

**CONFIRMED MINUTES OF MEETING 20/4 OF  
ACADEMIC BOARD – 30 SEPTEMBER 2020**

Meeting 20/4 of the Academic Board of the University of Technology Sydney held at 9am on Wednesday 30 September 2020 via Zoom (<https://zoom.uts.edu.au/j/97957530843>).

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**PRESENT:**

Professor Joanne Gray (Chair), Professor Shirley Alexander, Associate Professor Adel Al-Jumaily, Associate Professor Matthew Arnold, Professor Monica Attard, Ms Rebecca Lorena Bachmann, Associate Professor James Ball, Dr Robin Bowley, Professor Ian Burnett, Mr Kurt Cheng JP, Mr Matthew Choy, Professor Thomas Clarke, Associate Professor Mary Coupland, Dr Alexandra Crosby, Professor Alan Davison, Dr Daniel Demant, Professor Sara Denize, Professor Maryanne Dever, Professor Chris Earley, Associate Professor Beth Goldblatt, Mr Michael Gonzalez, Professor Lesley Hitchens, Ms Wendy John, Ms Jane Kenny, Ms Brooke Lazarus, Ms Georgia Lloyd, Associate Professor Natalie Lloyd, Professor Lori Lockyer, Professor Heather MacDonald, Professor Michael McDaniel, Dr Peter McLean, Ms Jan McLean, Professor Louise McWhinnie, Professor Elizabeth Mossop, Dr Christina Nikitopoulos, Ms Nicola Panapoulos, Professor Andrew Parfitt, Dr Jenna Price, Professor Peter Scott, Associate Professor David Suggett, Mr Iain Watt and Ms Jacqui Wise.

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

**IN ATTENDANCE:**

Ms Anne-Lise Daniel (University Academic Programs Office – for item 4.1), Mr Nick Glower (Director of Risk for item 3.5) and Ms Elbreg Zwaan (Senior Governance Support Officer).

**APOLOGIES:**

Professor Alaina Ammit, Professor Attila Brungs, Professor Suzanne Chambers AO, Associate Professor Maxine Evers, Professor Michael Eyles, Professor Kate McGrath, Associate Professor Jochen Schweitze, Associate Professor Lynn Sinclair, Professor Stuart White, and Professor Glenn Wightwick.

**ABSENT:**

Associate Professor Peter Meier, Mr Sam Silcock, Dr Nicole Vincent, and Dr Stephen Woodcock.

## **1 PROCEDURAL MATTERS**

### **1.1 WELCOME/APOLOGIES**

#### **RESOLVED AB/20-4/55 – 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**

The Chair opened the meeting with an Acknowledgment of Country and of the Traditional Owners.

The Chair welcomed the Academic Board members and attendees. Student members present introduced themselves.

The apologies as listed above were received and leave of absence from the meeting granted.

There were no declarations of interest.

### **1.2 MINUTES**

#### **Confirmation of the minutes of meeting 20/3 held Wednesday 29 July 2020**

#### **RESOLVED AB/20-4/56**

Academic Board resolved to confirm the minutes of meeting 20/3 of Academic Board held on Wednesday 29 July 2020, 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/20-4/57 – Starring of items**

Academic Board resolved to:

- .1 pre-star items 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.3, and 6.1; and

- .2 adopt the remaining unstarred items as approved.

**Note for the record**

The following items were pre-starred: 2.1, 2.2, 3.1, 3.2, 3.5, 4.1, 4.3, and 6.1.

The Chair noted that agenda item 3.3 – *Course and Subject Performance Report* has been moved to 20/5 Academic Board meeting (11 November). This report was not be presented to the 20/4 Academic Board meeting.

