

**CONFIRMED MINUTES OF MEETING 19/5 OF  
ACADEMIC BOARD – 13 NOVEMBER 2019**

Meeting 19/5 of the Academic Board of the University of Technology Sydney held at 10.30am on Wednesday 13 November 2019 in the Aerial Function Centre, Level 7, Building 10, Broadway.

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**PRESENT:** Professor Joanne Gray (Chair), Professor Shirley Alexander, Associate Professor Adel Al-Jumaily, Associate Professor Alison Beavis, Professor James Ball, Dr Martin Bliemel, Ms Monique Boys, Professor Ian Burnett, Professor Thomas Clarke, Dr Deborah Cotton, Associate Professor Mary Coupland, Professor Sara Denize, Professor Maryanne Dever, Associate Professor Behzad Fatahi, Dr Rick Flowers, Ms Samara Garrett-Rickman, Mr Michael Gonzalez, Ms Sophie Aroha Hawkins, Professor Dianne Jolley, Associate Professor David Leary, Professor Lori Lockyer, Dr Helen Lu, Mr Lachlan MacLeod, Professor Michael McDaniel, Professor Kate McGrath, Ms Jan McLean, Dr Peter McLean, Professor Louise McWhinnie, Associate Professor Peter Meier, Professor Elizabeth Mossop, Mr Mehmet Musa, Dr Bhuva Narayan, ChiChi Nwosu, Professor Andrew Parfitt, Professor Christopher Poulton, Professor Peter Scott, Ms Lynn Sinclair, Mr Robert Stephenson, Mr Iain Watt, Professor Stuart White, Professor Glenn Wightwick, Ms Jacqui Wise and Dr Stephen Woodcock.

Mr Bill Paterson (University Secretary), and Ms Komal Jagad (Executive Officer).

**IN ATTENDANCE:** Tracie Conroy (Director, Equity and Diversity Unit – for item 3.6), Ms Anne-Lise Daniel (University Academic Programs Office – for items 4.1), and Ms Verity Firth (Executive Director, Social Justice – for item 3.6).

**APOLOGIES:** Associate Professor Tracey Booth, Professor Attila Brungs, Professor Suzanne Chambers, AO, Professor Alan Davison, Professor Chris Earley, Associate Professor Beth Goldblatt, Associate Professor James Goodman and Professor Lesley Hitchens, and Mr Martin Lloyd.

**ABSENT:** Mr Priyanshu Bhardwaj, Ms Rabiya Fathima, and Mr William Feuerman.

**1 PROCEDURAL MATTERS****1.1 WELCOME/APOLOGIES****RESOLVED AB/19-5/81 – Welcome/Apologies**

Academic Board resolved to note the apologies received from members as noted above and agree that these members be excused for their absence.

**Note for the record**

In welcoming everyone, and providing an Acknowledgment of Country and of the Traditional Owners, the Chair noted that leading Indigenous filmmaker Rachel Perkins will examine how the Uluru Statement from the Heart provides a path to ending the “great Australian silence” on the rightful place of Aboriginal and Torres Strait Islander peoples in this nation, in this year’s ABC Boyer Lectures.

The three 2019 Boyer Lectures will be broadcast on ABC RN from 16 November. The first lecture will also be broadcast on ABC TV on 15 November at 1.30pm. The Chair encouraged members to watch the 2019 Boyer Lectures.

The Chair welcomed all members and attendees.

There were no declarations of interest in relation to matters listed on the agenda.

The Chair thanked the following members for their contribution to the work of Academic Board during the year:

- Deputy Chair of Academic Board;
- Chairs of Academic Board committees; and
- members who are concluding their term in 2019.

The Chair thanked Academic Board and committees of Academic Board for its valuable contribution in 2019.

**1.2 MINUTES****Confirmation of the minutes of meeting 19/4 held Wednesday 18 September 2019****RESOLVED AB/19-5/82**

Academic Board resolved to confirm the minutes of meeting 19/4 of Academic Board held on Wednesday 18 September 2019, as detailed in Document 1.2, as a true record.

