UNIVERSITY OF SOUTH AUSTRALIA
MINUTES OF THE ACADEMIC BOARD MEETING HELD
ON FRIDAY, 22 NOVEMBER 2024
AT 2.15 PM, IN ROOM RR 5-09, ROWLAND REES BUILDING,
CITY WEST CAMPUS

6/2024

ITEM 1 - WELCOME AND OPENING

1.1 PRESENT:

Prof Deirdre Tedmanson
(Chairperson)
Prof Amie Albrecht
Prof Craig Batty
Assoc Prof Anton Blencowe
Prof Tina Brodie
Dr Ryan Causby
Prof Shane Dawson
Dr Xin Deng
Ms Lucy Fawcett
Ms Jessica Ford
Assoc Prof Sheridan Gentili
Ms Karla Gotting
Mr Brendan Hughes
Prof Marnie Hughes-Warrington
Prof Tracy Humphrey
Mr Richard Irons
Mr Phil Johnson
Dr Masud Karim
Dr Malgorzata Korolkiewicz
Ms Camilla Liddy
Prof David Lloyd
Prof Peter Murphy
Prof Elspeth McInnes
Dr Shashi Nallaya
Assoc Prof Gary Owens
Assoc Prof Lemuel Pelentsov
Dr Fanke Peng
Prof Jacqui Ramagge
Mr Oliver Shephard-Bayly
Mr Yeshaiah Varona
Prof Rachael Vernon
Assoc Prof Stephen Ward
Dr Paula Zito
Mr Peter Cardwell
(Executive Officer)

APOLOGIES:

Prof Andrew Beer
Mr Alan Brideson
Prof Jon Buckley
Ms Tracey Coleman
Prof Sanjay Garg
Assoc Prof Jodie George
Prof Paula Geldens
Ms Katrina Gillespie
Ms Argani Kashyap
Prof Marta Krasowska
Prof Sandra Orgeig
Ms Gabrielle Rolan
Mr Tom Steer
Mr Henry Zampoli

ALTERNATES:

Assoc Prof C Aitchison
(for Assoc Prof Jodie George)
Assoc Prof Sally Plush
(for Prof Sandra Orgeig)

OBSERVERS:

Prof Mohamad Abdalla
Ms Emily Adcock
Ms Leanne Britcher
Dr Jack Desboilles
Dr Freya Higgins-Desboilles
Prof Esther May
Dr S Mustafa

1   The Chairperson, Prof Deirdre Tedmanson, opened the meeting and welcomed members, alternates, and observers. Prof Tedmanson also acknowledged that the meeting was taking place on lands never ceded by the Kaurna people, and extended her respect to Kaurna elders past, present, and emerging, as well as Aboriginal 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, 7.1, 8.9 and 9.1 were starred for discussion.

1.4   APPROVAL OF UNSTARRED ITEMS

2024/6/98   **Academic Board resolved:**

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

Moved: Dr Shashi Nallaya   Seconded: Prof Craig Batty

CARRIED

1.4   CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING

2024/6/99   **Academic Board resolved:**

to accept the minutes of the meeting held on 27 September 2024 as a correct record subject to minor amendment.

Moved: Ms Karla Gotting   Seconded: Dr Ryan Causby

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 that the Urgent Business Committee of Council had approved an extension to board membership for all elected Academic Board and Academic Unit Board members until 31st December 2025. This followed Academic Board unanimously endorsing the extension of Board memberships at its meeting held on 27th September 2024.

6   Appointment of members to Academic Board and Academic Unit Boards was generally undertaken in alignment with the University's *Election Policy and Procedure*, whereby the University Returning Officer would undertake activities relating to the announcement, conduct and declaration of an election over a matter of weeks and across the University at large.

7   In light of the commencement of new Adelaide University operations from January 2026, in her position as Chair of Academic Board, Prof Tedmanson, along with the Provost & Chief Academic Officer, as well as the University Secretary and General Counsel (who was also the

University Returning Officer) recommended that rather than undertaking Academic Board and Academic Unit Board elections in 2024, the terms of the current memberships be extended through to 31 December 2025, for willing and eligible board members. This would ensure continuity in the membership of UniSA Academic Board as the principal academic advisory body to Council.

