

UNIVERSITY OF SOUTH AUSTRALIA
MINUTES OF THE ACADEMIC BOARD MEETING HELD
ON WEDNESDAY, 24 FEBRUARY 2021
AT 2.15 PM, IN ROOM RR 5-09, ROWLAND REES BUILDING,
CITY WEST CAMPUS

1/2021

ITEM 1 - WELCOME AND OPENING

1.1 PRESENT:

Prof Vicki Waye
(Chairperson)
Mr Matthew Atkinson
Mr Noah Beckmann
Dr David Birbeck
Prof Jon Buckley
Prof Pat Buckley
Prof Joanne Cys
Ms Jodieann Dawe
Prof Shane Dawson
Dr Gaye Deegan
Ms Amelianna Alfred Domnic
Prof Roger Eston
Prof Allan Evans
Prof Paula Geldens
Assoc Prof Sheridan Gentili
Dr Georgina Heath
Mr Brendan Hughes
Mr Richard Irons
Dr Sally Lewis
Prof David Lloyd
Dr Evangeline Mantzioris
Prof Julie Mills
Mr Dinuk Nanayakkara
Ms Adrienne Nieuwenhuis
Assoc Prof Barbara Parker
Dr Andrea Parks
Ms Gabrielle Rolan
Dr Saras Sastrowardoyo
Ms Ishika Sharma
Mr Paul Sherlock
Prof Marianna Sigala
Dr Ruchi Sinha
Assoc Prof Deirdre Tedmanson
Prof Bruce Thomas
Prof Rachel Vernon
Mr Stephen Ward
Prof Irene Watson
Prof Marnie Hughes-Warrington
Assoc Prof Marie Williams
Prof Marie Wilson
Mr Peter Cardwell
(Executive Officer)

APOLOGIES:

Prof Andrew Beer
Dr Belinda Chiera
Ms Karla Gotting
Dr Huda Khan
Prof Esther May
Assoc Prof Elspeth McInnes
Mr Rhys Peden

ALTERNATES:

Ms Danielle Gericke
(for Ms Karla Gotting)

OBSERVERS:

Mr Alan Brideson
Dr Steve Brock
Ms Karen Hunt
Ms Tania Kanellos
Assoc Prof Veronika Kelly
Ms Susan Lamont
Mr Mathew Leach
Prof Peter O'Connor
Ms Sophie Then

1 The Chairperson opened the meeting and welcomed members, alternates and observers, in particular she welcomed new student members who were attending their first Academic Board meeting. Prof Waye also acknowledged the fact that the meeting was taking place on Kaurna land, and thanked Kaurna Elder and Adjunct Research Fellow Dr Lewis O'Brien for his Welcome to Country.

1.2 TABLED PAPERS

2 The following paper was tabled and accepted:

2.1 Commonwealth Supported Graduate Certificates and Undergraduate Certificates for 2021 (Agenda Item 7.12)

1.3 STARRING OF AGENDA ITEMS

3 Agenda Items 1, 3, 4, 5, 7.1, 7.2, 7.12, 8.1 and 8.2 were starred for discussion.

1.4 APPROVAL OF UNSTARRED ITEMS

2021/1/1 Academic Board resolved:

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

Moved: Ms Adrienne Nieuwenhuis

Seconded: Prof Joanne Cys

CARRIED

1.5 NOTICE OF CONFLICT OF INTEREST

4 It was noted that no members had given notice of a potential conflict of interest in relation to any items of business on the agenda for consideration at the meeting.

1.6 CONFIRMATION OF THE MINUTES OF THE PREVIOUS MEETING

2021/1/2 Academic Board resolved:

to accept the minutes of the meeting held on 27 November 2020 as a correct record.