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/20-4/58 – 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 executive action taken by the Chair of Academic Board on 28 July 2020 and 10 August 2020 to approve appointments to Academic Board, as detailed in Document 2.1;
- .3 note the executive action taken by the Chair of Academic Board on 31 July 2020 to approve (on behalf of Academic Board) that the Bachelor of Sport and Exercise Science (C10300) be conferred posthumously to Student ID 11700059, as recommended by Faculty Board in Health;
- .4 note the executive action taken by the Chair of Academic Board on 14 August 2020 to approve the grading of awards for graduands in August 2020 as listed in the following schedules presented by the faculties:
  - Schedule 1 – Faculty of Arts and Social Sciences
  - Schedule 2 – UTS Business School
  - Schedule 3 – Faculty of Design, Architecture and Building
  - Schedule 4 – Faculty of Engineering and Information Technology
  - Schedule 5 – Faculty of Health
  - Schedule 6 – Faculty of Law
  - Schedule 7 – Faculty of Science
  - Schedule 8 – Graduate Research School

- Schedule 9 – Faculty of Transdisciplinary Innovation and Connected Intelligence Centre
- Schedule 10 – Graduate School of Health

- .1 that graduands in their respective courses of the eight faculties, and the Graduate Research School indicated in recommendation .4 above, as listed in Schedules 1-10 be admitted to the appropriate degrees or awarded the appropriate diplomas and graduate certificates as designated; and
- .2 that graduands, as designated, be awarded the University Medals.
- .5 note the 2020 Forward Plan as detailed in **Attachment 1** of Document 2.1; and
- .6 note the Academic Board Actions List as detailed in **Attachment 2** of Document 2.1.

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

The Chair noted that the 2020 Academic Board forum will be held on 14 October 2020 from 9am to 10am via a Zoom webinar. The forum will focus on UTS research contributions to the COVID-19 pandemic. The Chair provided a brief overview of the forum program.

The Chair noted that the Academic Board self-evaluation survey was open for feedback (closing 30 October) and stakeholders and Academic Board committee members surveys will also be circulated in October. The Chair thanked Ms Elbreg Zwaan, Senior Governance Support Officer (Governance Support Unit) and Planning and Quality Unit for their contribution in reviewing the surveys.

The Chair advised members to complete the surveys. The surveys are designed to give members (of Academic Board and its committees) and stakeholders an opportunity to reflect on the Board's effectiveness, focus and relevance and helps feed into the induction process.

The Chair thanked the student member from Faculty of Arts and Social Sciences Ms Wendy John for assisting with the Academic Board induction refresh, which will be implemented in March 2021.

The Chair informed the Board that the duration of the 20/5 Academic Board meeting (11 November) may be extended, to ensure all items on the 2021 Forward Plan are completed.

**\*2.2 REPORT FROM THE VICE-CHANCELLOR****RESOLVED AB/20-4/59 – 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 Vice-Chancellor Professor Attila Brungs, acting Vice-Chancellor Professor Andrew Parfitt spoke to this report.

The acting Vice-Chancellor congratulated the staff and students for continuing to step up to current challenges and noted that the UTS Corporate Plan 2020 – Mid-year performance update reflects the excellent efforts of the staff members and the results are very encouraging and positive.

The acting Vice-Chancellor spoke to the report, highlighting the following and noting that the rest of the report be taken as read.

- **Campus reactivation:** The UTS COVID-19 Taskforce lead by Deputy Vice-Chancellor (Resources) Mr Patrick Woods is focusing on the next phase of campus reactivation and the post-COVID scenario. The current phase (phase two) of UTS's campus reactivation plan has been extended to the end of Summer session (27 February 2021). UTS continues to review the situation, in line with official NSW Health advice and guidelines.
- **International students:** The plans for a pilot of the secure corridor to bring international students back into NSW has been put on hold, given what is occurring in Victoria. UTS is continuing to work with the NSW Government as they work through National Cabinet to allow international students to return to NSW. At this stage, the return of international students in 2021 (in particular for Autumn session) is doubtful, which impacts the current and prospective students significantly.
- **Voluntary Separation Program:** The Voluntary Separation Program provides continuing staff with an opportunity to leave UTS voluntarily this year with a generous financial incentive payment. The program closed on Friday 25 September with 467 applications received. The staff members were thanked for considering the VSP. The VSP is an important part of UTS's financial recovery from the impact of COVID-19 and the level of interest has been encouraging. The next steps of the VSP process and timeline was outlined.
- **Congratulations:** Congratulations were extended to
  - the three UTS researchers (Dr Qilin Wang, Dr Lu Qin, Dr Sahand Mahmoodian) for being awarded the Australian Research Council (ARC) Future Fellowships