8   'Willing and eligible' board members were recognised as those who had an interest in continuing their participation with the relevant board or boards, were supported to do so by the Chair of the relevant board and were able to do so by way of their continued employment (staff representatives) or enrolment in their program of study (student representatives) into 2025.

9   If staff or students could not or chose not to continue, provisions provided within the boards' Terms of Reference would be utilised to appoint replacement members, as opposed to holding elections. For Academic Board, the long-standing convention was that elected staff or student representatives who could not or chose not to continue would provide a nomination of another member from their Academic Unit, Portfolio, or Campus as their alternate or proxy for the period of their absence, or remainder of their term of office, for appointment by the Chair. For Academic Unit Boards, the Terms of Reference provided for the Executive Dean to appoint staff or students from the relevant Academic Unit, portfolio or campus to fill vacant positions.

10   The President and General Manager of the UniSA Student Association (USASA) provided in-principal support for this proposal before it went to Academic Board. Regarding the five student representatives of Academic Board, who were elected on an annual basis by the USASA Board, advice was received that membership would be determined by the USASA Board at its January 2025 meeting.

11   In concluding her report, Prof Tedmanson, shared the sad news that former Chair of Academic Board, Assoc Prof Adrian Vicary, had passed away in early November. Assoc Prof Adrian Vicary was a highly regarded academic and senior manager, throughout his career at UniSA. He was made a Fellow of the University in 2014 and was former Head of the School of Social Work and Social Policy, and ex officio member of University Council for six years. Assoc Prof Vicary had served as Dean International and External Engagement for the Division of Education, Arts and Social Sciences and Acting Pro Vice Chancellor of the Division. He was also responsible for student exchange and mobility programs, contributed to offshore graduations and other UniSA events with overseas partner institutions. As a leading figure in the area of education and public policy; he had delivered keynote addresses at numerous forums and was Deputy Presiding Member of the former Senior Secondary Assessment Board of South Australia. He was also the President of the South Australian Chapter of the Australia India Business Council and a Director of the Australia Indian Business Council Ltd. Adrian's funeral was held on Monday 18 November.

2024/6/100   **Academic Board resolved:**

1. **To receive and note the Chairperson's Report.**
2. **To express sincere condolences at the passing of Assoc Prof Adrian Vicary.**

Moved: Prof David Lloyd   Seconded: Prof Elspeth McInnes

CARRIED (UNANIMOUSLY)

ITEM 4 – VICE CHANCELLOR'S REPORT

12   The Vice Chancellor, Prof David Lloyd, introduced his written report, which was taken as read, by briefly drawing members' attention to several matters including:

12.1   The 2025 Budget Underlying Result was set at a surplus of $5 million and included a $15 million Contingency Fund to mitigate against emerging cost pressures. This was a $5 million improvement on the 2024 Budget Underlying Result, signalling continued progress toward very good medium-term financial stability. The expectation was to release the Contingency Fund when there was greater certainty of student load and that cost pressures could be absorbed. This would deliver an Underlying Result of $15 million for 2025, consistent with the Heads of Agreement between UniSA and The University of Adelaide (UoA) signed in July 2023. This was an excellent result.

12.2   Adelaide University's proposed timeline and regulations for staff transition had been released to UniSA and University of Adelaide staff. There would be a phased approach to staff transition to Adelaide University, commencing with the transfer of staff to the new university by proclamation, using transitional provisions in the *Adelaide University Act 2023*. The proclamation set out the time(s) at which the legislation enabled staff employment to transfer from the existing universities to Adelaide University. Under the transfer, current position titles, roles and responsibilities, terms of appointment, remuneration, accrued entitlements, and other conditions of employment would continue to apply. After the transfer of employment took effect, the second step would be to progress the change processes defined under current Enterprise Agreements to align staff to positions in Adelaide University's organisational structure. During this phase, and for much of 2025, the majority of staff would continue to be supporting activities of their originating university, with the effective date of positions and the new organisational structure likely to be in the second half of 2025 and aligned with the implementation of IT systems.

