

UNIVERSITY OF SOUTH AUSTRALIA
MINUTES OF THE ACADEMIC BOARD MEETING HELD
ON FRIDAY, 22 JULY 2022
AT 2.15 PM, IN ROOM RR 5-09, ROWLAND REES BUILDING,
CITY WEST CAMPUS

5/2022

ITEM 1 - WELCOME AND OPENING

1.1 PRESENT:

Prof Vicki Waye
(Chairperson)
Dr Rhoda Abadia
Mr Matthew Atkinson
Prof Craig Batty
Prof Andrew Beer
Mr Alan Brideson
Dr Scott Coussens
Prof Joanne Cys
Prof Paula Geldens
Ms Karla Gotting
Dr Georgina Heath
Mr Brendan Hughes
Mr Richard Irons
Dr Malgorzata Korolkiewicz
Mr Bill Le Blanc
Dr Sally Lewis
Prof Esther May
Dr Evangeline Mantzioris
Assoc Prof Elspeth McInnes
Assoc Prof Sue Nichols
Prof Sandra Orgeig
Ms Gabrielle Rolan
Dr Ruchi Sinha
Mr Tom Steer
Assoc Prof Deirdre Tedmanson
Prof Rachael Vernon
Prof Marie Williams
Mr Peter Cardwell
(Executive Officer)

OBSERVERS:

Mr Adrian George
Ms Tania Kanellos
Ms Vanessa Matthews
Mr Mark Syndenberry

APOLOGIES:

Ms Trisha Banga
Dr David Birbeck
Prof Jon Buckley
Dr Delinda Chiera
Ms Jodieann Daw
Prof Shane Dawson
Prof Roger Eston
Assoc Prof Sheridan Gentili
Prof David Lloyd
Prof Jun Ma
Prof John Medlin
Prof Julie Mills
Mr Rhys Peden
Dr Saras Sastrowardoyo
Mr Simratdeep Singh
Mr Isaac Solomon
Prof Bruce Thomas
Ms Anet Varghese
Prof Rachael Vernon
Prof Marnie Hughes-Warrington
Mr Stephen Ward
Prof Irene Watson

ALTERNATES:

Prof Nancy Arthur
(For Prof Marnie Hughes-Warrington)
Assoc Prof Shylie Mackintosh
(For Prof Roger Eston)
Prof Abelardo Pardo
(For Prof Julie Mills)
Assoc Prof Barbara Parker
(For Prof John Medlin)
Ms Hayate Yamada
(For Ms Anet Varghese)

- 1 The Chairperson opened the meeting and welcomed members, alternates, and observers. Prof Waye also acknowledged that the meeting was taking place on Kaurna 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, 6.5, 7.4 and 8.1 were starred for discussion.

1.4 APPROVAL OF UNSTARRED ITEMS

2022/5/107 Academic Board resolved:

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

Moved: Dr Malgorzata Korolkiewicz Seconded: Mr Matthew Atkinson

CARRIED

1.5 NOTICE OF CONFLICT OF INTEREST

4 Prof Vicki Waye and Assoc Prof Deirdre Tedmanson gave notice of a potential conflict of interest in relation to Agenda Item 6.5: New Program – Laws Double Degree (Honours) and Program Amendment – Bachelor of Laws (Honours), Laws Double Degree (Honours) for consideration at the meeting and their intention to abstain from voting on the matter.

1.6 CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING

2022/5/108 Academic Board resolved:

to accept the minutes of the meeting held on 24 June 2022 as a correct record.

Moved: Prof Andrew Beer Seconded: Dr Malgorzata Korolkiewicz

CARRIED

ITEM 2 – BUSINESS ARISING FROM THE MINUTES

5 There was no business arising from the minutes.

ITEM 3 – CHAIRPERSON'S REPORT

6 Prof Waye had been on leave and as a result there was no Chair's report.

ITEM 4 – VICE CHANCELLOR'S REPORT

- 7 In the absence of Prof David Lloyd, who was on leave, the Provost and Acting Vice Chancellor, Prof Joanne Cys, introduced the Vice Chancellor's report, which was taken as read, by drawing member's attention to the following matters:
- 7.1 The University was pleased to welcome recently the new Federal Minister for Education the Honourable Jason Clare MP to the Bob Hawke Prime Ministerial Library at UniSA City West Campus. The Minister was particularly interested in the public outreach program and the many artefacts and records of the Hawke Labor Government and Bob Hawke's early life as the only Prime Minister born in South Australia. The impact of the Hawke's Government's reforms in higher education participation and subsequent generational changes were topics of discussion during the Minister's visit.
- 7.2 The University was closely monitoring the incidences and rates of COVID-19 infection in the South Australian community and adapting its approach accordingly and as informed by public health advice. Based on the State's caseload and trajectory of COVID-19 infections mask wearing was no longer a general mandatory requirement but was strongly recommended in all indoor shared spaces on all UniSA campuses. At the same time, certain university activities and settings did still required mask wearing under ongoing public health mandates.
- 7.3 The University was pleased to recently welcome the most recent cohort of international students for Study Period 5 at Pridham Hall.