### 1.3 BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

### 1.4 RECEIPT OF TABLED PAPERS

There were no tabled papers.

### 1.5 STARRING OF ITEMS FOR DISCUSSION

#### **RESOLVED AB/19-5/83 – Starring of items**

Academic Board resolved to:

- .1 pre-star items 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, and 7.1; and
- .2 adopt the remaining unstarred items as approved.

#### **Note for the record**

The following items have been pre-starred: items 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, and 7.1. Members were invited to star further items for discussion. No further items were starred.

## 2 REPORTS FROM THE CHAIR/DEPUTY CHAIR AND VICE-CHANCELLOR

### \*2.1 REPORT FROM THE CHAIR/DEPUTY CHAIR

#### **RESOLVED AB/19-5/84 – Report from the Chair/Deputy Chair**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 2.1 – *Report from the Chair/Deputy Chair* and its attachments;
- .2 note the Academic Board Actions List as detailed in **Attachment 1** of Document 2.1; and
- .3 note the 2019 Forward Plan as detailed in **Attachment 2** of Document 2.1;
- .4 note the 2020 Academic Board meeting dates as detailed in Document 2.1 – *Report from the Chair/Deputy Chair*, and
- .5 note the executive action taken by the Chair of Academic Board on 11 October 2019 to make appointments to University Student Conduct Committee.

**Note for the record**

The Chair noted that the Academic Board forum on Lifetime of learning: The learner of the future (2019) was a successful event with a full house. The feedback collected from the attendees confirmed that many attendees were attending an Academic Board forum for the first time. This indicates the importance of the topic, in terms of the UTS 2027 strategy and the staff engagement with the initiative.

The End-of-year student representative event was held on 5 November 2019. The event was to thank outgoing student members of Council and Academic Board committees 2019 and incoming students of 2020 including member of the student misconduct committees. Vice-Chancellor and Provost attended the event and emphasised on the importance and value of student voice at UTS.

The Chair requested members to note the meeting dates for 2020 and thanked following Academic Board members for representing Academic Board at the graduation ceremonies:

- Professor Maryanne Dever
- Professor Sara Denize
- Professor Lori Lockyer
- Associate Professor Alison Beavis.

**\*2.2 REPORT FROM THE VICE-CHANCELLOR****RESOLVED AB/19-5/85 – Report from the Vice-Chancellor**

Academic Board resolved to receive and note the report as detailed in Document 2.2 – *Report from the Vice-Chancellor*.

**Note for the record**

In the absence of the Vice-Chancellor, the Provost Professor Andrew Parfitt spoke to this report, highlighting the following:

- The Career and Professional (CAP) Awards winners were congratulated for their valuable services and significant contribution to the university.
- Radio station 2SER celebrated 40 years of broadcasting in October 2019. Congratulations were extended to 2SER station, its staff and the dedicated volunteers and students who produce engaging programs for this Australian community radio icon and stimulate public discourse.
- UTS finished fourth at the UniSport Nationals on the Gold Coast recently, with 24 medals – seven of which were gold.
- UTS has partnered with Telstra to develop the skills and capabilities students will need for the future workforce. This initiative will address the looming skills shortage through placements and work-integrated experiences, research and innovation opportunities, and early access to career opportunities.

