
CONFIRMED MINUTES OF MEETING 14/5

ACADEMIC BOARD 19 NOVEMBER 2014

PRESENT: Professor Sally Varnham (Chair), Dr Ahmed Al-Ani, Professor Shirley Alexander, Professor Deborah Ascher Barnstone, A/Professor Chris Bajada, Professor Charlie Benrimoj, Professor Peter Booth, Mal Booth, Professor Simon Buckingham Shum, Kate Chapman, A/Professor Jinjun Chen, Professor Simon Darcy, Rosalie Degabriele, A/Professor David Eager, A/Professor Mike Ford, Chris Gall, Kim Gould, Dr Madhu Goyal, A/Professor Joanne Gray, Professor Roy Green, Professor Lesley Hitchens, Dr Andrew Hurley, Dr Rob Jarman, A/Professor Paul Jonson, Professor Isabel Karpin, Michelle Kelly, Professor Desley Luscombe, Professor Michael McDaniel, Professor Alan McKee, A/Professor Louise McWhinnie, A/Professor Peter Meier, Professor Bruce Milthorpe, Antoine Najjarin, Aaron Ngan, Professor Hung Nguyen, Susan Oguro, A/Professor Bronwyn Olliffe, Tracey–Ann Palmer, Jenna Price, Professor Nicky Solomon, Professor Mary Spongberg, Sayana Sorourian, Professor Elizabeth Sullivan, Dr Jonathan Tyler, Professor Glenn Wightwick.

Mr Bill Paterson (University Secretary), Ms Natasha Mitchell and Ms Rebecca Murphy (Governance Support Unit).

IN ATTENDANCE: Ms Ashleigh Best, Ms Anne-Lise Daniel (APO), Mr Dean Mattar, Ms Elizabeth Miller (GSU), Mr Ethan Watters and Ms Jessica Xu.

APOLOGIES: A/Professor Paul Allatson, Dr Mikhail Anufriev, Professor Attila Brungs, Professor Anthony Burke, A/Professor Nina Burridge, A/Professor Christine Burton, A/Professor Sara Lal, Professor Peter McNeil, Dr Najah Nassif, Tara Nguyen, Professor William Purcell, Professor Tracy Taylor, Professor Ana Vrdoljak.

ABSENT: Professor Anthony Baker, Natalia Brennan, Thomas Da Jose, Professor John Daly, A/Professor Anthony George, Professor Jie Lu, Dr Phillip Newton, Dr Tamara Sztynnda, Professor Stuart White, Dr Qiang Wu.

WELCOMES:

The Chair welcomed all members of the UTS Academic Board especially the 2015 Academic Board student members in attendance.

1 APOLOGIES

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

2 MINUTES

Confirmation of the minutes of meeting 14/4 held 22 October 2014

RESOLVED AB/14-5/72 – minutes

That the minutes of meeting 14/4 of Academic Board held on 22 October 2014, as detailed in Document 2, be confirmed as a true record.

3 BUSINESS ARISING FROM THE MINUTES

All known matters are listed on the agenda.

4 RECEIPT OF TABLED PAPERS

There were no tabled papers.

5 REPORT FROM THE CHAIR/DEPUTY CHAIR

The Chair thanked the Board members for all their support over the last four years. Chairing Academic Board has been a great experience and the Chair has tried to create vibrancy at Academic Board which encourages discussion.

The Chair announced the results of the recent Academic Board and Academic Board Committee ballots.

Congratulations to:

Outcome of Academic Board and Academic Board Committee ballots:

- Chair of Academic Board- A/Professor Joanne Gray
- Deputy Chair of Academic Board- A/Professor Louise McWhinnie
- Chair Course Accreditation Committee- A/Professor Paul Jonson
- Chair Research and Research Training Committee- Professor Isabel Karpin.

Academic Board Committees:

- Academic Administration Committee: Ms Maxine Evers, Dr Layna Groen and Tanveer Kaur
- Courses Accreditation Committee: Dr Wayne Brooks, A/ Professor Christopher Zaslowski and Dr Roberto Buonamano
- Graduate Research School Board: Ms Madelon Willemson and Mr Onjumi Charles Okumu
- Research and Research Training Committee: Mr Andrew Taylor and Dr Tracey Booth
- Teaching and Learning Committee: Dr Tracey Booth, Dr Andrea Leigh and Ms Jenna Price.