2022/5/109 **Academic Board resolved:**

to receive the Vice Chancellor's Report.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

ITEM 5 – THE VALUE OF SPORT IN UNIVERSITIES

- 8 The Manager: UniSA Sport, Mr Adrian George, gave a special presentation on the value of sport in university life. The main points from the presentation were:
- 8.1 Sport enjoyed a broad definition. It included recreation as an activity and comprised all of the physical exertion based extra-curricular clubs and formal sporting activities that students engaged in under the umbrella of the University. For some students, this meant involvement in traditional sport (competitive and social), being a clubs and societies volunteer, or seeking to represent the University in competition, while still others it meant their preference for a non-competition element. Whatever way a student engaged, their social engagement yielded results that enhanced them as individuals, as well as the learning and research ambitions of the University. Sport also contributed to the sense of connection that students and staff had to the University. UniSA Sport clubs' membership now stood at 1500, with around 120 students participating every night of the week in some sporting activity on campus. During the COVID pandemic more than 1,000 students participated in online fitness classes. UniSA Sport also contributed \$536,000 to the University community in 2021.

- 8.2 University sporting programs provided new avenues for reaching prospective students. A Melbourne University Sport Student Wellbeing Survey in 2019 found that 82% of more than 10,000 students surveyed indicated that sport, sporting facilities and their provision were very important considerations when deciding where to study. Universities with strong elite athlete programs provided valuable ambassadors who could drive brand recognition. It was clear that the provision of sporting facilities had a positive impact on recruitment.
- 8.3 The link between mental-wellbeing and physical activity was well known. Mental health problems had been associated with the increased likelihood of poor academic performance, lower social engagement, as well as dropping out of university. Active students enjoyed better health and were happier than their inactive peers. Students who weaved their social and sporting active lives around their study life, also found more reasons to be on campus, and this improved their likelihood of academic success, and course completions.
- 8.4 Students involved in sport rated themselves more highly on a range of skills associated with employability: notably teamwork and drive. A 2017 study of British university students which received responses from 104 higher education institutions concluded that there was a clear association between sporting activity levels for students and personal wellbeing, mental wellbeing, social inclusion and perceptions of attainment and employability. "People didn't hire student athletes because they were sports stars on the football field...What we found in every type of employment was that there were certain traits employers desired – persistence, time management, communication skills, determination, and internal motivation."
- 8.5 Sport helped universities continue their valuable role in leading social change, particularly in closing the gender gap. Universities such as UniSA that encouraged and facilitated participation in sporting activities by women multiplied the impact of existing courses and programs that addressed systematic disadvantage by women. Inclusion in sport meant that everyone in the UniSA diverse community, regardless of their gender, age, race, culture, religion, sexual orientation, or ability, was afforded a range of opportunities to participate. UniSA Sport provided sporting opportunities and events for Aboriginal students and LGBTI+ students. For many students, particularly international students, sporting recreation provided at the University might be the single common bond they had outside a structured orientation program.

2022/5/110 **Academic Board resolved:**

to receive and note the report on the value of sport in university life.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

**ITEM 6 – MATTERS FROM ACADEMIC STRATEGY, STANDARDS AND QUALITY
COMMITTEE (ASSQC) 5/2022**

6.1 UNISA BUSINESS

**6.1.1 3+1 PATHWAY SPECIALISATION FOR BACHELOR OF BUSINESS TO MASTER OF
FINANCE (UNSTARRED ITEM)**

2022/5/111 **Academic Board resolved:**

to note the out-of-session program approval by the Provost and Chief Academic Officer of the 3+1 Pathway amendments and new SATAC codes for introduction from Study Period 1, 2023.

6.2 UNISA ALLIED HEALTH AND HUMAN PERFORMANCE

6.2.1 PROGRAM EVALUATION AND REACCREDITATION REVIEW REPORT – GRADUATE CERTIFICATE IN BREST IMAGING (UNSTARRED ITEM)

2022/5/112 Academic Board resolved:

to approve the reaccreditation of the Graduate Certificate in Breast Imaging until 2028 inclusive.