12.3   In senior staff appointments, Distinguished Prof Marnie Hughes-Warrington AO would take on the delegations and portfolio line management responsibilities as Interim Provost & Chief Academic Officer. Prof Hughes-Warrington would retain the fractional responsibilities she held as Standing Acting Vice Chancellor with oversight of the Communications and Marketing Unit (CMK), Aboriginal Leadership and Strategy team (ALS), and Advancement. Prof Peter Murphy would take on the delegations and portfolio line management responsibilities as Interim Deputy Vice Chancellor (Research and Enterprise). As Prof Murphy took on these responsibilities, Prof David Giles would act as Director: FII.

12.5   The Senate Education and Employment Legislation Committee tabled its final report for the inquiry into the Education Services for Overseas Students (ESOS) Amendment (Quality and Integrity) Bill 2024 on 9 October 2024. The committee's view largely aligned with the Government's – that, "the international education sector must be managed in a way that allows it to grow sustainably over time, delivers the greatest benefit to Australia, and maintains its social license from the Australian people". The Committee recommended that the Bill be passed with amendments, including: removing the ability for the Minister to set course-level limits for Table A and B providers; exempting specific classes of students from enrolment limits (in response to concerns about lack of consultation prior to the issuing of enrolment limits intended to come into effect in 2025); requiring the Minister to consult with ESOS agencies and the Immigration Minister before setting enrolment limits; requiring the Minister to consult with providers before setting future enrolment limits; Ministerial Direction 107 be removed upon royal assent of the Bill. The ESOS Bill was not scheduled for debate in the Senate until later in November but was being opposed by the Liberal-National Party Coalition and the Greens.

2024/6/101   **Academic Board resolved:**

to receive and note the Vice Chancellor's Report.

Moved: Prof Deirdre Tedmanson (from the Chair)

CARRIED

ITEM 5 – ENACTING EQUITY AT ADELAIDE UNIVERSITY

13   The Dean of Programs (UniSA College), Prof Sharron King, who also chaired Equity and Access Working Group, gave a special presentation on enacting equity and inclusion at Adelaide University. The main points from the presentation included:

13.1   Adelaide University's Vision Statement said: "we want our new for-purpose university to put higher education qualifications in reach of students from all walks of life, breaking the cycle of inequality. Students everywhere would be drawn to the university because of its outstanding student experience, flexible study options and job pathways…combined we would forever transform the role that Australian universities played in providing equity and access to higher education for all."

13.2   By 2035, Adelaide University aimed to be a lead institution nationally in equity and access, and one of the nation's top five educators of students in regional and regional areas. The new University would assist 800 low-SES students annually to pursue higher education. It would provide inclusive online education to more students than any other Australian university. Be ranked top in Australia for student employment outcomes and the top five for student experience. Adelaide University would educate 70,000 students, which was more than 13,000 more than both universities combined in 2024, attract up to 6,000 more international students, and produce at least 2,800 more South Australian graduates each year, adding to their lifetime career prospects and earnings.

13.3   *The Australian Universities Accord* (Accord) put equity firmly on the Commonwealth Government's agenda. The Accord stated that "it is vital for Australia's future that every Australian should have the opportunity to experience the life transforming benefits of tertiary education…only by expanding access to tertiary education to currently under-represented groups – can the nation meet its projected skills needs."   The Accord's Final Report concluded that by 2050 80% of the population would need post-secondary qualifications to meet future job and skills needs and supported an "inclusive higher education system that supported learning for any who needed and desired it."   The Report recommended growth through equity by four interconnected interventions to increase participation and support:

13.3.1   Building student awareness, aspirations and preparedness for higher education.

13.3.2   Creating flexible pathways for entry to higher education while maintaining appropriate entry standards.

13.3.3   Enabling success in studying for a degree by ensuring adequate support once students entered higher education

13.3.4   Removing roadblocks to participation.

13.4   Educational equity was universally lauded, but equally ill-defined. Ensuring a common language and understanding of terminology was critical for the future success of equity and access initiatives at Adelaide University. Equity encompassed the whole student lifecycle and involved access, retention, success and completion. There was a commonly held belief that most of the University's students entered via an ATAR pathway, which was false as only 24.9% of UniSA students and 44.7% of University of Adelaide students entered via this pathway.   Another commonly held belief was that high demand programs had a large proportion of equity students. This was true with a total of 61% of equity students studying Psychology (Honours) in 2024, 40% of students studying

Medical Radiation, 54% of equity students studying Law (Honours) and 59% studying Midwifery in 2024.

13.5 Supporting equity students to succeed involved increasing aspirations and readiness for higher education, providing more fee-free pathway programs, scaffolding support during the learning journey, as well as removing financial and geographical roadblocks to participation. Indeed, one key measure to address educational disadvantage was through fee-free pathway programs that were funded at a level which reflected the full cost of delivery. The Commonwealth Government was investing $350.3 million over four years to expand access to enabling programs. At UniSA College approximately 70% of students in enabling programs were from low socioeconomic backgrounds. Students who completed enabling programs did just as well in undergraduate study as students who entered via traditional pathways, such as directly from school or VET.

13.6 The Equity and Access Working Group looked at enacting key principles for the new university. Equity and access would be at the heart of all that the university did, and building a university culture that valued and enacted access, equity, diversity and inclusion would be critical. Entry and re-entry pathways that were fair, transparent and easily accessible was another principle, which would involve the provision of pathways that provided easy access, opportunity, and advancement for all students regardless of their individual backgrounds or circumstances. Equity across the entire student journey would be important, which would involve enabling success by identifying and removing roadblocks to access, participation, and completion. Population parity in participation and programs was another important principle, where students from under-represented backgrounds were represented at population parity in all programs. An inclusive university that was representative of the community it served.

14 Members commended Prof King on her comprehensive report and the Equity and Access Working Group on progress with the development of an equity framework for the new Adelaide University. The view was expressed that it was important that culturally appropriate and safe spaces for First Nations learners be established on all program delivery sites and digital learning environments. The inclusion of academic time for pastoral care and academic learning early intervention supports to ensure retention levels would be important from an educator's perspective, as well as well-resourced pastoral care and student case management services developed to support students to remain in study.

2024/6/102 **Academic Board resolved:**

to receive and note the report on enacting equity and inclusion at Adelaide University.

Moved: Prof Deidre Tedmanson (from the Chair)

CARRIED

ITEM 6 – MATTERS FROM ACADEMIC STRATEGY, STANDARDS AND QUALITY COMMITTEE (ASSQC) 5/2024

6.1 UNISA EDUCATION FUTURES

6.1.1 PROPOSED UNISA AND FINDON TECHNICAL COLLEGE SCHOLARSHIP (UNSTARRED ITEM)

2024/6/103	Academic Board resolved:

to approve the introduction of UniSA's pilot Technical College partnership from Study Period 1 2025, as a pathway to the Bachelor of Education: Early Childhood (B-5 Years) (MBXC) program.

Moved: Prof Deidre Tedmanson (from the Chair)

CARRIED

ITEM 7 - MATTERS FROM RESEARCH LEADERSHIP COMMITTEE (RLC) 1/2024

7.1 LARGE INFRASTRUCTURE RESEARCH GRANTS

15 The Deputy Vice Chancellor (Research and Enterprise), Prof Peter Murphy, introduced the Report on Large Infrastructure Research Grants. He reported that there were several large national infrastructure grant schemes that supported research at the UniSA, other higher education organisations, research institutions, and industry. In 2024 UniSA led or collaborated on applications to the following schemes: National Collaborative Research Infrastructure Strategy (NCRIS) – Australian Government Department of Education, SA Government and UniSA; Linkage Infrastructure, Equipment and Facilities (LIEF) scheme - Australian Research Council (ARC); Medical Research Future Fund (MRFF) Research Translation Theme - Research Data Infrastructure Initiative; the Australian Cancer Research Foundation (ACRF) Capital Grant; Australian Nuclear Science and Technology Organisation (ANSTO) merit-based shifts; and the Australian Institute of Nuclear Science and Engineering (AINSE) postgraduate Award.