Moved: Prof Marie Williams

Seconded: Assoc Prof Deirdre Tedmanson

CARRIED

ITEM 2 – BUSINESS ARISING FROM THE MINUTES

5 There was no business arising from the minutes.

ITEM 3 – CHAIRPERSON’S REPORT

6 The Chairperson, Prof Vicki Waye, reported on the Academic Board Business Plan for 2021.

2021/1/3 **Academic Board resolved:**

to receive the Chairperson’s Report.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

ITEM 4 – VICE CHANCELLOR’S REPORT

7 The Vice Chancellor, Prof David Lloyd, introduced his written report, which was take as read, by drawing members attention to three matters. Prof Lloyd reported that:

7.1 In 2020 UniSA offered a voluntary Early Retirement Scheme (ERS) for academic and professional staff who met the ATO approved eligibility criteria. Continuing staff were invited to apply if they were employed under the University of South Australia Enterprise Agreement 2019, aged 55 years or more as at 31 December 2020, with five or more years of continuous service with UniSA. Applications opened on 29 October 2020 and closed on 11 November 2020. Of the 149 staff who elected to retire early from the University, 88 were professional staff members and 61 academic staff members. All professional staff exited the University by 31 December 2020 with academic staff all exiting by 31 March 2021. Interim replacement arrangements had been agreed by Enterprise Leadership Team (ELT) through to June 2021 to ensure continuity of core service and mitigate risk, in particular in those Units where a significant proportion of staff left under the ERS such as Facilities Management Unit (FMU), People, Talent and Culture (PTC), Student and Academic Services (SAS) and ISTS. Academic Units with significant numbers include Education Futures (16), UniSA STEM (10), UniSA Business (8) and UniSA Creative (8). The University was currently in the process of developing the long-term replacement strategy in line with its strategic and financial objectives.

7.2 Prof Tracey Bretag had been posthumously granted a Career Achievement Award in the 2020 Australian Awards or University Teaching. Prof Bretag believed passionately in academic integrity. She was a world leader in her field and throughout her career she worked tirelessly to raise awareness of this issue. Her work identified the extent of contract cheating and informed national laws to combat this practice. For most of her academic career, Prof Bretag taught in the UniSA where she received numerous awards for her teaching. Sadly, she passed away in October 2020. She would be remembered as a true guiding light for our academic community.

7.3 Prof Peter Høj was congratulated on his appointment as the new Vice-Chancellor and President of Adelaide University. Prof Høj had formerly been Vice Chancellor and President of both UniSA and more recently the University of Queensland.

2021/1/4 **Academic Board resolved:**

to receive the Vice Chancellor’s Report.

Moved: Prof Vicki Waye (from the Chair)

CARRIED

**ITEM 5 – MATTERS FROM ACADEMIC STRATEGY, STANDARDS AND QUALITY
COMMITTEE (ASSQC) 1/2021**

5.1 UNISA CLINICAL AND HEALTH SCIENCES

**5.1.1 NEW PROGRAM – BACHELOR OF BIOMEDICAL SCIENCE, PROGRAM WITHDRAWAL –
BACHELOR OF MEDICAL SCIENCE (UNSTARRED ITEM)**

2021/1/5 Academic Board resolved:

**to approve the new Bachelor of Biomedical Science and the simultaneous withdrawal
of the Bachelor of Medical Science (IBMS) to be implemented from Study Period 2,
2022.**

5.2 UNISA EDUCATION FUTURES

**5.2.1 PROGRAM AMENDMENT – BACHELOR OF SECONDARY EDUCATION (HONOURS)
(UNSTARRED ITEM)**

2021/1/6 Academic Board resolved:

**to approve the program amendment to the Bachelor of Secondary Education
(Honours) for a restricted offering of the program for delivery in Mount Gambier and
Whyalla from Study Period 1, 2022.**

5.3 UNISA JUSTICE AND SOCIETY

**5.3.1 PROGRAM AMENDMENT – BACHELOR OF SOCIAL WORK & BACHELOR OF SOCIAL
WORK (HONOURS) (UNSTARRED ITEM)**

2021/1/7 Academic Board resolved:

**to approve the proposed amendment to the entry requirements of the Bachelor of
Social Work and the Bachelor of Social Work (Honours) with effect from Study Period
5, 2021.**

5.4 UNISA STEM

**5.4.1 PROGRAM AMENDMENT – BACHELOR OF ENGINEERING (HONOURS) (FLEXIBLE
ENTRY) (UNSTARRED ITEM)**

2021/1/8 Academic Board resolved:

**to approve the new entry requirements and related changes to the program schedule
for the Bachelor of Engineering (Honours) (Flexible Entry) with effect from Study
Period 5, 2021.**

5.4.2 4 + 1 PACKAGED ENGINEERING PROGRAMS (UNSTARRED ITEM)

2021/1/9 Academic Board resolved:

Approve the introduction of the 4 + 1 packaged arrangements as exit only plans with effect from Study Period 5, 2021.