- Dr Qilin Wang, Senior Lecturer from Faculty of Engineering and Information Technology for being recognised as one of the Australia's Most Innovative Engineers (2020) for innovation in zero-energy water treatment
- the Design Innovation Research Centre (DIRC) for designing the UTS's Respect.Now.Always. campaign, which was recognized as one of Australia's most successful design projects for driving societal change. The participatory design campaign won 'Best in Class' for the social impact category at the Australian Good Design Awards.
- **Senate inquiry:** A Senate inquiry into foreign interference in Australia's universities, publicly funded research agencies and competitive research grants agencies has been commissioned recently. UTS is engaging in this process, as part of the Australian Technology Network (ATN).

An update on the Australian Artificial Intelligence Institute, Foreign Relations Bill and the impact of Job Ready Graduates Package on enrolments was noted.

The Board noted an update on the Student Satisfaction Survey results. The student feedback reflects that there has been a decrease in overall satisfaction of the students' learning experience (dropped from 75 per cent to 60 per cent), owing to the challenges associated with COVID-19 and the move to online learning. However, there was an increase in satisfaction with a range of support services.

It was noted that students felt there was lack of support in relation to academic advice on certain matters, which needs urgent attention. UTS continues to reflect on current experience and student feedback to improve the offerings in the future.

Members were advised that the Student Feedback Survey (SFS) would open shortly. Students were encouraged to complete this survey.

In the context of not disproportionately impacting early career researchers (casual academics), the Board discussed the implication of the university-level changes stemming from COVID-19 (eg UTS Fit for 2027, Voluntary Separation Program) and how this matter is being managed.

Given the changes proposed to funding under the Job Ready Graduates Package, the Board discussed the adjustments that were being made at UTS with respect to the domestic enrolments.

### 3 PRIORITY ISSUES

#### \*3.1 UTS 2027 strategy

##### **RESOLVED AB/20-4/60 – UTS 2027 strategy**

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

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

Academic Board received a presentation from the Provost Professor Andrew Parfitt on UTS 2027 strategy noting that in response to the current environment and recent developments, a rapid acceleration of several UTS 2027 initiatives is required.

The Board noted the snapshot of the integrated planning timeline that outlined the timeline for various activities (including review and reprioritisation of strategic initiatives, budget finalisation, Voluntary Separation Program outcome, drafting and finalising Corporate Plan 2021 and faculties' key performance indicators, and implementing Fit for 2027). UTS 2027 prioritisation process summary was noted.

The Provost presented on the Fit for 2027 Project, which is the focal point for UTS future planning and will generate future savings. The project is aligned to UTS 2027 and will investigate what organisational size and shape is needed to support our new way of working, align core processes and systems with what we need to achieve to meet key learning and research objectives, and develop the skill sets and organisational functions needed to enable those objectives.

The Fit for 2027 project's three key areas (scale and scope, systems and processes, and operational efficiency) were summarised, along with the Fit for 2027 project streams decision making process and indicative timeline for the blueprint and implementation.

#### \*3.2 UTS Corporate Plan 2020 – Mid-year performance update

##### **RESOLVED AB/20-4/61 – UTS Corporate Plan 2020 – Mid-year performance update**

Academic Board resolved to receive and note the report as detailed in Document 3.2 – *UTS Corporate Plan 2020 – Mid-year performance update*.