6.2.2 PROGRAM EVALUATION AND REACCREDITATION REVIEW REPORT – MASTER OF MEDICAL SONOGRAPHY AND GRADUATE DIPLOMA IN MEDICAL SONOGRAPHY (UNSTARRED ITEM)

2022/5/113 Academic Board resolved:

to approve the reaccreditation of the of the Master of Medical Sonography and the Graduate Diploma in Medical Sonography programs until 2028 inclusive.

6.3 UNISA CREATIVE

6.3.1 3+1 PATHWAY SPECIALISATIONS TO MASTERS PROGRAMS IN UNISA CREATIVE (UNSTARRED ITEM)

2022/5/114 Academic Board resolved:

to note the out-of-session program approval by the Provost and Chief Academic Officer of the 3+1 Pathway amendments and new SATAC codes for introduction from Study Period 1, 2023.

6.4 UNISA EDUCATION FUTURES

6.4.1 PROGRAM AMENDMENT – MASTER OF TEACHING (EARLY CHILDHOOD) (UNSTARRED ITEM)

2022/5/115 Academic Board resolved:

to approve the amendment to the entry requirements of the Master of Teaching (Early Childhood) (MMET) effective from Study Period 1, 2023.

6.5 UNISA JUSTICE AND SOCIETY

6.5.1 PROGRAM AMENDMENT – BACHELOR OF LAWS (HONOURS) LAWS DOUBLE DEGREE (HONOURS) AND NEW PROGRAM – LAWS DOUBLE DEGREE (HONOURS)

- 9 Members noted that at its meeting held on 8 July 2022, Academic Standards and Quality Committee (ASSQC) endorsed the following program amendments and new program submitted in accordance with the University's Program Development Procedures:

UNISA JUSTICE AND SOCIETY

Bachelor of Laws (Honours) (DHHLA)
Laws Double Degree (Honours) (DHLD)
Bachelor of Laws (Honours), Bachelor of Accounting

- 10 The Executive Dean, Prof Paula Geldens, introduced the proposed amendments to the Bachelor of Laws (Honours), the Laws Double Degree (Honours) and the new double degree Bachelor of Laws (Honours), Bachelor of Accounting. Prof Geldens thanked central units, in particular Student and Academic Services, professional staff, the Dean of Law and the Dean of Programs for their invaluable assistance and support in the preparation of these important program development proposals. She noted that following extensive review, market research and consultation with stakeholders including staff, alumni, industry partners and the legal profession, it was determined that the Bachelor of Laws (Honours) and the Laws Double Degree (Honours) degree programs should undergo a number of amendments including: embedding the Graduate Diploma in Legal Practice (GDLP) in the final year of the Law degree; streamlining courses which delivered areas of knowledge prescribed by the Legal Practitioners Education and Admission Council (LPEAC); adding courses promoting skills such as leadership, intellectual communication, project management, and capacity for community engagement; and embedding quantitative analytical skills with the program. In addition, it was decided to create a new 5.5-year Laws Double Degree Bachelor of Laws, Bachelor of Accounting.
- 11 Prof Geldens said she was pleased and proud to report that the proposed changes aimed to inculcate values and skills that prepared law students to advocate for justice, to serve their communities, and to act with courage and integrity. The amendments would establish a combination of courses during law students' first year of study that better supported their learning and improved their learning engagement. In addition, the amendments would create a transition between academic studies and a career in the legal profession, or alternatively for those students not wishing to go on to qualify for legal practice there would be the ability to choose instead to undertake advanced research studies.
- 12 Members noted that the amendments to the Bachelor of Laws (Honours) (DHHLA) involved embedding the Graduate Diploma in Legal Practice (GDLP) (18 units) in the final year of the degree program, changing from a trimester delivery model to Study Period 2/5 semesters, merging course content by amending and the staged withdrawal of existing courses, as well as the introduction of new courses containing new content. In addition to these changes to the Bachelor of Laws (Honours) (DHHLA) the amendments would reduce the credit granted from 36 units to 18 units to allow for the embedded GDLP, thus increasing the total remaining duration of the program from 3 years to 3.5 years. The Laws Double Degree (Honours) (DHLD) amendments would also embed the GDLP in the final year, change the trimester delivery model, merge course content by amending and withdrawing existing courses, introduce new courses, and withdraw the Bachelor of Commerce (Accounting) double degree combination, a

reduction of 18 units of courses from the contributing degrees which enabled program accreditation requirements to be met whilst maintaining the current 5-year duration.