ITEM 6 – MATTERS FROM RESEARCH DEGREES COMMITTEE (RDC) 1/2021

8.1 RESEARCH DEGREE COMPLETION OF REQUIREMENTS (UNSTARRED ITEM)

2021/1/10 Academic Board resolved:

to receive the report from Research Degrees Committee.

ITEM 7 - BUSINESS

7.1 CURRICULUM INNOVATION PROCESS (CIP) ANNUAL REPORT 2020

- 8 The Provost and Chief Academic Officer, Prof Allan Evans, introduced the findings and recommendations emanating from the 2020 round of the *Curriculum Innovation Process* (CIP). Prof Evans reported that in 2013 he had initiated the CIP as a series of annual data-informed conversations with schools on all their programs and courses, student engagement and satisfaction, graduate outcomes, teaching-research alignment, workforce, and financial performance. 2020 marked the commencement of this same process with the seven new Academic Units. The CIP performed an integral role in the University's quality assurance and risk management processes and was considered to be a vital review and improvement process with regard to the University's accreditation with TEQSA. In the 2020 round Prof Evans held CIP discussions with each Academic Unit and met with the Executive Dean, Dean(s) of Programs, Dean of Research and General Manager.
- 9 Members noted that as was the case in previous rounds of the CIP, Business Intelligence and Planning (BIP) had assembled a data package for each Academic Unit including their student demand (domestic and international), program enrolments, graduate destinations, student satisfaction, course grade distributions, student retention/success, student course and teacher feedback, competitor activity, and research performance. The overall performance of each Academic Unit was evaluated using the data portfolio. Each Academic Unit executive team had prepared a summary report outlining the priority issues and key strategies that have arisen through the CIP, including responses to six questions with a renewed focus on program viability.
- 10 It was further noted that in 2020 UniSA had 71 core undergraduate programs. There were also 17 undergraduate programs offered via UniSA Online last year. An additional three one-year Honours programs had commencing load in 2020, as well as three offshore programs, two OUA programs, and 10 double degrees. Overall, since academic areas were requested to commence reducing their small enrolment programs as part of the CIP the number of core undergraduate programs with an intake had reduced slightly from a peak of 79 programs in 2015 to 71 programs in 2020. While the number of undergraduate programs with an intake fell to 65 programs in 2017-2018, the slight increase in undergraduate program offerings since this time could largely be explained by administrative changes (eg splitting the Education program into four specialised programs, and a number of changes across the Business, Arts, and Creative Industries program areas), rather than introduction of wholly new discipline areas to the University. At the

postgraduate level the University had 38 Masters by coursework programs with an intake in 2020. When adding in shorter postgraduate qualifications (Graduate Certificates and Graduate Diplomas), most of which form nested program suites, there were a total of 89 programs with commencing load last year, with an additional two UniSA Online, four OUA, and four offshore programs. There had been a significant reduction in the postgraduate coursework programs with commencing load over recent years, from 128 programs in 2013 to 89 programs in 2020, which reflected a strong focus through the CIP to improve the efficiency of the University's postgraduate coursework teaching.

