

**UNIVERSITY OF SOUTH AUSTRALIA**  
**MINUTES OF THE ACADEMIC BOARD MEETING HELD**  
**ON FRIDAY, 23 JUNE 2023**  
**AT 2.15 PM, IN ROOM RR 5-09, ROWLAND REES BUILDING,**  
**CITY WEST CAMPUS**

4/2023

**ITEM 1 - WELCOME AND OPENING**

**1.1 PRESENT:**

Prof Deirdre Tedmanson  
(Chairperson)  
Prof Andrew Beer  
Ms Tanveen Bhaizada  
Mr Sam Bhattacharjee  
Dr Angela Berndt  
Assoc Prof Anton Blencowe  
Mr Alan Brideson  
Dr Ryan Causby  
Dr Tracey Coleman  
Prof Joanne Cys  
Prof Shane Dawson  
Dr Xin Deng  
Ms Jessica Ford  
Prof Paula Geldens  
Assoc Prof Sheridan Gentili  
Ms Karla Gotting  
Mr Brendan Hughes  
Prof Tracy Humphrey  
Prof Marnie Hughes-Warrington  
Dr Masud Karim  
Dr Malgorzata Korolkiewicz  
Prof David Lloyd  
Prof Elspeth McInnes  
Prof John Medlin  
Prof Peter Murphy  
Dr Shashi Nallaya  
Prof Sandra Orgeig  
Dr Gary Owens  
Assoc Prof Lemuel Pelentsov  
Dr Fanke Peng  
Ms Gabrielle Rolan  
Mr Oliver Shephard-Bayly  
Mr Isaac Solomon  
Mr Tom Steer  
Prof Rachael Vernon  
Mr Stephen Ward  
Mr Hayate Yamada  
Mr Peter Cardwell  
(Executive Officer)

**APOLOGIES:**

Prof Amie Albrecht  
Prof Craig Batty  
Ms Jodieann Dawe  
Prof Roger Eston  
Prof Sanjay Garg  
Mr Richard Irons  
Mr Phil Johnson  
Prof Marta Krasowska  
Mr Bill Le Blanc  
Prof Irene Watson  
Dr Paula Zito

**ALTERNATES:**

Prof Susan Hillier  
(for Prof Roger Eston)  
Ms Tania Kanellos  
(for Mr Richard Irons)  
Ms Camilla Liddy  
(for Ms Jodieann Dawe)

**OBSERVERS:**

Ms Michelle Brereton  
Ms Leata Clarke  
Mr Chris Crabbe  
Ms Bernadette Eyre  
Prof Esther May

- 1 The Chairperson, Prof Deirdre Tedmanson, opened the meeting and welcomed members, alternates, and observers. Prof Tedmanson acknowledged that the meeting was taking place on Kauria land,

and extended her respect to Kaurna elders past, present, and emerging, as well as Aboriginal and Torres Strait Islander people present at the meeting.

## **1.2 TABLED PAPERS**

2 There were no tabled papers.

## **1.3 STARRING OF AGENDA ITEMS**

3 Agenda Items 1, 3, 4, 5, 6.1, 8.1 and 9.2 were starred for discussion.

## **1.4 APPROVAL OF UNSTARRED ITEMS**

2023/4/84 Academic Board resolved:

**that all unstarred items be received and noted or approved without discussion.**

**Moved: Prof Elspeth McInnes                      Seconded: Dr Gary Owens**

**CARRIED**

## **1.5 CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING**

2023/4/85 Academic Board resolved:

**to accept the minutes of the meeting held on 26 May 2023 as a correct record.**

**Moved: Dr Malgorzata Korolkiewicz      Seconded: Dr Shashi Nallaya**

**CARRIED**

## **ITEM 2 – BUSINESS ARISING FROM THE MINUTES**

4 There was no business arising from the minutes.

## **ITEM 3 – CHAIRPERSON’S REPORT**

5 The Chairperson, Prof Deirdre Tedmanson, reported on the 13 June and 26 June 2023 meetings of University Council where the main focus of discussions had been on the ‘University for the Future’ a comprehensive feasibility assessment, which involved work across 14 workstreams relating to curriculum, research, legal and regulatory matters, systems, people and culture, and much due diligence done with a commendable level of in-depth consideration going into the proposal. Another Council meeting was scheduled to make a final decision on the new university.