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

The Chair noted that the UTS Corporate Plan 2020 – Mid-year performance update reflects the excellent efforts of the staff members and the results are

very encouraging and positive.

The Provost noted that despite the impact of COVID-19, based on the latest available data in the report, there are some good performance results. The Provost congratulated the staff members and thanked them for the successful outcomes.

### **3.3 Course and Subject Performance Report**

*This report was not be presented to the 20/4 Academic Board meeting and has been moved to 20/5 Academic Board meeting (11 November).*

### **3.4 Learning Calendar annual report**

#### **RESOLVED AB/20-4/63**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 3.4 – *Learning Calendar Annual Report* and its attachments;
- .2 approve the Statement of principles for setting the learning calendar, with effect from 2021, as detailed in **Attachment 1** of Document 3.4;
- .3 note the 2021 and 2022 academic year dates approved by the Provost under Delegation 4.17.3 as detailed in **Attachment 2** and **Attachment 3** of Document 3.4; and
- .4 note the variations to the Statement of principles for setting the learning calendar approved by the Provost under delegation 4.17.2 as detailed in **Attachment 4** of Document 3.4.

### **\*3.5 Strategic Risk Assessment for Academic Board**

#### **RESOLVED AB/20-4/64 – Strategic Risk Assessment for Academic Board**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 3.5 – *Review of Strategic Risk Assessment* and its attachments;
- .2 approve the amendments to the Strategic Risk Assessment for Academic Board, as detailed in **Attachment 1** of Document 3.5;
- .3 note the feedback received from faculty boards and Academic Board committees on the Strategic Risk Assessment for Academic Board, as detailed in **Attachment 2** of Document 3.5; and



- .4 note that the updated 'Strategic Risk Assessment for Academic Board' approved under recommendation .2 will be provided to the Director of Risk for incorporation into the UTS Risk Assessments to be considered by Council (via the Audit and Risk Committee).

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

The Chair noted that the updated SRA incorporates changes made since 20/3 Academic Board meeting, in response to:

- feedback received from Senior Advisor, Governance and Policy
- feedback received from standing committees of Academic Board
- feedback received from faculty boards (arts and social sciences and law)
- incorporating risks identified under the review of research risks project undertaken by the Research Committee.

The Chair thanked the Academic Board committees (including faculty) boards and the Director of Risk Mr Nick Glover for providing feedback.

## **4 COMMITTEE BUSINESS**

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

#### **RESOLVED AB/20-4/65 – Courses Accreditation Committee Report**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 4.1 – *Courses Accreditation Committee Report* and its attachments;

#### ***New courses/Course arrangements***

- .2 approve the course accreditation of the following new course, as detailed, for recommendation .2.1:

#### **Faculty of Design Architecture and Building**

- .2.1 C10413 Bachelor of Design in Architecture Master of Architecture

from Autumn session 2021 until 31 December 2025

(file: UR94/0551, 00/1037, (C10004, C10409) / UR04/135 (C04235) / (C10413) [OCAP #1596]

#### ***Courses changes***

- .3 approve the course changes for the following courses, as detailed, for recommendations .3.1 to .3.3:

**Faculty of Engineering and Information Technology**

- .3.1 C04423 Master of Animation and Visualisation  
C11326 Graduate Certificate in Animation and Visualisation

from Autumn session 2021

(file: UR16/560) [OCAP #1635]

**Noting that:**

The course change is to change the minimum English Language Proficiency Level.

**UTS Business School**

- .3.2 C04426 Master of Finance (offshore)  
C11334 Graduate Certificate in Finance (offshore)

from December session 2020 (Commencing 2 November 2020 until end 2021

(file: UR04/138, UR20/274) [OCAP #1604]

**Noting that:**

- Change to language of instruction
- This type of change requires new course codes:
  - C04426: changed from C04282 Master of Finance (offshore)
  - C11334: changed from C11243 Graduate Certificate in Finance (offshore)
- English language proficiency requirements do not apply for courses taught in LOTE
- This recommendation relates to recommendation .5.2.