- 11 Prof Evans noted that the CIP discussions had a special focus on courses which tied in with the Workload Review. Courses with less than 20 students were being tracked. In 2020, the University offered a total of 1,996 courses, of which 1,444 were undergraduate courses (and 1,523 course offerings) and 552 were postgraduate courses (with 616 course offerings). An additional 73 courses were being taught through OUA in 2020. Over the period 2016-2020, efforts had been made to withdraw some small enrolment courses. However, there had been a net increase in number of courses because of the introduction of 233 courses through UniSA Online from 2017. It was encouraging that most undergraduate courses were now attracting enrolments of between 40 and 160 students. Nevertheless, there were still almost 300 undergraduate courses with an enrolment of fewer than 20 students and Academic Units would need to review these courses and determine which needed to be retained for strategic purposes, and which could be withdrawn or consolidated as part of their local plans. At the same time issues with course efficiency were more pronounced at the postgraduate level.
- 12 Prof Evans welcomed the fact that student satisfaction had remained buoyant since the CIP commenced in 2013. There had also been an increase in University-wide course satisfaction to 80.1% in 2020, compared with 79% in the previous two years. Similarly, teacher satisfaction increased to 85.5% in 2020, from 84% in 2018 and 2019. This was particularly pleasing given the additional pressures and demands that the COVID-19 pandemic had placed on staff and students. In 2020, 75% of students agreed or strongly agreed with the statement: *"overall, I was satisfied with the adjustments made to this course in response to the COVID-19 crisis"*. Prof Evans said that he was impressed by the high quality of the University's courses and teachers. A number of metrics continued to be used to evaluate student engagement in each Academic Unit; both at a whole-of-Academic Unit level, as well as at a program and course level. This included consideration of the proportion of students who had withdrawn, the number of students with a program enrolment and no course enrolments, as well as student success rates. The Grade Point Average (GPA) for every large course taught in each Academic Unit was examined. Overall, the University's retention rate had remained constant over recent years and was 84.1% in 2020.
- 13 In conclusion, there was some discussion of key priorities for 2021 including: development of the Academic Enterprise Plan, continuing to monitor the impacts of COVID on international student demand and enrolment patterns, considering the impact of the Commonwealth's funding changes as part of the Job Ready Graduates Package, monitoring local demand for undergraduate programs, devising a strategy to improve the quality and efficiency of postgraduate coursework programs, and evaluating the opportunity to offer short courses in line with Commonwealth funding commitments. A member suggested that consideration be given to making Indigenous Content in Undergraduate Programs (ICUP) as a CIP priority in keeping with the UniSA Reconciliation Action Plan (RAP).

2021/1/11 **Academic Board resolved:**

to receive and note the findings of the 2020 *Curriculum Innovation Process*.

Moved: Prof Allan Evans

Seconded: Assoc Prof Deirdre Tedmanson

CARRIED

7.2 UNISA'S APPROACH TO FREEDOM OF SPEECH AND ACADEMIC FREEDOM

- 14 The Chair, Prof Vicki Waye, reported that at its meeting held on 24 May 2019 Academic Board had endorsed the UniSA *Statement on Academic Freedom*, which was subsequently approved by Council. The Statement was intended to build upon existing University instruments and provide guidance to management, staff, students and visitors regarding policy formulation and review, decision making, conduct, and communication. It was a statement of principle and was not intended to operate as a code of conduct or to supplant University policy. Individuals or groups that wished to make a complaint regarding a breach of academic freedom would still need to follow the usual grievance policy and processes that UniSA had in place. Great care had been taken to ensure that UniSA's Statement was consistent with definitions and terminology provided in the Model Code recommended by the *French Review* established by the Federal Minister for Education in 2018. Procedural aspects of the Model Code and intended modifications to the Higher Education Standards Framework also informed the University's associated policy and procedural framework. Notwithstanding, in late 2020 the *Walker Review* of the Adoption of the Model Code assessed that the University's Statement on Academic Freedom was not aligned with the Model Code.
- 15 Members noted that the UniSA submission to the *Walker Review* set out its alignment with each element of the Model Code. It was further noted that full alignment did not require that a university duplicate the Model Code but did require that the University's policies aligned with the four central principles of the Model Code. Despite the assessment of the *Walker Review*, the University remained of the view that its policy framework was broadly aligned to the Code. The University also believed that its *Statement on Academic Freedom* affirmed its commitment to upholding and defending academic freedom and freedom of speech, while at the same time retaining institutional autonomy and the UniSA culture of mutual respect, collegiality, and tolerance for one another.
- 16 Members spoke strongly in support of the UniSA existing *Statement on Academic Freedom*. They indicated that they were comfortable with maintaining the status quo and believed that there were not any further steps that should be taken to increase alignment with the Model Code. Following discussion, it was resolved that the University's current approach to ensuring academic freedom and freedom of speech were appropriate.