- The Times Higher Education World University Ranking for UTS was at 194<sup>th</sup>. UTS went up in two of the major annual international rankings – 140<sup>th</sup> in the world in the QS Rankings, and 201-300 band globally in the 2019 Academic Rankings of World Universities (ARWU). It is reflective of the university's success and the extraordinary efforts in the research space.
- External reviews: The Provost provided an overview of the number external reviews underway by the Federal Government including the Review of Australia's Higher Education Provider Category Standards by Emeritus Professor Peter Coaldrake AO and the Australian Qualifications Framework (AQF) review chaired by Professor Peter Noonan.
- The work of the Government-established University Foreign Interference Taskforce (UnFIT) is nearing finalisation with best practice guidelines due to be released in mid-November. The taskforce is examining issues around cyber security, research and intellectual property, foreign collaboration and culture and communication. Professor Glenn Wightwick is representing UTS on the taskforce. UTS has provided a submission to the consultation.
- The NSW Minister for Tertiary Education and Skills, the Honourable Geoff Lee has begun work on a Higher Education Strategy – the first of its kind for NSW since 2010. UTS is one of the key universities being consulted in the foundation discussions with the NSW Department of Education as this policy is developed.
- A review of the research and development opportunities in NSW is being conducted by the NSW Government to improve how the Government can assist and co-ordinate Research and Development opportunities between universities and business. UTS Chancellor, Catherine Livingstone AO is a member of the advisory group involved in this work.

The Provost noted the following developments since the Vice-Chancellor's Report finalised:

- *2019 UTS Learning and Teaching Award and Citation winners:* Congratulations were extended to all successful recipients, listed below. The awards recognise the importance of learning and teaching for both undergraduate and postgraduate students within the framework of the UTS model of global practice-oriented education. All recipients will be celebrated at the UTS Vice-Chancellor's Learning and Teaching Ceremony next year in April 2020.
  - Individual Teaching Award: Dr Mohsen Naderpour (Faculty of Engineering and Information Technology) for developing risk awareness in engineering students to promote sustainability.
  - Team Teaching Award: Cornelia Betzler (team contact), Dr Kristine Aquino, Dr Ann El Khoury (Faculty of Humanities and

Social Sciences) for enhancing the student experience of internships and work integrated learning.

- Early Career Teaching Award: Dr Job Fransen (Faculty of Health) for improving learning through self-discovery.
- Early Career Teaching Award (Highly Commended): Bernard Saliba (Faculty of Health) for inspiring and motivating first-year Health Science students.
- Teaching by a Casual or Sessional Staff Member Award:
  - Raechel Wight (UTS Business School) for strengthening the UTS Model of Learning Award
  - Dr Allison Cummins (team contact), Dr Christine Catling, Dr Deborah Fox, Vanessa Scarf (Faculty of Health) for transitioning students into professionally competent woman-centred midwives.
- Strengthening the UTS Model of Learning Award (Highly Commended): Dr Kate Delmo (Faculty of Arts and Social Sciences) for an internationalised, practice-based learning approach for strategic communication postgraduate students.
- learning.futures Award: Dr Gavin Paul (Faculty of Engineering and Information Technology) for empowering students to create in mechatronic and robotic engineering.
- Integration of Indigenous Professional Capabilities into Curriculum Award: Dr Megan Heyward (team contact), Dr Natalie Krikowa (Faculty of Arts and Social Sciences) for empowering Bachelor of Communication (Digital and Social Media) students to understand and apply Indigenous principles and protocols in a professional context.
- The Schwab Foundation for Social Entrepreneurship, in partnership with the World Economic Forum, has named High Resolves Co-Founder and CEO Mehrdad Baghai as a 'Social Entrepreneur of the Year'. Mr Baghai is currently an Industry Professor in the office of the Provost. The award honours Mehrdad Baghai's commitment to citizenship education that aims to engage young people in Australia and beyond. The daily work at High Resolves is to cultivate the next generation of global leaders by preparing students to choose civility as the right course to engage in diverse communities.
- Faculty of Law was congratulated as UTS has risen eight places to be ranked 60<sup>th</sup> in the world for law in the latest batch of subject rankings by Times Higher Education.

A member provided feedback that while it was wonderful to note UTS's steady growth in global rankings, however these rankings use carefully calibrated performance indicators, which may not be indicative of UTS's overall performance.

It was noted that it is important to have a balanced approach in measuring UTS's performance taking into account all relevant constituencies including funding, government, research etc. Council is focused on how the UTS 2027 Strategy is executed and rankings are not the only drive to measuring UTS's performance, but do reflect on the quality of outcomes at UTS.