**Deputy Vice-Chancellor and Vice President (Education and Students)**

- .3.3 approve the variation to language proficiency requirements for Online Program Management (OPM) courses;

**Reaccreditation**

- .4 approve course accreditation for the reaccreditation of the following courses as detailed, for recommendations .3.1 to .3.2:

**Short reaccreditation**

**Faculty of Science****.4.1 C10223 Bachelor of Environmental Biology**

from Autumn session 2021 until 31 December 2024

(file: UR13/553) [OCAP #1532]

***Phasing out and discontinuation***

- .5 approve course accreditation for the phasing out and discontinuation for the following course as detailed, for recommendation .5.1 and 5.2:

**Faculty of Engineering and Information Technology****.5.1 C11192 Graduate Certificate in Information Technology Project Management**

from Spring session 2020

(files: UR05/412) [OCAP #1518]

**.5.2 C04282 Master of Finance  
C11243 Graduate Certificate in Finance**

from Offshore Spring session 2020

file: UR04/138, UR20/274) [1604]

**Noting that:**

This recommendation relates to recommendation .3.2.

**Note for the record**

Professor Sara Denize, Chair of Courses Accreditation Committee (CAC) provided an overview of the recommendations. In relation to the C10413 Bachelor of Design in Architecture Master of Architecture from the Faculty of Design, Architecture and Building, the Chair of CAC noted that it is a combined Bachelor/Masters course (stackable degree). The CAC reviewed a number of factors in proposing this degree.

The Chair of CAC noted that the committee is considering how to improve the implementation of Indigenous Graduate Attributes in courses. Relevant recommendations will be provided to Academic Board in relation to this matter in the coming months.

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

### **RESOLVED AB/20-4/66**

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 approve the changes to the Standing Orders for Faculty Boards as detailed in **Attachment 1** of Document 4.2;
- .3 approve the changes to the Standing Orders for Academic Board as detailed in **Attachment 2** of Document 4.2;
- .4 recommend Council to approve amendments to Rule G3-1(2) in relation to constitution of the Academic Board as detailed in **Attachment 3** of Document 4.2; and
- .5 note the approval (by Executive Committee of Academic Board) of the accreditation of various courses as detailed in **Attachment 4** of Document 4.2.

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

### **RESOLVED AB/20-4/67 – 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 attachment;
- .2 approve the revised Graduate Research and Supervision Policy as detailed in [Attachment 1](#) of Document 4.3; and
- .3 note the presentation on *Graduate Research School Board and Higher Degree by Research at UTS update 2020*.

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

The Chair of Graduate Research School Board (GRSB) Professor Lori Lockyer provided an overview of the recommendations in the report noting that revisions are proposed to the Graduate Research and Supervision Policy to align with the Guidelines to Counter Foreign Interference in the Australian University Sector, and to link with the Equity, Inclusion and Respect Policy.

Academic Board noted a presentation from the Chair of GRSB on Graduate Research School Board and Higher Degree by Research at UTS update

2020. The presentation provided an overview of the graduate research 2020 highlights. Following matters were noted by the Board.

- The Chair of GRSB thanked the Thesis Examination Committee for reviewing and recommending the new graduate research final examination procedures, which were approved by GRSB in June 2020. The procedures clarify the process for examiner nomination, outcomes role, responsibilities and related processes.
- New training modules were introduced (student research integrity and supervision induction).
- Other successful initiatives included the review of industry engagement programs, launch of new online application system and HDR online (for candidature management and progression, and Thesis examination).