- 13 It was further noted that the changes retained the Law programs existing strengths and tapped into the needs of contemporary law students, which would produce practice ready graduates. Flinders University had already integrated the GDLP into their Law degree, and the proposed change would save our students \$3,700. In relation to the new Double Degree since the requirements of both the Laws degree (DHLA) and the Bachelor of Accounting (DBCO) degree could not be accommodated within a 5-year structure, a new Bachelor of Laws (Honours) (DHLA), Bachelor of Accounting (DBCO) was proposed. The name of the Contributing Business degree reflected the program name change previously approved by Academic Board whereby the Bachelor of Commerce (Accounting) became the Bachelor of Accounting, effective from Study Period 1, 2023.
- 14 Academic Board welcomed the proposed changes which they believed enhanced the distinctive and unique nature of the UniSA Law programs and affirmed their experiential learning opportunities and industry focus.

2022/5/116 Academic Board resolved:

to approve amendments to the Bachelor of Laws (Honours) (DHLA) and the Laws Double Degree (Honours) (DHLD) along with THE NEW Laws Double Degree (Honours) (5.5 years) effective from Study Period 1, 2023.

Moved: Prof Paula Geldens Seconded: Mr Richard Irons

CARRIED

6.5.2 PROGRAM AMENDMENT – BACHELOR OF ARTS (UNSTARRED ITEM)

2022/5/117 Academic Board resolved:

to approve amendments to the Bachelor of Arts effective from Study Period 1, 2023.

6.6 UNISA STEM

6.6.1 PROGRAM WITHDRAWAL – BACHELOR OF ENGINEERING (HONOURS) (SURVEYING) (UNSTARRED ITEM)

2022/5/118 Academic Board resolved:

to approve the withdrawal of the Bachelor of Engineering (Honours) (Surveying) with effect from Study Period 1, 2023.

6.6.2 PROGRAM AMENDMENT – BACHELOR OF SCIENCE (UNSTARRED ITEM)

2022/5/119 Academic Board resolved:

to approve the amendment to the Bachelor of Science (LBSC) with effect from Study Period 1, 2023.

6.6.3 PROGRAM AMENDMENT - GRADUATE DIPLOMA IN AVIATION (UNSTARRED ITEM)

2022/5/120 Academic Board resolved:

to approve the amendment to entry requirements of the Graduate Diploma in Aviation with effect from Study Period 1, 2023.

6.6.4 PROGRAM AMENDMENT – MASTER OF INFORMATION TECHNOLOGY, GRADUATE DIPLOMA IN INFORMATION TECHNOLOGY, AND PROGRAM WITHDRAWAL – MASTER OF CYBERSECURITY, GRADUATE DIPLOMA IN CYBERSECURITY (UNSTARRED ITEM)

2022/5/121 Academic Board resolved:

to approve the withdrawal to the amendment to the Master of Information Technology and the Graduate Diploma in Information Technology and the withdrawal of the Master of Cybersecurity and the Graduate Diploma in Cybersecurity with effect from Study Period 1, 2023.

ITEM 7 - MATTERS FROM RESEARCH LEADERSHIP COMMITTEE (RLC) 5/2022

7.1 RESEARCH DEGREE COMPLETION OF REQUIREMENTS (UNSTARRED ITEM)

2022/5/122 Academic Board resolved:

to receive and note the report from Research Degrees Committee.

7.2 PROJECT-BASED RESEARCH DEGREES AT UNISA - ADMISSIONS (UNSTARRED ITEM)

2022/5/123 Academic Board resolved:

to receive and note the report from Research Leadership Committee.

7.3 PROJECT-BASED RESEARCH DEGREES AT UNISA - UPDATE (UNSTARRED ITEM)

2022/5/124 Academic Board resolved:

to receive and note the report from Research Leadership Committee.

7.4 END-USERS ON SUPERVISORY PANELS

- 15 The Students and Research Registrar, Ms Vanessa Matthews, provided an update on the number and composition of research degree student supervisory panels, including end-user engagement. She briefly outlined performance against two key research education performance targets: the proportion of students with a supervisory panel, and the proportion of students with an end-user on their supervisory panel. Both measures were reviewed by Research Degrees Committee (RDC) biannually to ensure research students received quality supervision and engaged with end-users, provided oversight of the end-user data reported to the Department of Education, Skills and Employment (DESE); and identify performance improvement opportunities.
- 16 Ms Matthews reported that as of 30 May 2022, 83% of current students had a supervisory panel, and 39% had a DESE defined end-user supervisor on their panel. In addition to internal objectives (e.g., increasing industry internships), the number of end-users on supervisory panels who contributed to the UniSA National Priorities and Industry Linkage Fund (NPILF) grants. Both measures were progressively trending upward and fell just short of their respective targets (100% of students with a supervisory panel and 50% with an end-user supervisor). As UniSA was committed to excellence in supervision and increasing industry engagement, and end-user data now contributed to performance-based funding, members were asked to consider further opportunities and initiatives to reach and ideally exceed these targets.