2021/1/12 **Academic Board resolved:**

that the University's current approach to ensuring academic freedom and freedom of speech was appropriate.

Moved: Prof David Lloyd

Seconded: Prof Pat Buckley

CARRIED UNANIMOUSLY

7.3 COURSEWORK SCHOLARSHIPS, GRANTS AND PRIZES AND RECOGNITION OF ACADEMIC EXCELLENCE (UNSTARRED ITEM)

2021/1/13 **Academic Board resolved:**

to approve the proposed Coursework Scholarships, Grants and Prizes Policy and Procedures and the Recognition of Academic Excellence Procedures.

7.4 HUMAN RESEARCH ETHICS COMMITTEE MEMBERSHIP (UNSTARRED ITEM)

2021/1/14 Academic Board resolved:

to approve the appointment and re-appointment of HREC members for the two-year period as specified.

7.5 NON-TRADITIONAL RESEARCH OUTPUTS PEER REVIEW & REPOSITORY SUBMISSION PROCESS (UNSTARRED ITEM)

2021/1/15 Academic Board resolved:

to approve the implementation of a revised NTRO peer review system and IT infrastructure that: accommodates both J and K NTRO outputs; enables peer review at the Unit level (where the discipline is housed); allows for fast-tracked approval for those NTROs that have effectively been externally peer reviewed as part of the research activity generating them (including funder approval/sign-off or competitive entry); and which finalises the outcome of the peer review process prior to the NTRO being entered into the Library's Research Outputs Repository.

7.6 NEW GRANT – ANTHONY AND ROBIN RADFORD STUDENT GRANT (UNSTARRED ITEM)

2021/1/16 Academic Board resolved:

to approve the new Anthony and Robin Radford Student Grant.

7.7 NEW GRANT – ZIPTRAK ENGINEERING AND PRODUCT DESIGN GRANT (UNSTARRED ITEM)

2021/1/17 Academic Board resolved:

to approve the new Ziptrak Engineering and Product Design Grant.

7.8 NEW GRANT – COLLIER REGIONAL STUDENT SUPPORT GRANT (UNSTARRED ITEM)

2021/1/18 Academic Board resolved:

to approve the new Collier Regional Student Support Grant.

7.9 NEW PRIZE – MARIA LANE ABORIGINAL EDUCATION PRIZE (UNSTARRED ITEM)

2021/1/19 Academic Board resolved:

to approve the new Maria Lane Aboriginal Education Prize.

7.10 NEW SCHOLARSHIP – SOUTHCOTT UNDERGRADUATE ENGINEERING SCHOLARSHIP (UNSTARRED ITEM)

2021/1/20 Academic Board resolved:

to approve the new Southcott Undergraduate Engineering Scholarship.

7.11 NEW SCHOLARSHIP – AUSTRALIAN RESEARCH CENTRE FOR INTERACTIVE & VIRTUAL ENVIRONMENTS VACATION RESEARCH SCHOLARSHIP (UNSTARRED ITEM)

2021/1/21 Academic Board resolved:

to approve the new Australian Research Centre for Interactive & Virtual Environments Vacation Research Scholarship.

7.12 COMMONWEALTH SUPPORTED GRADUATE CERTIFICATES AND UNDERGRADUATE CERTIFICATES FOR 2021

17 The Provost and Chief Academic Officer, Prof Allan Evans, advised of a change in fee type from full-fee paying (FPPS) to Commonwealth Supported (CGS) for four Graduate Certificate programs that would be funded through the Government's short course initiative for 2021 only. Prof Evans also sought leave to delegate authority for the approval of three new Graduate Certificate programs and an Undergraduate Certificate, as well as any relevant scholarships, that would be offered through the short courses scheme, to himself and the Chief Academic Services Officer.