The Chair encouraged support from Board members in filling remaining vacancies and participation in elections.

6 VICE-CHANCELLOR'S REPORT

The Provost spoke to this item and highlighted the following matters in the written report.

Renee Hindmarsh visit to UTS

The new Executive Director of the Australian Technology Network, Renee Hindmarsh, met with the UTS Senior Executive team and discussed a range of issues, including the Higher Education and Research Reform Amendment Bill, the review of Cooperative Research Centres, next year's ATN conference and the Science Without Borders program.

Professor Andrew Mowbray wins Justice Medal

UTS's Professor Andrew Mowbray, Faculty of Law, was recently named the winner of the Justice Medal at the recent Annual Justice Awards dinner held at Parliament House in Sydney. The Justice awards recognise individuals and groups who make an outstanding contribution to improving access to justice, especially for socially and economically disadvantaged people in NSW. Andrew's 25 year commitment to giving people free online access to laws governing Australia through Australasian Legal Information Institute (AustLII) certainly represents the values represented by the Justice Medal award. AustLII serves the needs of a multitude of users with more than 700,000 hits daily and holds the core philosophy that the public has a right to free access to legal information in Australia and internationally.

UTS naming convention

At the October 2014 meeting of the UTS Council, it was resolved to take all necessary action to delete the comma from the official title of the University. That is, the University of Technology, Sydney will become the University of Technology Sydney. The University Secretary has been delegated by Council to undertake the management of this task. The impetus for this change, albeit a relatively minimal change, is that some research output is not being appropriately attributed to UTS which may have a disadvantageous impact on the measurement of the University's performance. The change in title will necessitate an amendment to the Act, that is, the *University of Technology, Sydney Act 1989*. The University is liaising with the NSW Minister's office, and is in the process of seeking advice from UTS Legal as to what references to the University title might change in an operational sense prior to the amendment being approved by the NSW Parliament.

Assignment Cheating

There has been some media attention in the Sydney Morning Herald about cheating on assignments and websites which assist student to cheat on assignments. On 12 November 2014 the Sydney Morning Herald ran the article "University Assignments- Why are they cheating?" The article named the MyMaster website as at the centre of the cheating enterprise.

Inflated tuition fees, inadequate English skills and crippling family expectations are the most likely reasons international university students are engaging ghost essay writers, experts in international education say.

RESOLVED AB/14-5/73 – Vice-Chancellor's report

That the Vice-Chancellor's Report be received and noted.

7 STARRING OF ITEMS FOR DISCUSSION

The following items were pre-starred: 9.1, 9.2, 9.3, 10.1, 11.3 and 12.1. Members were invited to star further items for discussion. Item 11.2 was starred for further discussion.

RESOLVED AB/14-5/74

That the adoption of the remaining items be approved.

8 ELECTION/MEMBERSHIPS

8.1 Academic Board and Academic Board Committee Elections

RESOLVED AB/14-5/75

That Academic Board:

- .1 received and noted the report as detailed in Document 8.1 –*Academic Board and Academic Board Committee Elections* and its Attachment; and
- .2 encouraged support from Board members in filling remaining vacancies and participation in elections.

9 ACADEMIC AND PRIORITY ISSUES

***9.1 Draft Indigenous Education Strategy 2015–2018**

The Chair introduced the Provost and Professor Michael McDaniel to speak to this item.

Both the Indigenous Education Strategy and the Wingara Indigenous Employment Strategy expire at the end of 2014. In November 2013, the Vice-Chancellor's Indigenous Strategies Committee (VCISC) authorised the Director, Jumbunna Indigenous House of Learning (JIHL) to coordinate the review and updating of both strategies for the period 2015–2018.

The draft new Strategy proposes 25 initiatives and 56 accompanying success indicators, with responsibility and accountability shared across the University. The key challenges over the period of the draft new Strategy will be:

- increasing Indigenous undergraduate and postgraduate enrolments;
- improving Indigenous student success, retention, and completion rates;
- maintaining a high rate of success amongst the Away-From-Base student cohort;
- developing the Indigenous Endowment Fund and increasing the number of scholarships available to Indigenous students;
- the implementation and maintenance of Indigenous Graduate Attributes/Indigenous Course Intended Learning Outcomes across UTS;
- recruiting and support Indigenous higher degree by research students.