A member queried on the impact of the Review of Australia's Higher Education Provider Category Standards (PCS) on the sector. It was noted that the PCS definitions are, and will remain, fit for purpose. The Review has recommended the simplification and rebalancing of the current categories of higher education providers. Along with teaching, the undertaking of research is, and should remain, a defining feature of what it means to be a university in Australia.

### **3 PRIORITY ISSUES**

#### **\*3.1 UTS Library**

##### **RESOLVED AB/19-5/86 – UTS Library**

Academic Board resolved to receive and note the presentation on the *UTS Library*.

##### **Note for the record**

University Librarian Mr Michael Gonzalez presented on the UTS Library providing an overview of:

- its services;
- its global, national and local reach;
- how it supports teaching and learning, research excellence and the student experience; and
- its evolution, including the timeline for the closure of Haymarket Library, opening of the new UTS Reading Room, and UTS Library at UTS Central, and the launch of the new website, online support model and online services live.

The Board discussed how the UTS Library could better support the University's commitment to ensuring wide dissemination of its research and scholarship and supporting the principles of an international open access community. It was noted that currently the researchers make this information available for access. UTS Library is working towards making the information more accessible in simpler way.

Academic Board noted that with the new UTS Library opening at UTS Central, there is greater opportunity to use the exhibition spaces for high profile community initiatives organised by the City Council, like the 2018 Sydney Peace Prize held at Sydney Town Hall last year.

The Chair thanked Michael for the presentation.

### **\*3.2 UTS 2027 Strategy**

#### **RESOLVED AB/19-5/87 – UTS 2027 Strategy**

Academic Board resolved to receive and note the presentation on *UTS 2027 Strategy*.

#### **Note for the record**

The Provost provided an update on the implementation of the UTS 2027 Strategy.

Members of the Board were reminded that the strategy is underpinned by the UTS vision to be a leading public university of technology recognised for our global impact.

The Provost noted that UTS 2027 sets UTS's direction for the next decade, recognising the need to be flexible and be able to adapt during that time. The focus will be on delivering the strategy three years at a time.

An overview of the eight initiatives was provided along with the list of SICs and Executive sponsors linked to these initiatives. The Provost thanked the SICs and Executive sponsors for making valuable contributions in driving the initiatives forward.

Information on the decision-making process in endorsing the 2020 priorities, and the consultation process leading up to the development of strategy and the 2019 prioritisation was noted. The Provost noted that the 2018 ideas platform which collected big ideas from staff members aligned with key themes that are being addressed in the UTS 2027 strategy.

Academic Board noted:

- the progress of the strategy across various areas including LX transformation, personal learning, new library system, workforce blueprint, PGx, capability framework and online courses (in partnership with Keypath); and
- how the UTS 2027 strategy is well supported for a strong start to 2020, with the opening of UTS Central, establishing key partnerships and start-ups, research excellence and impact, increased number of women in science, technology, engineering, mathematics and medicine (STEMM).

The Provost encouraged members to engage with the new strategy and see how they can integrate their role to progress the identified initiatives and make relevant contribution and support their staff through a range of purpose-built opportunities.



It was noted that the Corporate Plan will be approved at the Council meeting in November 2019 and released in December 2019.

The Provost requested that the presentation be circulated to members of the Board.

The Chair thanked the Provost for the presentation.

### **\*3.3 UTS Research Strategy**

#### **RESOLVED AB/19-5/88 – UTS Research Strategy**

Academic Board resolved to receive and note the presentation on *UTS Research Strategy*.

#### **Note for the record**

The DVC (Research) Professor Kate McGrath presented on the UTS Research Strategy. The presentation focused on how the Research Strategy supports the 'Connected Research' initiative of the UTS 2027 Strategy.

The strategy aims to deliver research output that is exemplified by excellence and makes significant economic, environmental, cultural and social impact with appropriate research input (funding); and accelerate the transfer of research findings into practice, policy and further research. Knowledge transfer by engaging with industry and community is key to enhancing the research impact.

