrienne Nieuwenhuis and Ms Leanne Steele (from 2019, Ms Terry Jones).

It was further noted that a background memorandum summarising the existing policy framework for academic freedom at UniSA and draft Statement on Academic Freedom was prepared by the Working Group. The Working Group concluded that apart from the prohibition against research funded by tobacco companies, the focus of UniSA’s existing policies, codes and provisions of the enterprise agreement was largely upon staff and student freedom of expression and its attendant limitations. The Working Group concluded that UniSA had no express commitment to academic freedom, which was allied with but distinct from freedom of expression.

Concurrent to this work, late in 2018 the Minister for Education appointed the Hon Robert S. French AC to undertake an independent review of freedom of speech in higher education. The outcomes of this review were released in April. This review concluded that while there was no evidence of a systemic pattern of action by higher education providers or student representative bodies, adverse to freedom of speech or intellectual inquiry in the higher education sector, but there was a wide range of terminology, policy and procedure which might impinge on freedom of expression and free intellectual enquiry. The Review recommended that protection for academic freedom and freedom of speech could be strengthened by the adoption of a Model Code embedded in higher education providers’ institutional regulations or policies on a voluntary basis. It was further recommended that minor amendments to the Higher Education Support Act 2003 and the Higher Education Standards Framework (Threshold Standards) 2015 could be made to align the language currently used around concepts of ‘free speech’ and ‘academic freedom’ to bring greater clarity and consistency.

The Chair, Prof Vicki Waye, reported that memorandum and draft UniSA Statement on Academic Freedom were considered by Academic Board at its meeting on 22 March 2019 meeting. Academic Board agreed that the memorandum and draft Statement be circulated for comment to the University community through Academic Board. The draft Statement was subsequently circulated with responses due by the end of April. Comments were received from the Division of Education, Arts and Social Sciences and from each of the schools within the Division. All supported the draft statement but made suggestions with regard to the clarity and scope of the statement, including the need to acknowledge both intellectual inquiry and the production of scholarly works. These comments and the comments made during the March meeting of Academic Board were incorporated into the Statement of Academic Freedom.

Prof Waye said that the UniSA Statement on Academic Freedom was intended to build upon existing University instruments and provide guidance to management, staff, students and visitors regarding policy formulation and review, decision making, conduct, and communication. It was a statement of principle and was not intended to operate as a code of conduct or to supplant University policy. Individuals or groups that wished to make a complaint regarding a breach of academic freedom would still need to follow the usual grievance processes that UniSA currently had in place. It was for this reason that the Working Group further recommended that the Model Code recommended through the Commonwealth’s review not be adopted in its full form. Care had been taken to ensure that UniSA’s statement was consistent with definitions and terminology provided in the Model Code. Procedural aspects of the Model Code and intended modifications to the Higher Education Standards Framework should inform the University’s associated policy and procedural framework. Following discussion, it was resolved to amend the first sentence in the penultimate paragraph of the Statement on Academic Freedom by removing the phrase ‘to its campuses’. So the sentence would read: “The University expects its staff, students and visitors to respect diversity in exercising their right to academic freedom…”
2019/3/52 Academic Board resolved:

to endorse the UniSA Statement on Academic Freedom and to forward the Statement on Academic Freedom Council for approval.

Moved: Ms Adrienne Nieuwenhuis Seconded: Assoc Prof Sharron King

CARRIED

ITEM 3 – CHAIRPERSON’S REPORT

The Chairperson, Prof Vicki Waye introduced her written report which was taken as read.

2019/3/53 Academic Board resolved:

to receive the Chairperson’s Report.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

ITEM 4 – VICE CHANCELLOR’S REPORT

In the absence of Prof David Lloyd, who was unable to attend the meeting because he was overseas on University business, the Provost, Prof Allan Evans, introduced the Vice Chancellor’s written report, which was taken as read, by drawing members’ attention to two matters. Prof Evans reported that:

10.1 In the lead up to the federal election the university sector had seen the release of a range of consultation and discussion papers by the Commonwealth including: the independent Review of policies supporting Freedom of Expression and Intellectual Inquiry in Australian Higher Education; the Review of Higher Education Provider Category Standards; the Review of the Australian Qualifications Standards; the National Regional, Rural and Remote Education Strategy Framing Paper; Performance-based funding for the Commonwealth Grant Scheme; and reallocation of Commonwealth supported places for enabling, sub-bachelor and postgraduate courses. While each had implications for UniSA, the last two were of special significance. In the case of performance-based funding, from 2020 funding for growth in bachelor-level places would be tied to population growth in the 18 years to 64 years age bracket. It was intended that universities’ access to that funding was to be determined through specified performance criteria, noting that the amount of funding available across the whole sector would be $70 million per annum. The reallocation of Commonwealth supported places for enabling, sub-bachelor and postgraduate programs was in response to previously foreshadowed intentions by successive Federal ministers to review the current distribution and purpose of enabling and sub-bachelor places, and to reconsider the allocation of Commonwealth supported places for Master’s level programs. T

10.2 During April 2019, three Enterprise25 academic structure sessions were held to provide staff and students with the opportunity to contribute to and inform UniSA’s academic enterprise transformation process. All staff, as well as students appointed to representative positions or involved in leadership activities, were invited to participate with over 700 staff and students accepting this invitation. The University held two evening sessions and one morning session. Participants in the evening sessions of 15 and 16 April had the opportunity to network over pizza and then hear from the Vice Chancellor on the case for change for
UniSA’s proposed organisational transformation. They then participated in the same program clustering exercise already completed by Council, Senior Staff, and Associate Heads/Deputy Directors. Participants during the day of 29 April came together over morning tea. The energy and engagement across the three events were a credit to all staff and students as was their willingness to contribute, collaborate and share their ideas and thinking - genuine one team engagement. The output from all the sessions had been collated, was being analysed and would be shared through the Enterprise25 website. What was clear during the session was the significant level of convergence around some of the potential program clusters; what was also interesting were the areas of divergence and the basis for the proposed clusters. While many groups were creative in naming their Academic units using song titles, clothing, rhyming titles, revealing non-traditional sources of inspiration, of the 331 unique cluster names identified, Education, Business/Enterprise, Creative, Allied Health, and Nursing and Midwifery were identified consistently.

2019/3/54

Academic Board resolved:

to receive the Vice Chancellor’s Report.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

ITEM 5 – PANEL ON INDUSTRY ENGAGEMENT IN TEACHING GOOD PRACTICE

The Dean: Clinical Education and Equity for Health Sciences, Prof Esther May, the Dean: Academic IT, Engineering and the Environment, Prof Abelardo Pardo, and the Dean: Academic Education, Arts and Social Sciences, Assoc Prof Veronika Kelly gave a joint presentation on industry engagement in teaching good practice. Some of the main points from the presentation were:

11.1 Industry engagement in Health Sciences was via placements in 18 programs, 88 courses with 500 placement agencies. A total of 8,486 placements were organised each year involving 3,822 students engaged in over one million placement hours. A good example was lead pharmacist, experiential learning, training and research in SA Pharmacy with support from UniSA. The SA Pharmacy placements increased practice research to improve service delivery, safety and quality. Some 124 fourth year Pharmacy students were allocated to SA Pharmacy in 2019. The eight-week placements were undertaken at 8 metropolitan and 5 rural sites, with students engaging in opioid drug utilisation research whilst on placement. A second example was Occupational Therapy placements that were undertaken with the SA Department of Education. In 2018, 143 occupational therapy students undertook placements across year levels. Second year students in pairs implemented a group program with four children in pre-schools for 3 hours per week for a school term (10 weeks). In 2017 occupational therapy students on the placement were awarded the UniSA Chancellors’ Award for Community Engagement. Placement partnerships were essential for mutual benefit. Learning expectations for students needed to be clear, planned and disseminated to all parties and related to curriculum. Good supervision of students was essential with good feedback and learning moments. Risks needed to be identified, managed and mitigated. Relationships were key and organising these industry placements needed an academic/professional team effort.

11.2 Connecting industry engagement with teaching and learning in IT, Engineering and the Environment involved academic liaison, industry liaison and placement support in a large variety of engagements. Courses were identified as having a WIL component if the associated learning activities demonstrated all the following key characteristics: students engaged with an industry or a community partner; students undertook authentic activities for the partner; and students were assessed in relation to these authentic activities. Student
placements included: placement in a company; placement in a research project co-supervised by industry; or engagement with a community partner. A good example was the Sustainable Industry Practice course in the Bachelor of Engineering. Best practice involved clear learning outcomes, a formal agreement with the partner, effective communication with students, good quality assurance, clearly identifying responsibilities, and obtaining feedback from all stakeholders. Effective placements were built on a clearly articulated process, professional development embedded in the curriculum and extra-curricular support.