The UTS Indigenous committees structure will monitor progression of the draft new Strategy, as it currently does for the existing Strategy.

Major changes between the existing Strategy and the draft new Strategy are as follows:

- a distinction has been made between responsibility for the practical implementation of initiatives and success indicators, and ultimate executive accountability for those indicators and initiatives;
- implementation and executive accountability are now defined at the level of each individual success indicator, rather than at the initiative level;
- specific targets have been set for Indigenous higher degree by research (HDR) participation, and an Indigenous HDR Liaison position established to support the achievement of these targets. In the past four years we have gone from four HDR to fourteen HDR Students;
- an existing initiative regarding the Indigenous Tutorial Assistance Scheme (ITAS) has been removed, as government funding for the program has been discontinued;
- a success indicator in relation to Indigenous graduate attributes has been included in Section 3: Teaching and Learning.

UTS recently submitted a bid for funding under the Federal Government's new Indigenous Advancement Strategy competitive grants program, to continue Indigenous tutorial assistance that was previously offered under ITAS. It was noted that if the funding bid is unsuccessful, more students would make use of the

existing drop-in learning assistance program offered by JIHL (which is a smaller-scale program, but was not reliant on ITAS funding).

RESOLVED AB/14-5/76– Draft Indigenous Education Strategy

That Academic Board:

- .1 received and noted the report as detailed in Document 9.1 – *Draft Indigenous Education Strategy 2015–2018* and its attachments;
- .2 considered and provided feedback on the draft Indigenous Education Strategy 2015–2018, as detailed in **Attachment 1**.

***9.2 Implementation Support for Indigenous Graduate Attributes**

The Provost noted that Academic Board had approved in principle the Indigenous Graduate Attribute framework at its November 2013 meeting. A general resource issue was raised about support to faculties for implementation of Indigenous graduate attributes or course level learning outcomes. It is proposed to establish an Indigenous academic expertise centre, within the Faculty of Arts and Social Sciences, to support a staged implementation over 2015–2018. The final parameters of the centre are subject to final funding approvals.

The University-wide adoption of Indigenous Graduate Attributes (IGAs)/Indigenous Course Intended Learning Outcomes (ICILOs) will contribute to the development of an equitable Australia by ensuring that all UTS graduates have Indigenous professional competency as appropriate to their profession. Central to the questions raised by Academic Board is the establishment of an Indigenous academic support resource to provide the academic expertise needed for effective implementation of IGAs/ICILOs. FASS currently has the largest concentration of such expertise, and with some augmentation, an academic resource unit could be created to support all faculties in the implementation of IGAs/ICILOs.

To maximize its relevance and engagement across UTS and externally the Centre could be titled the Centre for Australian Indigenous Studies (Centre), but this is subject to final consideration and approval, which resides with the Vice-Chancellor. The Centre would take carriage of the implementation of IGAs and ICILOs across UTS between 2015–2018 and provide support for IGAs and ICILOs beyond 2018.

As UTS:Insearch is also ensuring alignment with UTS curriculum and supporting the UTS Indigenous strategy, the Centre also would provide support to UTS:Insearch Diplomas. Apart from engaging with a range of disciplines the Centre would also be involved in the academic field of Indigenous Knowledge or Indigenous Knowledge Systems.

The Centre would require two academic appointments, which should be Indigenous, with appropriate backgrounds to support IGAs and ICILOs implementation across UTS. The Centre would also provide some administrative support for implementation projects. This approach would also be complemented by the Vice-Chancellor's indicated priority over the next few years to significantly increase the Indigenous academic staffing profile of UTS in its core academic programs. It was noted that it would be possible to start recruitment for one position in 2015, with other recruitment action to follow.

The Vice-Chancellor has prioritised Indigenous education for VC's Strategic Funding in 2016, and would like to increase the number of Indigenous academics employed in mainstream programs at UTS. It was noted that UTS is the only University in the country where there is an approximately equal number of Indigenous staff employed in professional and academic roles. The ratio at other universities is 80/20 in favour of professional staff.

The Faculty of Health have an Indigenous Graduate Attributes showcase on 9 December 2014 and other faculties are encouraged to attend.

RESOLVED AB/14-5/77 – Indigenous Graduate Attributes

That Academic Board received and noted the report as detailed in Document 9.2 – *Implementation Support for Indigenous Graduate Attributes*.