The Board noted a summary of changes that were made to various graduate research processes/areas (listed below) in response to COVID-19:

- offshore enrolment option visa holders
- higher degree by research (HDR) FAQ page updated
- student led implications of COVID-19 surveys
- discipline/cohort-based town halls
- online development and engagement
- candidature and scholarship extensions provided as per Government guidelines
- setting up a HDR representative team within Microsoft Teams
- policy review and revisions
- design of new internship program
- Fit for 2027.

The Chair of GRSB thanked the HDR students across UTS for leading and participating in the surveys identifying the implications of COVID-19 that has helped GRSB in responding to COVID-19.

The Board noted an overview of:

- Connected HDR Experience (CoHDR<sub>e</sub>) Model (a sub-project within Fit for 2027), which aims to develop a new, connected and coherent model for the structure and implementation of UTS's graduate research programs (Masters by Research and Doctorates).
- the Fit for 2027 HDR project, which will focus on elements of the model with an aim to streamline course offerings across UTS, clarify roles and responsibilities of all those involved in graduate research support and make better use of our university systems to provide better coordination and communication with students, and reduce the risk that comes with duplication of effort across multiple, similar courses.

The Board discussed the steps put in place to respond to the financial challenges faced by students who seek extensions for completion.

In regard to the Graduate Research and Supervision Policy, clarification was sought around the role of RAO and head of the school in governing the Supervisor Category Registration. It was noted that it is the faculty's responsibility to nominate supervisors for registration and this is implemented via the RAO or the head of school delegation.

A suggestion was made if a COVID-19 Impact Statement in the Final Thesis would help, given that COVID-19 has impacted overseas data collection by researchers, ultimately impacting the quality of the Thesis. It was noted that UTS has not implemented a statement to this effect at this stage however that the TEC would consider this. The students have been asked to regularly revisit their study plan and document continuously the impact of COVID-19, as the situation is progressing or changing. It was suggested that it may be appropriate that a statement could be developed to this effect and also included in the Australian Higher Education Graduation Statement (AHEGS) for students.

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

No report.

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

##### **RESOLVED AB/20-4/68**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 4.5 – *Teaching and Learning Committee Report* and its attachments;
- .2 recommend the Provost to approve amendments to the Coursework Assessment Procedures as outlined in the report and detailed in [Attachment 1](#) of Document 4.5;
- .3 recommend Council to approve amendments to the UTS Student Rules as outlined in the report and detailed in [Attachment 2](#) of Document 4.5; and
- .4 note the update from the Academic Integrity Working Group and the new timeline for reporting the final recommendations of the Working Group to Academic Board.

#### **5 FACULTY/BOARD MATTERS**

No reports.

**6 PRESENTATIONS****\*6.1 Student voices: Emerging Learning Practices – including embedding Indigenous Graduate Attributes****RESOLVED AB/20-4/69 – Student voices: Emerging Learning Practices – including embedding Indigenous Graduate Attributes**

Academic Board resolved to resolved to receive and note the Student voices presentation on Emerging Learning Practices – including embedding Indigenous Graduate Attributes.

**Note for the record**

The student members of Academic Board presented on the topic ‘Emerging Learning Practices – including embedding Indigenous Graduate Attributes (IGAs)’, sharing student’s perspective on the following three aspects:

- an introduction on the importance of Emerging Learning Practices and IGAs by Wendy John (Faculty of Arts and Social Sciences)
- UTS’s current status by Matthew Choy (Faculty of Engineering and Information Technology) and Brooke Lazarus (Faculty of Design, Architecture and Building)
- our future vision by Rebecca Bachmann (postgraduate research student), Nicola Panopoulos (Faculty of Transdisciplinary Innovation) and Georgia Lloyd (Faculty of Science).