2023/4/86 Academic Board resolved:

**to receive and note the Chairperson’s Report.**

**Moved: Prof Deirdre Tedmanson (from the Chair)**

**CARRIED**

#### **ITEM 4 – VICE CHANCELLOR’S REPORT**

- 7 The Vice Chancellor, Prof David Lloyd, introduced his written report, which was taken as read, by commenting on the very good effort by the NTEU, the CPSU and the University in finalising the new Enterprise Agreement for academic, professional, security and grounds staff, that had proceeded to a formal ballot with 93% of eligible staff voting in support which was a much bigger than normal turnout. In another encouraging development employers had ranked UniSA graduates number one in Australia for employability. UniSA scored the highest rating when asked about the employability of graduates, with a 91% satisfaction rate in the 2022 *Employer Satisfaction Survey*. This was a fantastic achievement and provided the University’s students with reassurance that they were gaining practical skills and would graduate career ready.

2023/4/87 **Academic Board resolved:**

**to receive and note the Vice Chancellor’s Report.**

**Moved: Prof Deirdre Tedmanson (from the Chair)**

**CARRIED**

#### **ITEM 5 – AN OVERVIEW OF THE STUDENT ENGAGEMENT UNIT**

- 8 The Director of the Student Engagement Unit, Mr Brendan Hughes, gave a special presentation on the work of the unit, how it did in 2022, and where it was at in 2023. The main points from the presentation were:
- 8.1 The Student Engagement Unit had developed a Vision Statement. It was a combination of a mission and a vision statement and stated that: “We strive to empower students to achieve their personal and professional goals. We do this by supporting and engaging students through a culture of excellence, inclusivity, and collaboration.” The Student Engagement Unit had eight portfolio teams: Career Services, Student life (Orientation, Leadership, Comms/Events), *Wurringka* Student Services, Counselling & SASH, Access and Inclusion, Academic Learning Support, Student Support (International and Veterans), and UniSA Sport. The Unit reached 15,000 students in 2022 not only through its support services but also through Orientation, and other student events including local and national sporting events.
- 8.2 The Unit delivered a comprehensive suite of services, resources and platforms supporting UniSA students and graduates. Career Expos were very popular with students and employers. The service engaged with employers through early talent identification and graduate recruitment. It collaborated with Academic Units to deliver career education in the curriculum, with a Career Development Learning (CDL) Framework Program considered sector leading in higher education (NAGCAS 2018). In 2021 there were 16,824 CDL Program module completions in class at UniSA. The CDL Program was embedded and assessed in 119 University programs. Around 10,000 students used Student Engagement Online services.

- 8.3 Counselling & SASH supported students with problems or in crisis. A confidential counselling service was provided with 4 appointments per student each semester. A 24/7 out-of-hours Crisis Line provided a confidential crisis support service. In addition to their mental wellbeing supporting students' academic success was a top priority. One-on-one appointments were available, as well as peer-to-peer programs including PASS and Study Help PALS helped students having course difficulties. *Wurringka* supported Aboriginal and Torres Strait Islander students through yarning circles, as well as one-to-one support from application to graduation. There was an Aboriginal Tutorial Program and culturally safe spaces and events. A total of 170 Aboriginal students were supported online. International students also had access to one-to-one appointments, a 'G'Day Mates' peer to peer program, and a BUPA Ambassador wellbeing program. A safe swimming program was popular with international students. Equity students were supported through the provision of Access Plans and an ALLY network, education was also provided to the university community about access, and working with USASA. There was a Veterans' Engagement and Education Program (VEEP) that supported the 301 students who identified as veterans, serving Australian Defence Force members and their immediate families. General support of student wellbeing was also increasingly being provided during difficult economic times, for example, in 2023 there had been a 90% increase in student demand for Brekky Bar on 2022 numbers.