***9.3 Faculty Self-Assessment: Higher Degree Research Graduates**

Professor Nicky Solomon spoke to this item. The Academic Standards Framework was developed in 2010, in response to the growing national and international focus on defining academic standards. The Framework was intended to ensure that UTS could articulate its academic standards and be able to subject them to external scrutiny at the outset, the Framework was conceived of in response to the AUQA audit that was to occur in March 2012. The Framework expresses the activities and processes that the University already undertakes to ensure its academic standards are upheld.

The Framework is comprised of 3 sets of University-wide Standards, in relation to:

- Coursework Graduates;
- Higher Degree by Research Graduates; and
- Research.

In 2012, Academic Board resolved that faculties and equivalents should be required to conduct self-assessments against the Academic Standards under the Framework. The primary purposes of these self-assessments (conducted on a rolling 3-year cycle), are to assure Academic Board that faculties are implementing agreed standards and to identify any potential areas of concern.

Overall, faculties have demonstrated the following strengths:

- diverse engagement with industry, the professions, and external accreditation bodies (where relevant);
- strategic and workforce planning to ensure research programs align with UTS's vision and that the faculty is appropriately resourced to deliver them;
- strong governance arrangements;
- comprehensive communication, information-sharing and stakeholder consultation processes; and
- excellent HDR development schemes.

The following key matters were identified:

- The level of engagement with the self-assessment process varied between faculties, with some providing more detailed answers than others.
- Most faculties can provide formal evidence of relevant evaluation criteria used in application of the standards. In the majority of cases, this evidence is available at the granular level of individual standards.
- Most faculties have developed and track their own specific performance targets and accompanying indicators regarding demand, applicant quality, recruitment and induction. In some cases, faculties did not indicate whether they were meeting these targets.
- Some aspects of the Standards, such as whether UTS staff have and maintain necessary disciplinary and pedagogical expertise, and whether students maintain a high level of academic integrity, were not fully or explicitly addressed by all faculties. It is noted, however, that some faculties: require staff to undertake mandated supervisory training; provide mentoring and other development opportunities for their staff; and in the case of HDR students, offer faculty-specific ethics guidance.
- The majority of faculties have put in place local initiatives and processes to ensure that HDR applicants are provided with the information they need to make informed decisions, and that students are effectively recruited and inducted.
- All faculties are committed to supervising and developing students by fostering a communicative and inclusive environment, and integrating HDR students into the broader research culture of the

faculty. Faculty-specific inputs and processes such as local funding schemes, seminars, workshops and teaching fellowships, contribute to this aim, and provide HDR students with valuable professional development opportunities. Some faculties also provide culturally-sensitive student support as appropriate.

The Graduate Research School Board (GRSB) noted that while the self-assessments focus on risk and process standards, it would be useful to consider graduate satisfaction and success in more detail, comparing the results of the Research Students Satisfaction Survey and the Postgraduate Research Experience Questionnaire.

GRSB recommend that the Academic Standards Framework and the Faculty Self-Assessments be revisited early next year to review the objective, the survey questions and the coordination of the Self- Assessments.

RESOLVED AB/14-5/78 – Faculty Self-Assessments

That Academic Board:

- .1 received and noted the report as detailed in Document 9.3 – *Academic Standards Faculty Self-assessments: HDR Graduates* and its Attachment;
- .2 noted the faculty responses to the self-assessment questionnaire, as detailed in **Attachment 2**.

10 FACULTY/BOARD MATTERS

***10.1 Faculty of Science Presentation on Learning 2014 and Academic Standards**

The Chair invited Professor Bruce Milthorpe to present on Learning2014 and Academic Standards.

The Board noted the following points:

Top 5 Academic Risks

1. Deregulation and Australian Research Council Fellows Funding
2. Failure to grow basic sciences
3. Failure to improve research output and profile
4. Attrition
5. Failure to find appropriate leaders in new Faculty structure

Research Strategy

- There is a move to a team structure
- Teams are organised around a research problem
- There is a platform to support and resource research growth towards 2 or 3 additional research institutes
- The managing for performance framework and implementation of clear and objective research benchmarks based upon Excellence in Research (ERA)

Academic Strategy 2014-2018

- Managing for performance
- Learning.futures
- Curriculum Renewal
- Profile and Branding