18 Members noted that the University had made an application in December 2020 for funding for a suite of Undergraduate Certificates and Graduate Certificates. The Government had allocated UniSA a total of \$8.6m in funding, including \$2.3m for Undergraduate Certificates and \$6.3m for Graduate Certificates for 2021. This meant that the University would be able to offer Commonwealth Supported Places to students across several existing programs that were currently FPPS, representing a significant cost saving to students who enrolled in those programs, as well as growing the student load in some existing CGS programs, and establishing some new CGS programs. It also allowed the transition of our Foundation Studies program to a formal University Undergraduate Certificate.

19 It was further noted that approval was being sought for the expedited publication of the programs that UniSA had been approved to offer through the short courses scheme on the Government's short courses promotional platform, CourseSeeker, and to commence student recruitment activity for these programs immediately. It was important to fast track UniSA's participation in the scheme in order to maximise the benefit of the Government funding and ensure as many students as possible had the opportunity to complete the participating programs by the end of the year.

20 The Commonwealth Government had not confirmed the long-term fee status arrangements for these Commonwealth Supported Places in the Graduate Certificates nor the future status of the undergraduate certificate in the Australian Qualifications Framework beyond 2021. However, UniSA would ensure that students who took the opportunity to study these programs would not be financially disadvantaged by any funding changes for 2021 and 2022 only. For this reason, it was recommended that any student who commenced in one of the identified 'short course' programs in 2021 would be able to continue to pay at the HECS rate rather than FPPS for any courses in 2022 as well.

21 Prof Evans reported that there was a requirement for universities to charge HECS for Undergraduate Certificates, and currently there were no fees charged for the UniSA Foundation

Studies program (from which students would transition to the Undergraduate Certificate), so a scholarship would be provided by UniSA for students enrolled in the Undergraduate Certificate in University Studies, to cover the HECS, in 2021 only.

2021/1/22 Academic Board resolved:

- 1. to note the inclusion of the existing UniSA programs in this scheme to access the funding provided by the Australian Government and promote them as short programs in CourseSeeker, which includes converting the above listed existing FPPS programs to CGS;**
- 2. to extend delegated joint authority to the Provost & Chief Academic Officer and the Chief Academic Services Officer to approve new programs and scholarships related to the short courses, on behalf of Academic Board, to implement this Government initiative.**

Moved: Prof Rachel Vernon

Seconded: Assoc Prof Sheridan Gentili

CARRIED

ITEM 8 – FOR INFORMATION

8.1 DRAFT ACADEMIC ENTERPRISE PLAN

- 22 The Provost & Chief Academic Officer, Prof Allan Evans, and the Deputy Vice Chancellor (Research & Enterprise) introduced the draft Academic Enterprise Plan. The Academic Enterprise Plan was the University's first integrated teaching and learning and research strategy and embedded the conversations held across the University over the past two years in forums such as Academic Strategy, Standards and Quality Committee (ASSQC) (before that the Academic Strategy Group), the Research Leadership Committee (RLC) to advance our academic programs and key research and enterprise initiatives. The Plan sought to strengthen our teaching and research nexus and deliver on the ambitions in the University's Enterprise25 Strategic Plan. Additionally, the Academic Enterprise Plan built on the successful Digital Learning Strategy 2015-2020 and would complement the University's existing commitments set out in key strategies such as the Reconciliation Action Plan 2018-2021, Aboriginal Research Strategy 2019-2025 and would inform the development of new marketing and international plans. The integrated approach recognised the extent to which global rankings reflected both outstanding educational practice as well as research, and the new Plan would ensure that the University's flagship discipline areas were performing at a world standard in both teaching and research and that our graduates were equipped to excel in their fields of endeavour.
- 23 Members noted that the Plan was intended to inform our students, staff, alumni, industry and community partners about our teaching and research agenda for the future. It was proposed that the Plan be launched in April 2021 to coincide with the anniversary of the implementation of the new academic structure. The consultation process to date had included: a combined workshop with Deans of Programs and Deans of Research to inform the development of the Plan; preliminary review of the consultation draft by the Enterprise Leadership Team; and a review of the Plan and a forum involving Executive Deans. The draft Plan was being circulated to senior leaders for discussion at the upcoming senior staff retreat in parallel to consideration by Academic Board members. Feedback and comments from senior staff and Academic Board members would be incorporated into a revised draft for consultation with Academic Unit Boards, RLC, ASSQC and the Academic Services Working Group. The Provost and Deputy Vice Chancellor would also discuss the Plan with USASA. A final version of the Plan would then be provided to Academic Board in March for endorsement in preparation for launch in April. Further detail on the

communications activities to support the launch of this Plan to the wider University community would be discussed with Academic Board at this time.