2023/4/88

**Academic Board resolved:**

**to receive and note the report from on the Student Engagement Unit.**

**Moved: Prof Deidre Tedmanson (from the Chair)**

**CARRIED**

## **ITEM 6 – MATTERS FROM ACADEMIC STRATEGY, STANDARDS AND QUALITY COMMITTEE (ASSQC) 4/2023**

### **6.1 UNISA CLINICAL AND HEALTH SCIENCES**

#### **6.1.1 NEW PROGRAM – MASTER OF PHARMACY**

- 9 The Executive Dean of Clinical and Health Sciences, Prof Tracy Humphrey, introduced the proposed new Master of Pharmacy program which was at the cutting edge of the sector. She reported that the proposed new 36-unit program was in alignment with programs introduced by Monash University and the University of Sydney, both of whom partner with UniSA in the National Alliance for Pharmacy Education (NAPE). The Monash program in particular had operated for several years generating significant familiarity with the model amongst the profession and was proving popular with students. Experience from Monash indicated a significant demand for a Master's qualification.
- 10 Members noted that outside of Medicine, Pharmacy was unique within the health professions because graduates were required to complete a year of paid supervised practice as an intern before sitting final board registration exams to enable full registration with the Pharmacy Board. Interns needed to complete an approved intern training program (ITP) during this period, offered by a number of providers including UniSA (currently offered to domestic students via the Graduate Certificate in Pharmacy Practice [ICPH] which would remain as an exit degree for students who completed the requirements for the intern training program but did not finish the proposed new Masters. It was expected that intakes into ICPH would be

paused from 2025). All Bachelor of Pharmacy (Honours) (IHPC) graduates who intended to practice as pharmacists in Australia needed to undertake the ITP. The new program could be bundled with IHPC to create a five-year package that included the ITP.

11 It was further noted that the overall purpose and intent of this proposed new program was to provide ITP training and strengthen the share of the ITP market in South Australia, and to offer a qualification equivalent to what was likely to become the norm sector-wide, because there were national and international calls for pharmacists to undertake a Master's degree.

12 Academic Board welcomed the innovative new program as the third of its kind in Australia.

2023/4/89 **Academic Board resolved:**

**to approve new Master of Pharmacy for introduction from Study Period 1, 2025.**

**Moved: Prof Tracy Humphrey**

**Seconded: Dr Malgorzata Korolkiewicz**

**CARRIED**

## **6.2 UNISA EDUCATION FUTURES**

### **6.2.1 PROGRAM AMENDMENT – BACHELOR OF EDUCATION STUDIES (EARLY CHILDHOOD) (UNSTARRED ITEM)**

2023/4/90 **Academic Board resolved:**

**to approve the amendment to the Bachelor of Education Studies (Early Childhood) effective from Study Period 1, 2024.**

## **6.3 UNISA JUSTICE AND SOCIETY**

### **6.3.1 PROGRAM AMENDMENT – MASTER OF PSYCHOLOGY (CLINICAL) (UNSTARRED ITEM)**

2023/4/91 **Academic Board resolved:**

**to approve the amendment to the Master of Psychology (Clinical) effective from Study Period 1, 2024.**

## **6.4 UNISA STEM**

### **6.4.1 PROGRAM EVALUATION AND REACCREDITATION REVIEW REPORT – MASTER OF ENVIRONMENTAL SCIENCE AND ASSOCIATED NESTED POSTGRADUATE AWARDS (UNSTARRED ITEM)**

2023/4/92 **Academic Board resolved:**

**to approve approve the reaccreditation of the Master of Environmental Science, Graduate Diploma in Environmental Science and Graduate Certificate in Environmental Science until 2028 inclusive.**

**6.4.2 PROGRAM EVALUATION AND REACCREDITATION REVIEW REPORT – MASTER OF INFORMATION TECHNOLOGY AND ASSOCIATED NESTED POSTGRADUATE AWARDS (UNSTARRED ITEM)**

2023/4/93 Academic Board resolved:

to approve approve the reaccreditation of the Master of Information Technology and associated nested postgraduate awards until 2028 inclusive.

**6.5 OTHER MATTERS**

**6.5.1 POLICY AMENDMENTS RELATING TO THE MINIMUM AGE FOR ADMISSION OR ENROLMENT**

2023/4/94 Academic Board resolved:

to approve the amendments to the *Selection and Entry to Programs (A-18)* and *Enrolment (A-48)* policies.

**6.5.2 AMENDMENTS TO STUDENT APPEALS COMMITTEE PROCEDURE (UNSTARRED ITEM)**

2023/4/95 Academic Board resolved:

to approve approve the amendments to the *Student Appeals Committee Procedure*.