DVC (Research) noted that deliberate focus is on putting our people at the heart of everything that we do in order to deliver excellent research that achieves impact. The systems, processes and professional development activity are all undergoing review to ensure a people centered approach to research support. Emphasis was placed upon the need to further develop the data and digital infrastructure to support and enable the University's research strategy.

Academic Board noted that the Research Excellence and Support Hub (RES Hub) will be launched in December 2019. RES hub is a new initiative to better connect the UTS research community and will provide an ecosystem of systems, spaces, information and tools to help the UTS research community deliver excellent research with impact, similar to LX Lab.

DVC (Research) provided an overview of the five strategic pillars of the RES Hub:

- Research careers – professional development information, tools and resources
- Research insights – tools and reports to gain insights from our research data
- Research support systems – core research systems, templates and

tools

- Graduate research – systems and support for research students, supervisors and faculties
- Research opportunities – funding and collaboration opportunities for the research community.

Information about the 2020 key focus areas, people development, research identity and research concentrations was provided to Academic Board.

The Chair thanked the DVC (Research) for the presentation.

### **\*3.4 Academic Integrity Improvement Project**

#### **RESOLVED AB/19-5/89 – Academic Integrity Improvement Project**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 3.4 – *Academic Integrity Improvement Project* and its attachment; and
- .2 note the report – *Teaching and Learning Committee Working Party on Academic Integrity – Update for Academic Board November 2019 as detailed in Attachment 1* of Document 3.4.

#### **Note for the record**

Professor Maryanne Dever, Chair of Teaching and Learning Committee (TLC) Academic Integrity Working Group (AIWG) spoke to this report noting that the Interim Report provided an update on the status of agreed actions contained in the Academic Integrity: Internal Audit Report (October 2017).

In speaking to the Interim Report, Professor Dever highlighted that strengthening academic integrity at UTS required that we:

- provide clarity and detail on the University's position and values
- articulate clearly our expectations for students and staff
- provide the necessary support and training about academic integrity for students and staff on an ongoing basis
- educate staff and students about our processes
- clarify roles and responsibilities and introduce new roles
- use data effectively for monitoring and improvement
- focus on designing assessment for greater academic integrity
- benchmark across faculties.

It was noted that a successful strategy for maintaining academic integrity requires the entire university community to understand, embrace and promote integrity in all aspects of our work in teaching and research. Such a strategy will

have many touchpoints, will require on-going effort and will need to evolve to counter newly emerging the threats to academic integrity. The Interim Report outlines key steps to achieving this.

Chair AIWG noted that:

- a new website dedicated to academic and research integrity will be launched in Autumn 2020 making clear the University's values and its commitment to integrity;
- a new question has been introduced into the Student Satisfaction Survey (SSS) from 2019 to provide an important new data point for measuring student awareness of academic integrity;
- the AIWG had identified vulnerabilities around assessment, key ones included assessment design and assessment recycling;
- the AIWG is working with the University Academic Programs Office around the recommendation that faculties develop an academic integrity strategy for new and reaccredited courses;
- the AIWG recommended:
  - formal training modules and staff induction; and
  - that TLC take the lead role in the regular monitoring of faculty action in relation to subjects 'of concern' around academic integrity.

The Chair AIWG noted that a final report from the working group will be presented in early 2020. It will then be necessary to determine how to support and resource the important on-going work in this area.

### **\*3.5 2018 Report on Course and Subject Performance**

#### **RESOLVED AB/19-5/90 – 2018 Report on Course and Subject Performance**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 3.5 – *Course and Subject Performance Report 2018* and its attachment;
- .2 note the Course and Subject Performance Report 2018 as detailed in **Attachment 1** of Document 3.5;
- .3 note commendations on strongly performing courses and subjects as detailed in **Attachment 1** of Document 3.5;
- .4 note proposed actions to address unsatisfactory course and subject performance; and

- .5 note recommendations on proposed changes to metrics, weightings and targets to be used by the Planning and Quality Unit in the preparation of performance reports to support the university's strategies for learning and teaching as detailed in **Attachment 2** of Document 3.5.