24 Members welcomed the Academic Enterprise Plan and expressed support for the timetable and consultation process. A discussion followed which included comments on:

- 24.1 Strategy Priority 4 and how Aboriginal academics and Indigenous Content in Undergraduate Programs (ICUP) would feature in the Plan.
- 24.2 The importance of engagement and collaboration with relevant individuals and groups.
- 24.3 The advantages of a whole of institution approach.
- 24.4 The possibility of a university-wide timetable.
- 24.5 The benefits of an authentic assessment project.
- 24.6 Flexibility for students in the delivery of face-to-face and online content.
- 24.7 Student consultation and engagement.
- 24.8 The universal design principle.

2021/1/23 Academic Board resolved:
to receive and note the draft Academic Enterprise Plan.

8.2 ACADEMIC BOARD EVALUATION 2020

25 The Chair, Prof Vicki Waye, introduced the 2020 Academic Board Evaluation administered to members in November 2020. Prof Waye reported that the evaluation revealed that Academic Board's performance had significantly improved with 71% of members reporting the performance as 'very satisfactory or excellent' compared to 39% in the 2018 survey. Academic Board had established appropriate sub-committees which dealt effectively with issues within their terms of reference improved with 71% 'agreed or strongly agreed' compared to 48% in 2018. The Board strived to act in good faith in the best interests of the University as a whole, free from conflicts of interest increased with 100% of respondents 'agreed or strongly agreed' compared to 83% in 2018. Respondents believed that the Board was effective in keeping abreast with, discussing, and forming views in respect to trends and influences impacting on the University sector improved with 87% 'agreed and strongly agreed' compared to 48% in 2018. The location of meetings was seen as satisfactory with 79% 'agreed or strongly agreed' up from 61% in 2018. There was a satisfactory level and quality of interaction during Academic Board meeting discussions increased with 71% 'agreed or strongly agreed' compared to 48% in 2018. Prof Waye advised that recommendations for enhancing the operation of Academic Board included in the evaluation would be followed up.

8.3 ANNUAL REPORT – ADMINISTRATIVE AMENDMENTS TO POLICIES BY THE DIRECTOR: STUDENT AND ACADEMIC SERVICES 2020 (UNSTARRED ITEM)

2021/1/24 Academic Board resolved:
to note the amendments to policies made by the Director: Student and Academic Services under his delegated authority in 2020.

8.4 REVISION TO ACADEMIC POLICY A18: SELECTION AND ENTRY TO PROGRAMS

2021/1/25 Academic Board resolved:

to note the executive approval out of session for amendments to Policy A18: Selection and Entry to Programs to create consistency between the University and external authorities in relation to the Bachelor of Nursing and the Bachelor of Midwifery program English language standards.

ITEM 9 – ANY OTHER BUSINESS

9.1 ACADEMIC UNIT BOARD TERMS OF REFERENCE

26 The President of USASA, Mr Noah Beckmann, raised a question in relation to casual vacancies on Academic Unit Boards. Following discussion, the Chair, Prof Vicki Waye, agreed to draft some changes to the Academic Unit Terms of Reference to deal with casual membership vacancies for consideration at the March meeting of Academic Board.

ITEM 10 – CLOSURE

27 The Chairperson thanked members for their attendance wished them the compliments of the season and closed the meeting at 3.45pm.

ITEM 11 – NEXT MEETING

28 The next meeting of Academic Board would be held on Friday, 26 March 2021, at 2.15 pm in Room RR 5-09, Rowland Rees Building, City West Campus. Closing date for papers – Monday, 15 March 2021.

**PETER CARDWELL
EXECUTIVE OFFICER**