11.3 Industry-engaged teaching and learning best practice in Education, Ars and Social Sciences involved tapping into the direct and immediate experience of industry, ensuring the relevance of programs and graduates, enhancing graduate employment outcomes and opportunities, as well as growing and consolidating professional networks. When done well it was reciprocal with shared and authentic learning objectives, which were relevant, flexible and responsible. Good industry-engaged teaching and learning had clear strategies, communication, processes, and responsibilities and fostered exploration and innovation. A good example was the Match Studio, which involved interdisciplinary teams of students, academics, researchers and industry applying design thinking and co-design to identify real-world challenges. It delivered outcomes (services, processes, products) with tangible community impact across a range of sectors. Another good example was also Design and Constructing Innovative Architects, which provided collaborative, authentic teaching and learning experiences that engaged Architecture students in the complete design and construction of buildings. Students were immersed in and integrated with Indigenous communities, industry and research into projects in remote environments (e.g. APY Lands, Tanna Island, Vanuatu) where they designed and built delivering positive, culturally sensitive and sustainable outcomes. A further example was In-Industry Learning and Co-Creation with Rising Sun Pictures where students worked with creative industry partner Rising Sun Pictures (RSP) to complete projects and create a portfolio of industry-standard VFX work. UniSA and RSP co-designed curriculum delivered in-industry at RSP. Media Arts students were immersed in visual effects and film production providing pathways for graduates into the competitive VFX industry.

12 At the conclusion of the presentation, there was a broad ranging discussion on the benefits of industry-engaged teaching and learning and how it enhanced the student experience and graduate outcomes, and how it bridged theory and practice: giving students confidence to apply their knowledge in the real world. The challenges were also discussed including future proofing best practice for sustainability (resourcing, support services, succession, planning, micro-credentialing), as well as the restrictive nature and demands of accreditation.

2019/355 Academic Board resolved:

   to receive and note the presentation on industry engagement in teaching good practice.

   Moved: Prof Vicki Waye (from the Chair)

   CARRIED

ITEM 6 – ASSESSMENT DATA AND PROGRAM MAPPING

13 The Associate Director: Teaching and Innovation Unit (TIU), Assoc Prof Sheridan Gentili, gave a short presentation on assessment data and program mapping and the TIU Program Dashboard. She reported that the TIU had developed a number of dashboards using static learning and teaching data. The data presented in the TIU Program Dashboard came from a range of sources including Business Intelligence Planning (BIP), Student and Academic Services (SAS), Moodle and Course Outlines. The Program Dashboard summarised the assessment data for all programs, and all courses delivered at UniSA since 2016 for student cohorts up to Study Period 2, 2019. It allowed the unit to filter the data
presented at a number of levels including: Division, program, calendar year, student cohort, core vs elective courses, course catalogue, and range of student demographic data. In relation to assessment the filtered data included: the number of assessment points per course and across the academic year; course assessment due date schedules; the number and types of assessments as per PCMS categories; the names, weightings and sub-assessments captured in course outlines and PCMS; missing Moodle grade roster data; and notation distribution of assessments and sub-assessment.

2019/3/56 Academic Board resolved:

to receive and note the presentation on assessment data and program mapping.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

ITEM 7 – MATTERS FROM ACADEMIC STANDARDS AND QUALITY COMMITTEE (ASQC) 3/2019

7.1 BUSINESS SCHOOL

7.1.1 REQUEST FOR EXEMPTION TO RECOGNITION OF PRIOR LEARNING POLICY (A-13) GRADUATE DIPLOMA IN FINANCIAL PLANNING (XGFP) (DGFP) (UNSTARRED ITEM)

2019/3/57 Academic Board resolved:

to approve the request for an exception to Academic Policy A-13.19 Recognition of Prior Learning, to allow that in the Graduate Diploma in Financial Planning (XGFP) and the Graduate Diploma in Financial Planning (DGFP) students be eligible for up to 4 courses of credit for Superannuation G, Taxation, Risk Management and Insurance G, and Investment Management.

7.1.2 BUSINESS SCHOOL PATHWAY DEGREES WITH SAIBT LISTED IN THE SATAC GUIDE (UNSTARRED ITEM)

2019/3/58 Academic Board resolved:

to approve the proposed SAIBT Diploma Pathway options to be listed in the SATAC Guide effective from Study Period 1, 2020.