#### **Note for the record**

Professor Shirley Alexander, Chair of Teaching and Learning Committee spoke to the report noting that two courses (listed below) were identified as 'Of Concern' that required faculty responses.

- Bachelor of Global Studies (BGS) (Faculty of Arts and Social Sciences (FASS)); and
- Bachelor of Science (Faculty of Science).

It was noted that the faculties were contacted to provide plans that will be put in place to address the concerns and plans have been received from the faculties. TLC will monitor the two courses in the coming year.

The Chair, TLC noted that the Summary of UTS Courses Overall Ratings trend and 2018 Outstanding and Commendable Courses List in the report provides a summary of information on the performance of the courses. The overall attrition rate is low for the courses and no systemic errors or issues have been identified that need attention.

It was noted that the TLC's Coursework Performance Working Group is working on an integrated way forward for the University's Course Performance Report (CPR) and Course Quality Index component of the Academic Course Viability (ACV) Model. The working group is considering if a measure of demand (EFTSL) should be a key factor in determining course performance. A report from the working group will be provided to Academic Board in the future.

#### **\*3.6 Admissions process for the U@Uni Academy Program**

##### **RESOLVED AB/19-5/91 – Admissions process for the U@Uni Academy Program**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 3.6 – *Approval of the Admissions Process for the U@Uni Academy Program*; and
- .2 endorse U@Uni Academy admission process to UTS, noting that the detailed assessment framework for the CAPRI capabilities will be provided to Academic Board in 2020.

**Note for the record**

Professor Andrew Parfitt (Provost) and Ms Verity Firth (Executive Director, Social Justice), presented the Admissions Process for the U@Uni Academy Program to the Board.

The Provost noted that the U@Uni Academy Program responds to the UTS's commitment to accessibility and diversity of our student population, and provides a new non-ATAR based pathway for low SES students.

UTS has a minimum ATAR requirement of 69 (80 for law) and UTS relies on two access schemes to boost participation, one for students with a diverse range of educational disadvantage (inpUTS) and one that focuses on financial disadvantage (Schools Recommendation Scheme). Both these schemes operate with the requirement that the student receives a minimum ATAR of 69. Except for the Jumbunna Pathways Program, UTS does not offer non-ATAR based pathway for students.

The U@Uni Academy is a two-year program for high school students from a low SES background who are not on a trajectory to receive the required selection rank (based on ATAR) for entry into UTS, but who have demonstrated potential to succeed at university through specified criteria.

The Provost noted that Academic Board was presented the U@Uni Academy admission process to UTS for endorsement (not approval). Academic Board noted that the detailed assessment framework for the CAPRI capabilities will be provided to Academic Board in 2020.

Ms Verity Firth, Executive Director, Social Justice, Centre for Social Justice and Inclusion presented the U@Uni Academy. The presentation covered following topics:

- U@Uni Academy's alignment to global, national and UTS context;
- U@Uni Academy's alignment to the UTS 2027 Strategy;
- The correlation of high ATAR with academic success and high socio-economic status;
- Recent research showing that a low ATAR is not a reliable predictor of future academic success;
- The growing need to better develop, track and assess 21st century skills and competencies associated with critical thinking and adaptability; Consultation process in developing the program;
- U@Uni Academy Journey – from Year 10 to Year 12;
- Target students for the U@Uni Academy Program;
- Tracking students learning and development;
- CAPRI Capabilities for U@Uni Academy;

- Transition support; and
- Research and evaluation strategy.

Pro Vice-Chancellor (Indigenous Leadership and Engagement) noted that the UTS Jumbunna Pathways Program has been operating at UTS for last 30 years and is a non-ATAR pathway for admission. The Program offers prospective undergraduate Aboriginal and Torres Strait Islander students an opportunity to illustrate their capability for higher education based on factors including previous life, education and work experience. The success and retention rates of students admitted via this program is quite high. Pro Vice-Chancellor (Indigenous Leadership and Engagement) congratulated the Provost and Executive Director, Social Justice for launching this exciting initiative.