16 Members noted that NCRIS and LIEF were the two major schemes for funding infrastructure facilities, as well as the technical staff and expert research staff, to operate and maintain facilities. The Commonwealth and State Governments and UniSA released funding to support the operation of NCRIS projects for 2023-2028. Stage 2 capital investment funding was awaiting outcomes to support the step-changes required from the National Research Infrastructure Plan and SA Government priorities.

17 It was further noted that Assoc Prof Anton Blencowe (CHS) and Prof Marta Krasowska (FII) collaborated with the SA Universities and other organisations on an awarded LIEF24 to establish a state-of-the-art atomic force microscopy facility in South Australia. UniSA collaborated on four successful LIEF24 grants administered by other organisations, with a significant increase in the total investment compared to LIEF23. UniSA also led one and collaborated on ten LIEF25 applications – outcomes were expected at the end of November 2024.

2024/6/104	Academic Board resolved:

to receive and note the Report on Large Infrastructure Research Grants.

7.2 HIGHER DEGREE BY RESEARCH (HDR) CANDIDATE DEVELOPMENT REPORT 2024 (UNSTARRED ITEM)

2024/6/105	Academic Board resolved:

to receive and note the Higher Degree by Research (HDR) Candidate Development Report 2024.

7.3   HIGHER DEGREE BY RESEARCH (HDR) INTERNSHIP PREPARATION MODELS (UNSTARRED ITEM)

2024/6/106   Academic Board resolved:

to note that, as of 19 September 2024, Research Degrees Committee had made internship preparation modules a mandatory requirement for HDR candidates undertaking an internship, reinforcing UniSA's commitment to preparing them for successful industry engagement.

ITEM 8 – BUSINESS

8.1   HUMAN RESEARCH ETHICS COMMITTEE RE-APPOINTMENTS (UNSTARRED ITEM)

2024/6/107   Academic Board resolved:

to approve the Human Research Ethics Committee re-appointments.

8.2   ACER ABORIGINAL STUDENT RESEARCH SCHOLARSHIP (UNSTARRED ITEM)

2024/6/108   Academic Board resolved:

to approve the ACER Aboriginal Student Research Scholarship.

8.3   ABORIGINAL PHD & MASTER OF RESEARCH STUDENT SCHOLARSHIP (UNSTARRED ITEM)

2024/6/109   Academic Board resolved:

to approve the amendments to the Aboriginal PhD and Master of Research Student Scholarship.

8.4   UNISUPER POTRTFOLIO & FUND MANAGEMENT PRIZE (UNSTARRED ITEM)

2024/6/110   Academic Board resolved:

to approve the UniSuper Portfolio & Fund Management Prize.

8.5   ELIZABETH TOLHURST MEMORIAL SOCIAL WORK GRANT (UNSTARRED ITEM)

2024/6/111   Academic Board resolved:

to approve the Elizabeth Tolhurst Memorial Social Work Grant.

8.6   UNISA FOUNDATION REFUGEE UNDERGRADUATE SCHOLARSHIP (UNSTARRED ITEM)

2024/6/112   Academic Board resolved:

> **to approve the UniSA Refugee Undergraduate Scholarship.**

8.7   SOUTH AUSTRALIAN MEDICAL IMAGING STUDENT GRANT (UNSTARRED ITEM)

2024/6/113   Academic Board resolved:

> **to approve the South Australian Medical Imaging Student Grant.**

8.8   PIPER ALDERMAN PRIZES (UNSTARRED ITEM)

2024/6/114   Academic Board resolved:

> **to approve the Piper Alderman Prizes.**

8.9   POLICY UPDATE GenAI NOVEMBER 2024

18   The Director of the Teaching Innovation Unit, Assoc Prof Sheridan Gentili, sought approval of proposed changes to the UniSA *Assessment Policy and Procedure* (AB-68) to strengthen the University's position regarding the use of generative artificial intelligence (genAI) in assessment marking and the provision of student feedback. The impact genAI was having on the integrity of Australian qualifications was recognised by TEQSA and drove their request for information on the higher education sector's response to genAI earlier in 2024. Whilst the University was awaiting an official response from TEQSA, anecdotal evidence suggested that the sector was still grappling with how to manage the rise and sophistication of genAI tools. Videos commissioned by TEQSA in collaboration with the University of Sydney showed the increasing sophistication of such tools in their ability to generate quality responses to student assessment tasks.

19   Assoc Prof Gentili advised that the proposed policy and procedural changes sought to clarify the principles associated with genAI tool use, particularly in relation to marking summative assessments and providing student feedback. To support the implementation of these principles, additional training resources would be provided to both staff and students. Embedding the use of genAI tools, if and where appropriate, in assessment tools would allow students to develop their skills and knowledge, whilst also ensuring that students could demonstrate their own ideas, research and analysis independent of genAI. The marking of student's work, and the provision of student feedback, should be done without the use of genAI tools. Nevertheless, it was recognised that genAI tools could be used to enhance the clarity of written feedback. These principles had given rise to changes in Policy AB-68 Clause 10 and 14, and an addition to Clause 13 in AB-68 P1.1.

20   Members noted that Copilot was Microsoft's genAI tool based on the Chat GPT-4 series of large language models. Microsoft Copilot was designed for Microsoft applications and services. Copilot with Commercial Data Protection (CDP) service offered a secure AI assistant hosted by Microsoft's Azure infrastructure. Therefore, user access was granted through existing university credentials via the Single Sign On. Copilot with CDP ensured that transferred data was encrypted and kept apart from public or other Copilot-branded offerings. Data entered to Copilot CDP was stored temporarily during the user session, and data was not processed for any other purposes. The UniSA Cyber Security Team had provided a summary of genAI

platform risks and potential mitigations. UniSA staff currently had access to Copilot by logging in with their university account via web access. Training, resources and support would be provided to staff and students in using genAI tools, specifically the university enterprise-wide tool Copilot.

2024/6/115   **Academic Board resolved:**

to approve the proposed *Assessment Policy and Procedure* (AB-68) changes and note the initiative to support staff and students using Copilot and, therefore, genAI in and ethical and safe manner.

Moved: Prof Rachael Vernon   Seconded: Mr Oliver Shephard-Bayly

CARRIED

ITEM 9 – FOR INFORMATION

9.1   HIGHER EDUCATION POLICY UPDATE (UNSTARRED ITEM)

2024/6/116   **Academic Board resolved:**

to note the Higher Education Policy Update.

9.2   THE ROLE OF ACADEMIC UNIT BOARDS IN 2025 (UNSTARRED ITEM)

2024/6/117   **Academic Board resolved:**

to note as resolved the query raised at September's Academic Board meeting in relation to the role of Academic Unit Boards into 2025.

9.2   ACADEMIC BOARD MEETING SCHEDULE 2025 (UNSTARRED ITEM)

2024/6/118   **Academic Board resolved:**

to note schedule of meetings for 2025.

ITEM 10 – ANY OTHER BUSINESS

10.1   IN CAMERA DISCUSSION

21   The was a wide ranging in camera discussion on the role of universities and academic boards in relation to staff and student wellbeing during prolonged crises such as currently occurring in the Middle East introduced by the Vice Chancellor, Prof David Lloyd, the Provost & Chief Academic Officer, Prof Marnie Hughes-Warrington AO, Dr Juliette McIntyre, and Prof Mohamad Abdalla AM.

ITEM 11 – CLOSURE

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

23   The next meeting of Academic Board would be held on Friday, 28 March 2025, at 2.15 pm in Room RR 5-09, Rowland Rees Building, City West Campus. Closing date for papers – Monday, 17 March 2025.

PETER CARDWELL
EXECUTIVE OFFICER