**ITEM 7 - MATTERS FROM RESEARCH LEADERSHIP COMMITTEE (RLC) 4/2023**

**7.1 AMENDMENTS TO STUDENT APPEALS COMMITTEE PROCEDURE (UNSTARRED ITEM)**

2023/4/96 Academic Board resolved:

to approve the amendments to the *Student Appeals Committee Procedure*.

**ITEM 8 – BUSINESS**

**8.1 TEACHING AND LEARNING ARRANGEMENTS BEYOND 2023**

13 The Provost and Chief Academic Officer, Prof Joanne Cys, reminded members of her July 2022 paper *Teaching and Learning Arrangements Beyond 2022*, which was approved by Academic Board for two purposes: to provide an update on key issues identified by staff and students regarding the teaching and learning arrangements for lectures and exams and proposed responses to the key issues; and to recommend continuing these teaching and learning arrangements as part of ongoing practice. It was now time to think ahead.

- 14 Members noted that UniSA had more than 25 years of experience in delivering online, blended, and distance education. From the Flexible Learning Centre developed in 1996, with packaged external delivery of curriculum, to our present-day UniSA Online delivery, we have been at the forefront of teaching and learning innovation focussed on flexibility, quality, and choice. As a contemporary university, the University aimed to support its students to become highly capable and agile professionals in the digital age.
- 15 It was further noted that progressive strategies and projects had been used to lead innovation in teaching and learning at UniSA including *Crossing the Horizon (2013-2018)*, the *Digital Learning Strategy (2015-2020)*, the *Teaching Infrastructure Masterplan (2016-2020)*, the establishment of UniSA Online (2017), and *Enterprise25 (2018-2025)*. More recently, the University's *Academic Enterprise Plan 2021-2025 (AEP)* set out key actions to: ensure its curriculum design and delivery was accessible and focussed on the activities that prioritised student and staff engagement (Action 2.1); and to move towards more authentic forms of assessment that facilitated the attainment of graduate qualities and job-ready skills (Action 2.2).
- 16 Since April 2020, Academic Board had approved consecutive 6- and 12-month amendments to teaching and learning arrangements for the removal of on-campus delivery of lectures and for examinations to either be converted to other forms of assessment or to be conducted through **learnonline** (Academic Board April 2020, July 2020, November 2020, and June 2021). In November 2021, Academic Board approved continuing these teaching and learning arrangements for 2022. This decision coincided with UniSA's mission to enhance students' learning experiences by focusing on activities that prioritised student and academic staff engagement and authentic assessment, as set out in the *AEP*. In July 2022, Academic Board approved extending amended teaching and learning arrangements through to December 2023. It endorsed a recommendation to undertake a body of work to identify and address challenges and issues related to these teaching arrangements, with a view to establishing them as ongoing elements of teaching and learning delivery.
- 17 Prof Cys reported that an Issues Register had been developed, and feedback was collected from staff and student cohorts in the latter half of 2022 led by SAS and TIU. Separate registers for online exam and lecture issues were made available to staff from September to October 2022. Student registers for online exams and lectures were open for 4 weeks in October 2022. Consequently, USASA also ran a student survey about RPNOW, the online exam invigilation tool. Register responses were received from 49 staff and 67 students about online exams and 63 staff and 87 students about online lectures. Issues raised were constructive, relevant, and valuable. They also provided a guide to future teaching and learning directions by focussing on areas for continuous improvement. This was reassuring and showed the maturity of the teaching and learning strategy at UniSA which was not only on 'leading with our programs' (*Academic Enterprise Plan 2021-2025*) but also on enhancing the university's core mission of engagement and collaboration.
- 18 Members noted the development of the Issues Register and its continuation as a feedback mechanism, as well as the improvement activities related to the issues raised and the ongoing continuous improvement focus on future teaching and learning directions. The view was expressed that the University's digitally enhanced education offerings needed to be continuously improved. Nevertheless, some serious concerns were expressed about the possibility of lectures only being offered online. Members did not oppose lectures being offered and made available online, but there were concerns about any potential changes that would make online lectures the only option on a permanent basis. Student members also felt there was a need for more discussion in relation to online and proctored examinations. The USASA Education Committee and the Issues Register were seen as only part of effectively enhancing the student voice. One suggestion was for the creation of a transitional plan for the shift from pre-covid teaching and learning arrangements to future arrangements under the Enterprise Action Plan. Following discussion, it was resolved to approve the Provost's Report in principle

subject to discussing ongoing teaching and learning arrangements with the student President and USASA representatives.