#### **4 COMMITTEE BUSINESS**

##### **\*4.1 Courses Accreditation Committee Report**

###### **RESOLVED AB/19-5/92 – Courses Accreditation Committee Report**

Academic Board resolved that the recommendations in the report as detailed in Document 4.1 – Courses Accreditation Committee Report and its attachments will not be considered by 19/5 Academic Board and will be provided to the Executive Committee of Academic Board for consideration.

###### **Note for the record**

The Chair noted that due to the late circulation of Document 4.1 – Courses Accreditation Committee (CAC) Report and its attachments, the recommendations in the report will not be considered by 19/5 Academic Board and will be provided to the Executive Committee of Academic Board for consideration. Members were requested to provide feedback or comments on the report to the Executive Officer or Chair of CAC.

Dr Rick Flowers, Chair, Courses Accreditation Committee (CAC) provided the Board with an overview of the CAC Report, noting that the report includes recommendations for approving nine new courses including three Online Program Management (OPM) courses, reaccreditation of 51 courses; extension of accreditation for six courses; and phasing out and discontinuation of seven courses.

Chair, CAC noted that prior to recommending the Health Policy and Economics courses, the CAC requested the faculty to re-submit the proposal with a written narrative presenting a strong case that the AQF level 9 learning outcomes would be achieved within the nonstandard 60 credit point master's degree; and further background on the learning environment provided by the Centre for Health Economic Research and Evaluation and the impact this has on student learning and outcomes (including the impact of research active teaching staff). Relevant information was provided by the faculty to the committee.

Chair, CAC provided the Board with an overview of the three OPM courses that were proposed for approval.

On behalf of Academic Board the Provost thanked the Courses Accreditation Committee for its valuable contribution to the University's quality assurance and governance processes.

The Chair noted that the CAC has an enormous work load and commended the committee, the Chair and Deputy Chair of CAC, and Manager, University Academic Programs Office for their commitment and valuable contribution.

#### **4.2 Executive Committee of Academic Board Report**

##### **RESOLVED AB/19-5/93**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 4.2 – *Executive Committee of Academic Board Report* and its attachments.
- .2 recommend Council to approve the amendments to Student Rules 13.9.3 as detailed in **Attachment 1** of Document 9.3; and
- .3 note the report on UTS Freedom of Expression as detailed in Document 9.3 and its attachments.

#### **\*4.3 Graduate Research School Board Report**

##### **RESOLVED AB/19-5/94 – Graduate Research School Board Report**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 4.3 – *Graduate Research School Board Report* and its attachments; and
- .2 approve the accreditation of the following suite of Doctor of Philosophy courses to be offered through a collaborative industry doctoral program in partnership with Tsinghua University, as detailed in **Attachment 1** of Document 4.3.

Doctor of Philosophy [Information Systems, Software Engineering, Analytics];

Doctor of Philosophy [Computer Systems, Engineering];

Doctor of Philosophy [Midwifery, Health Services, Public Health];

Doctor of Philosophy [Sport and Exercise];

Doctor of Philosophy [Management, Accounting, Marketing, Health Economics, Finance, Business Analytics]; and

Doctor of Philosophy [Humanities and Social Sciences].

#### **Note for the record**

Professor Lori Lockyer, Chair of Graduate Research School Board (GRSB) spoke to the report noting that the Committee recommended the accreditation of the suite of Doctor of Philosophy courses to be offered through a collaborative industry doctoral program in partnership with Tsinghua University.

The program is comprised of a suite of courses to be delivered by multiple faculties, with students recruited via an independent THU pathway program. Students will be primarily located in China, however the award will be conferred by UTS and students' candidature will be governed by all rules and procedures that currently apply to domestic higher degree by research (HDR) students.