7.2 DIVISION OF EDUCATION, ARTS AND SOCIAL SCIENCES

7.2.1 PROGRAM EVALUATION AND REACCREDITATION REVIEW REPORT AND WITHDRAWAL – BACHELOR OF EDUCATION (SECONDARY DESIGN AND TECHNOLOGY) (SECONDARY FOOD AND TEXTILES TECHNOLOGY) (UNSTARRED ITEM)

2019/3/59 Academic Board resolved:

to receive the Program Evaluation Review Report for the Bachelor of Education (Secondary Design and Technology) (Secondary Food and Textiles Technology) and with draw the program with effect from Study Period 1, 2020.
7.2.2 PROGRAM WITHDRAWAL – GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS) (UNSTARRED ITEM)

2019/3/60 Academic Board resolved:

to approve withdrawal of the Graduate Diploma in Communication (Public Relations) with effect from Study Period 1, 2020.

7.3 DIVISION OF HEALTH SCIENCES

7.3.1 PROGRAM EVALUATION AND REACCREDITATION REVIEW REPORT – BACHELOR OF MEDICAL SCIENCE (UNSTARRED ITEM)

2019/3/61 Academic Board resolved:

to approve the reaccreditation of the Bachelor of Medical Science from Study Period 1 2020 to Study Period 7 2024 inclusive.

7.3.2 PROGRAM AMENDMENTS – GRADUATE CERTIFICATE IN MEDICAL SONOGRAPHY PRINCIPLES AND THEORY AND GRADUATE DIPLOMAS IN MEDICAL SONOGRAPHY (IGSOF) (IGSO) (UNSTARRED ITEM)

2019/3/62 Academic Board resolved:

to approve the program amendments to the Graduate Certificate in Medical Sonography and Theory and Graduate Diplomas in Medical Sonography (IGSOF) (IGSO), effective from Study Period 1, 2020.

7.4 DIVISION OF IT, ENGINEERING AND THE ENVIRONMENT

7.4.1 PROGRAM WITHDRAWAL – MASTER OF QUANTITY SURVEYING (UNSTARRED ITEM)

2019/3/63 Academic Board resolved:

to approve the withdrawal of the Master of Quantity Surveying with effect from Study Period

7.4.2 PROGRAM AVAILABILITY – BACHELOR OF ENGINEERING (FLEXIBLE ENTRY) (UNSTARRED ITEM)

2019/3/64 Academic Board resolved:

to approve the removal of the Bachelor of Engineering (Flexible Entry) from the CRICOS Register and allow no future international student intakes into the program.
7.5 OTHER MATTERS

7.5.1 2018 ACADEMIC INTEGRITY SUMMARY REPORT

The Associate Director: Teaching and Innovation Unit (TIU), Assoc Prof Sheridan Gentili, introduced the 2018 Academic Integrity Report. The report detailed the academic misconduct cases recorded in the Academic Integrity (AI) Database for the 2018 academic year. The report had been prepared by the Teaching Innovation Unit (TIU) and noted by the Academic Strategy Group.

It was noted that in 2016, through the concerted efforts of Information Strategy and Technology Services (ISTS), TIU and UniSA’s Academic Integrity Officers (AIO), a new custom-built AI database had been created that facilitated more accurate, consistent and comprehensive data collection. Since then, the method of detection of any breach and systematic reporting on the outcomes of formal inquiries had become possible as well as the generation of automated reports that cover a broad range of reporting purposes. AI data in 2018 were, in most cases, comparable to 2017.

Key points from the report included the following:

16.1 Over 1,200 academic misconduct cases were reported in 2018 which included plagiarism, third-party assistance, examination breaches, and falsification.

16.2 There were 3.9 cases of academic misconduct per 100 enrolled students, which is the same as 2017. Plagiarism was the most common misconduct category followed by third-party assistance.

16.3 Turnitin was the most common detection method used to identify and substantiate nearly half of all cases of academic misconduct. Markers and lecturers also played a major role in aiding detection.

16.4 Over 40% of all cases were classified as moderate breaches. The most common outcome for these breaches was resubmission for a maximum of P2. Another 12% of all cases were classified as a major breach, which is slightly higher than in previous years. The most common outcome applied to this category was to allocate a zero grade for the task.

16.5 A total of 3.5% of all cases progressed to Formal Inquiry with a Head of School. The most common outcome from formal inquiries was suspension for a period of at least six months in 53.3% (n=24) of cases.