2023/4/97      **Academic Board resolved:**

**to accept the Report on Teaching and Learning Arrangements beyond 2023 in principle subject to discussions with the Provost and USASA representatives.**

**Moved: Prof Deidre Tedmanson (from the Chair)**

**CARRIED**

**8.2      MARGARET J DUNCAN SCHOLARSHIP (UNSTARRED ITEM)**

2023/4/98      **Academic Board resolved:**

**to approve the new Margaret J Duncan Scholarship.**

**8.3      UNISA PROPERTY HIGH ACHIEVER GRANT & HUMAN RESOURCE MANAGEMENT HIGH ACHIEVER GRANT (UNSTARRED ITEM)**

2023/4/99      **Academic Board resolved:**

**to approve the new grants.**

**8.4      NEW SCHOLARSHIPS AND PRIZES SUPPORTING PROGRAMS IN VIETNAM (UNSTARRED ITEM)**

2023/4/100      **Academic Board resolved:**

**to approve the UniSA Excellence Scholarship in Vietnam, the UniSA Merit Scholarship in Vietnam, and the UniSA Prize for Excellence in Vietnam.**

**ITEM 9 – FOR INFORMATION**

**9.1      CURRICULUM INNOVATION PROCESS ANNUAL REPORT 2022 (UNSTARRED ITEM)**

2023/4/101      **Academic Board resolved:**

**to receive and note the Curriculum Innovation Process Annual Report 2022.**

**9.2      ARTIFICIAL INTELLIGENCE COURSE OUTLINES**

19      The Provost and Chief Academic Officer, Prof Joanne Cys, reported on recent discussions regarding the information provided to students in the UniSA Course Outlines regarding the use of generative artificial intelligence (GenAI) tools. The Course Outline Procedure (Procedure AB-68 P8) prescribed in Section 2q that the Course Outline should provide Guidance on Academic Integrity. Given the emergence of GenAI, the question whether a more standardised approach for instruction to students on the use of GenAI should be included in the Course



Outline to clarify academic integrity risk for students. In February 2023, Course Coordinators were encouraged to provide explicit instructions in the Course Outline on whether the use of GenAI was allowed in their course. Many Course Coordinators did provide instructions, while others did not. The messaging to students had been inconsistent and it was proposed that consistent messages be incorporated into future Course Outlines to assist students understand the requirements of each course.

- 20 Prof Cys advised that the following statement regarding the use of GenAI would be included in the Course Outline template from SP5 2023. It would be inserted in the 'Assessment' section which appeared before the details and descriptions of each assessment task:

*The assessment tasks for this course require you to demonstrate your learning.*

*It is important to understand that information generated by GenAI tools, such as ChatGPT, Copilot, and DALL-E, may be unreliable, inaccurate, and incorrect.*

*It is your responsibility to comply with the conditions for each assessment tasks summarised below and that any use of GenAI tools is ethical and responsible and adheres to the assessment conditions.*

*Use of GenAI tools that extends beyond the stated assessment conditions will be considered a breach of academic conduct, as per the Academic Integrity Policy (AB-69).*

The statement recognised that the use of GenAI tools was ubiquitous. The statement aimed to help students understand their responsibility to ensure they demonstrate their own learning through assessment tasks.

2023/4/102 **Academic Board resolved:**

**to receive and note the Artificial Intelligence Course Outlines.**

#### **ITEM 10 – ANY OTHER BUSINESS**

##### **10.1 UNIVERSITY FOR THE FUTURE FEASIBILITY ASSESSMENT**

- 21 Academic Board moved into camera and there was a wide-ranging discussion led by the Vice Chancellor, Prof David Lloyd, about the feasibility of a new university.

#### **ITEM 11 – CLOSURE**

- 22 The Chairperson thanked members for their attendance and closed the meeting at 4.35 pm.

#### **ITEM 12 – NEXT MEETING**

- 23 The next meeting of Academic Board would be held on Friday, 28 July 2023, at 2.15 pm in Room RR 5-09, Rowland Rees Building, City West Campus. Closing date for papers – Monday, 17 July 2023.

**PETER CARDWELL**  
**EXECUTIVE OFFICER**