The Chair of GRSB noted that the GRSB considered a proposal to extend UTS Library access to PhD students following graduation and agreed to pursue the establishment of an honorary postgraduate associate award to facilitate the proposed access. GRSB will consult with stakeholders to determine the viability of this proposal.

#### **4.4 Research Committee Report**

##### **RESOLVED AB/19-5/95**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 4.4 – *Research Committee Report* and its attachments;
- .2 note the proposed top eleven research related risks and the causes and mitigations of the risks as detailed in **Attachment 1** of Document 4.4; and
- .3 note the update on Research Data Management as detailed in **Attachment 2** of Document 4.4.

#### **4.5 Teaching and Learning Committee Report**

##### **RESOLVED AB/19-5/96**

Academic Board to:

- .1 receive and note the report as detailed in Document 4.5 – *Teaching and Learning Committee Report* and its attachments;



- .2 note the Coursework Assessments Policy Implementation Working Group Report as detailed in **Attachment 1** of Document 4.5, presented to the Teaching and Learning Committee at its 19/2 meeting;
- .3 approve the proposed changes to the Coursework Assessments Policy as detailed in **Attachment 2** of Document 4.5;
- .4 endorse the proposed changes to the Coursework Assessment Procedures as detailed in **Attachment 3** of Document 4.5 for approval by the Provost, in consultation with the Deputy Vice-Chancellor (Education and Students);
- .5 note the changes to the Coursework Assessment Policy that reflect the Academic Board approved transition from a four-point scale grade point average calculation model to a seven-point scale grade point average calculation model, and the use of weighted average mark (AB/19-4/75), as detailed in **Attachment 2** of Document 4.5;
- .6 recommend Council to approve the proposed amendments to the Student Rules (2.1.9 and 16.9) as detailed in **Attachment 4** of Document 4.5;
- .7 rescind the *Guidelines for Temporary Exclusion of a Student from Facilities and/or Participation in Activities* (2014) and approve the new Temporary Exclusion Policy as detailed in **Attachment 5** of Document 4.5;
- .8 endorse the proposed rescission of the *Concerning Behaviour Assessment and Intervention Team Vice-Chancellor's Directive* (2012) to be replaced by the new Concerning Behaviour Intervention Policy for approval by the Vice-Chancellor as detailed in **Attachment 6** of Document 4.5;
- .9 note the University Teaching and Learning Mid-Year Performance 2019 as detailed in **Attachment 7** of Document 4.5; and
- .10 note the First and Further Year Experience Report 2019 as detailed in **Attachment 8** of Document 4.5.

## **5 FACULTY/BOARD MATTERS**

No reports.

## **6 PRESENTATIONS**

See agenda items 3.1 to 3.3

**7 GENERAL BUSINESS****\*7.1 UTS Student Load Forecast for 2019****RESOLVED AB/19-5/97 – UTS Student Load Forecast for 2019**

Academic Board resolved to receive and note the report as detailed in Document 7.1 – *UTS Student Load Forecast for 2019* and its attachment.

**7.2 Report on late conferrals and corrections to awards****RESOLVED AB/19-5/98**

Academic Board resolved to:

1. receive and note the report as detailed in Document 7.2 – *Report on Late Conferrals, Corrections to Awards and Rescission of Awards – Spring 2019* in accordance with Delegations 4.10.3, 4.10.4 and 4.10.8; and
2. recommend that Council note the *Report on Late Conferrals, Corrections to Awards and Rescission of Awards – Spring 2019*.

**7.3 Annual Report on learning.futures****RESOLVED AB/19-5/99**

Academic Board resolved to receive and note the report as detailed in Document 7.3 – *Annual Report on learning.futures* and its attachments.

**8 OTHER BUSINESS**

There was no other business.

**CLOSURE**

The Chair thanked all members for their attendance and participation.

The Chair closed the meeting at 12.40pm.

**SIGNED AS A TRUE RECORD**

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**CHAIR**

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**DATE**