The Board noted the following matters from the presentation:

- COVID-19 provides an unprecedented opportunity for fresh, new learning practices to emerge. Teaching and learning right across UTS could be inspired from the innovation and effort that fuels UTS Central News – a great example of an innovative learning practice. UTS Central News provides journalism students with hands-on experience in a dynamic digital newsroom.
- The Black Lives Matter movement this year has created opportunity for a renewed commitment to embedding the IGAs. Embedding of IGAs across UTS courses needs further improvement. Each faculty is at different stages in implementing IGAs, with the Faculty of Health setting a benchmark by fully embedding the IGAs across all their courses. Ideally, a UTS graduate would be:
  - equipped to work with and for Indigenous people;
  - enriched with an understanding of Indigenous knowledges and approaches;
  - familiar with the work of First Nations industry experts;
  - able to see the barriers to justice in their chosen fields and;
  - equipped to create culturally safe workplaces.

- In line with the current initiatives identified in the UTS 2027 strategy, students presented ideas for incorporating IGAs into teaching and learning, the transition to online remote learning and responding to the impacts of COVID-19. Ideas included:
  - need to improve communication platforms to support online teaching/ learning
  - increased transparency is required between the university, its teachers and students in these challenging and changing times including a streamlined and clear dialogue between staff and students
  - increase in UTS's appetite for student involvement and student's ability to contribute
  - need to improve accessibility of resources across all students
  - social distancing has made it challenging for PhD students to discover potential research collaboration projects – need for research, networking and publication opportunities
  - provide PhD students with the ability to gain teaching experience
  - online teaching environment presents a unique opportunity for our students to complement courses offered at UTS with easier access, especially with the new short forms of learning/micro-credentials
- In quoting the UTS 2027 strategy, the students highlighted the need for commitment towards: student diversity, bias awareness within curriculum, incorporation of student feedback into emergent practice, evaluation of online delivery for both UX and DX, mutualistic teaching practice, innovation, jobs ready graduates and managing student expectations.

The Chair thanked the student members for the presentation and noted that the Chair will work with the students and relevant areas within UTS, to take relevant feedback forward.

Professor Michael McDaniel, Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)) commended the students for the presentation and thanked them for supporting the IGAs and acknowledging the enormous social and economic disadvantage experienced by Indigenous Australians. IGAs are the most challenging of the graduate attributes that UTS has tried to implement. It is not only an intellectual/academic exercise but also a physiological exercise, as we have to manage the complexities of the individual positions in a structure that disadvantage Indigenous people.

PVC (ILE) reiterated that each faculty is at different stages in implementing IGAs and commended the Faculty of Health for successfully embedding the IGAs. It was noted that increasing Indigenous representation and



employment within UTS, would help in developing the capability that is required to implement the IGAs.

PVC (ILE) noted that there were a number of ongoing initiatives within UTS in relation to this project. The Chair, Professor Sara Denize (Chair of CAC), PVC (ILE) and Associate Professor Christopher Lawrence (PVC (ILE) nominee on CAC) met to discuss initiatives to improve embedding of IGAs within UTS courses.

## **7 GENERAL BUSINESS**

### **7.1 2019 Annual Report on Student Misconduct and Appeal Matters**

#### **RESOLVED AB/20-4/70**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 7.1 – *2019 Annual Report on Student Misconduct and Appeal Matters*; and
- .2 recommend Council to note the 2019 Annual Report on Student Misconduct and Appeal Matters.

### **7.2 Respect.Now.Always. Initiatives**

#### **RESOLVED AB/20-4/71**

Academic Board resolved to receive and note the report as detailed in Document 7.2 – *Respect.Now.Always. Update*.

### **7.3 Student Load Forecast for 2020**

#### **RESOLVED AB/20-4/72**

Academic Board resolved to receive and note the report as detailed in Document 7.3 – *UTS Student Load Forecast for 2020* and its attachment.

### **7.4 Elections Report**

#### **RESOLVED AB/20-4/73**

Academic Board resolved to:

- .1 receive and note the report as detailed in Document 7.4 – *Elections Report and its attachment*; and
- .2 encourage members to promote voting in the current and upcoming elections.

**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 11am.

**SIGNED AS A TRUE RECORD**

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**CHAIR**

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**DATE**