16.6 Almost 70% of all cases involved students with no prior breaches of academic integrity. There were 393 cases involving students with at least one prior breach of academic integrity (and up to five prior breaches), which is comparable to the 384 cases in 2017.

2019/3/65 Academic Board resolved:

to receive and note the 2018 Academic Integrity Summary Report.

7.5.2 REQUEST FOR EXEMPTION TO RECOGNITION OF PRIOR LEARNING POLICY (A-13) SELECTED UNISA ONLINE PROGRAMS (UNSTARRED ITEM)

2019/3/66 Academic Board resolved:
to approve the request for an exception to Academic Policy A-13.19 Recognition of Prior Learning for four selected UniSA Online Programs.

ITEM 8 – MATTERS FROM RESEARCH DEGREES COMMITTEE (RDC) 3/2019

8.1 RESEARCH DEGREE COMPLETION OF REQUIREMENTS (UNSTARRED ITEM)
2019/3/67 Academic Board resolved:

to receive the report from Research Degrees Committee.

ITEM 9 – BUSINESS

9.1 NEW PRIZE – CONCRETE INSTITUTE OF AUSTRALIA PRIZE (UNSTARRED ITEM)
2019/3/68 Academic Board resolved:

to approve the new Concrete Institute of Australia Prize

9.2 NEW PRIZE – SAMARITAN COLLEGE EDUCATION PRIZE (UNSTARRED ITEM)
2019/3/69 Academic Board resolved:

to approve the new Samaritan College Education Prize.

9.3 NEW PRIZE – WHYALLA PARTNERSHIP EDUCATION PRIZE (UNSTARRED ITEM)
2019/3/70 Academic Board resolved:

to approve the new Whyalla Partnership Education Prize.

9.4 NEW PRIZE – PETER STEVENS MBA PRIZE FOR EXCELLENCE (UNSTARRED ITEM)
2019/3/70 Academic Board resolved:

to approve the new Peter Stevens MBA Prize for Excellence.

ITEM 10 – FOR INFORMATION

10.1 VICE CHANCELLOR’S EXTERNAL REVIEW OF UNISA COLLEGE

The Provost, Prof Allan Evans, introduced the Vice Chancellor’s External Review of UniSA College. Prof Evans reported that the Review Panel Report was very positive and testament to the College’s good work. The overall feedback and data provided during the review all indicated that there was overwhelming support for the College. Its ethos, quality of enabling pedagogies and the dedication of staff to creating an inclusive and welcoming environment for a diverse range of students was clear from the feedback from all levels of professional and academic staff, as well as current students, alumni and the community. The focus of the staff on the immediate and longer-term success of the students enrolled in the College was unmistakable. The review panel observed that they had never seen such a consistent positive picture painted of any division or unit within a university, and the College leadership was commended. Senior Management Group (SMG)
acknowledged the comments made by the panel and affirmed the important role the College played in delivering UniSA’s commitment to access and participation established through its enabling legislation. In response to the panel’s recommendations the University would, inter alia, take the necessary steps to future proof the College as an asset through defining the College in terms of UniSA’s future strategy and ensure that it continue to be at the heart of the University’s commitment to regional, rural and remote South Australia, and should be supported to grow, strengthen and diversify its offerings. SMG also agreed that governance of the College should include both students and a UniSA Aboriginal leader.

2019/3/71 Academic Board resolved:

  to receive and note the *Vice Chancellor’s External Review of UniSA College*.

10.2 VICE CHANCELLOR’S EXTERNAL REVIEWS OF SCHOOLS AND UNITS (UNSTARRED ITEM)

2019/3/72 Academic Board resolved:

  to receive and note the status report for the program of external reviews of schools and units.

10.3 ACADEMIC BOARD ANNUAL REPORT 2018 (UNSTARRED ITEM)

2019/3/73 Academic Board resolved:

  to receive and note the Academic Board Annual Report 2018.

ITEM 11 – CLOSURE

18 The Chairperson thanked members for their attendance and closed the meeting at 4.00pm

ITEM 12 – NEXT MEETING

24 The next meeting of Academic Board would be held on Friday 28 June 2019, at 2.15 pm in Room RR 5-09, Rowland Rees Building, City West Campus. Closing date for papers – Monday, 17 June 2019.

PETER CARDWELL
EXECUTIVE OFFICER