2022/5/125 **Academic Board resolved:**

to note the data presented and the achievements and trends, and future opportunities to increase: the number of students with supervisory panels, and timeliness for establishing panels, as well as the number of students with end-users on supervisory panels.

ITEM 8 – BUSINESS

8.1 TEACHING AND LEARNING ARRANGEMENTS BEYOND 2022

- 17 The Provost and Chief Academic Officer, Prof Joanne Cys, introduced a proposal seeking approval of a further extension of online teaching and learning arrangements for lectures and examinations until December 2023, and endorsement of work to identify and address challenges and issues related to these arrangements with a view to establishing them as ongoing elements of course delivery.
- 18 Prof Cys reported that UniSA had a long history of flexible delivery and successful development of quality courses, delivered in blended and fully online modes, through progressive strategies and projects including *Crossing the Horizon* (2013-2018), the *Digital Learning Strategy* (2015-2020), *Teaching Infrastructure Masterplan* (2016-2020), the establishment of UniSA Online in 2017 and *Enterprise25* (2018-2025). Most recently the University's *Academic Enterprise Plan 2021-2025* (AEP) set out key actions to ensure that curriculum design and delivery were accessible and focussed on activities that prioritised student and staff engagement, and there was a move to authentic forms of assessment that facilitated the attainment of graduate qualities and job-ready skills. Flexible course delivery had also been essential to the Universities response to the COVID pandemic since early 2020, with academic staff continuing to develop and re-develop course materials and assessments for online delivery, especially lecture content and examinations.
- 19 Members noted that since April 2020, Academic Board had approved consecutive six-month amendments to teaching and learning arrangements for lectures not to be delivered face-to-face, and examinations to be either converted to other forms of assessment or to be conducted

through learnonline. In November 2021, Academic Board approved the continuation of these teaching and learning arrangements for the entirety of 2022. This decision coincided with the commencement of UniSA's transition to enhance student's learning experiences via a focus on activities that prioritised student and staff engagement and authentic assessment, as set out in the AEP.

- 20 Following discussion, Academic Board agreed that the current teaching and learning arrangements be continued to December 2023 while work was undertaken to ensure quality and appropriateness, with a view to establishing these arrangements as ongoing elements of course delivery. To successfully establish these teaching and learning arrangements as distinctive and ongoing elements of course delivery, current issues and challenges needed to be identified and addressed in consultation with students and staff. The decision would be communicated to all staff with the TIU continuing to be available to support and advise staff in relation to the development of high-quality online learning resources and assessment, and SAS would support examinations as required by each Academic Unit. Each Academic Unit would be responsible for making the appropriate determinations within their courses, updating this information within course outlines, and communicating to students.

2022/5/126 **Academic Board resolved:**

- 1. To approve the extension of the amended teaching and learning arrangements for lectures and examinations until December 2023; and**
- 2. Endorse the commencement of work to identify and address current issues and challenges experienced by students and staff, with a view to considering ongoing establishment of these teaching and learning arrangements, and about which a future paper which would be brought to Academic Board.**

Moved: Prof Joanne Cys

Seconded: Prof Paula Geldens

CARRIED

8.2 NEW GRANT – BRAKE FAMILY REFUGEE GRANT (UNSTARRED ITEM)

2022/5/126 **Academic Board resolved:**

to approve the new Brake Family Refugee Grant.

8.3 NEW GRANT – UNISA RAINBOW PRIDE GRANT (UNSTARRED ITEM)

2022/5/126 **Academic Board resolved:**

to approve the new Rainbow Pride Grant.

ITEM 9 – FOR INFORMATION

9.1 UNISA ADVISORY STRUCTURES REPORT 2021

2022/5/127 **Academic Board resolved:**

to receive and note the UniSA Advisory Structures Report for 2021.

9.2 CURRICULUM INNOVATION PROCESS ANNUAL REPORT 2021

2022/5/128 Academic Board resolved:

to receive and note the Curriculum Innovation Process Annual Report for 2021.

ITEM 10 – CLOSURE

21 The Chairperson thanked members for their attendance and closed the meeting at 3.45 pm.

ITEM 11 – NEXT MEETING

22 The next meeting of Academic Board would be held on Friday, 23 September 2022, at 2.15 pm in Room RR 5-09, Rowland Rees Building, City West Campus. Closing date for papers – Monday, 12 September 2022.

**PETER CARDWELL
EXECUTIVE OFFICER**