- Faculty Restructure

New Learning Spaces

- Building 7 has a number of new learning spaces designed for both Science and Graduate School of Health
- Group work rooms and a model dispensary for Graduate School of Health (GSH)
- Clinical Psychology interview rooms for both Science and GSH
- Plinth room for Traditional Chinese Medicine and Physiotherapy
- Superlab, which has spaces for up to 208 students in groups of 4-16
 - There is a touch screen computer for every student with collaborative software
 - Breakout space for up to 64 students
 - Group and individual communications

Curriculum and Teaching and Learning Challenges

- Reduced large lecture theatre hours
 - 24 mostly first year subjects affected
- First Year Experience in 2015; How to be the best Superlab
- Move to Learning. Futures in all subjects by 2017
- There is an opportunity for trialling new approaches

Mastery Learning

- First Year Maths subjects
 - Since changing to Mastery Learning it has reduced the fail rate by 15%
 - Early indicators is that student satisfaction is up
 - Science may want to look at other subjects that may benefit from this technique

Learning.Futures

- The roll out started in workplans for all academics from 2014 with a view of all subjects to be compliant by 2017
- It will increase use of the Review and SPARK (Self and Peer Assessment Resource Kit) Plus in subjects
- There will be an increased use of flipped learning and new learning resources outside of labs
- There is a need for examination of other technologies such as Blackboard Collaborate.

Curriculum Renewal Project

The project commenced in late 2013 with new subjects in common first year courses such as the Principles of Scientific Practice specifically designed for the Superlab. Many courses are undergoing significant revision.

The Faculty of Science will be offering the following new courses in 2015:

- Advanced Science (with several majors)
- Biomedical Physics, Medicinal Chemistry.

The Board noted the 2014 Learning and Teaching Awards , Citations and the 2014 Vice-Chancellor's Awards for Research Excellence. The Chair thanked Professor Milthorpe for his presentation.

RESOLVED AB/14-5/79 – Faculty of Science Presentation

Academic Board received and noted the presentation by the Faculty of Science on Learning 2014 and Academic Standards.

11 COMMITTEE BUSINESS

11.1 Executive Committee of Academic Board Report

RESOLVED AB/14-5/80

That Academic Board:

- .1 received and noted the report – Executive Committee of Academic Board Report and its Attachment;
- .2 received and noted the report – *UTS Policy Review Schedule 2014* as detailed in **Attachment 1**;
- .3 recommended Council to approve the rescission of the Plain English Policy.

***11.2 Academic Administration Committee Report**

The Board noted that the number of hours that the student spent engaging with a subject has not been included in the Credit Points for UTS Coursework Policy. The reason for this is that it is widely understood that the UTS System is based on a standard measure of 48 credit points for one academic year of full time study.

RESOLVED AB/14-5/81- Academic Administration Report

That Academic Board:

- .1 received and noted the report as detailed in Document 11.2 – *Academic Administration Committee Report* and its Attachments;
- .2 approved the amendment of *Guidelines for Temporary Exclusion of a Student From Facilities and/or Participation in Activities* as detailed in **Attachment 1**;
- .3 approved the rescission of *A Credit Point System for UTS Coursework Award Courses* as detailed in **Attachment 2**;
- .4 approve the *Credit Points for UTS Coursework Policy* as detailed in **Attachment 3**;
- .5 note that the December session 2015 and December-February offshore session 2015 census dates have been changed from Tuesday 1 December to Thursday 3 December 2015.

***11.3 Courses Accreditation Committee Report**

RESOLVED AB/14-5/82

That Academic Board:

- .1 received and noted the report of the Courses Accreditation Committee (CAC) as detailed in Document 11.3 and its Attachments;

Extension of course accreditation

- .2 approved an extension of the accreditation period for the following courses from 31.12.14 to 31.12.15, and if the relevant documentation is not received by 30.6.15, that the courses be set to phasing out and discontinued once all currently enrolled students have completed:

Faculty of Arts and Social Sciences

- .2.1 C06096 Graduate Diploma in Adult Literacy and Numeracy Teaching
C11220 Graduate Certificate in Adult Numeracy Teaching
C11221 Graduate Certificate in Adult Education

Faculty of Engineering and Information Technology

- .2.2 C10066 Bachelor of Engineering Science
C04158 Master of Interactive Multimedia
C07078 Graduate Diploma in Interactive Multimedia
C11143 Graduate Certificate in Interactive Multimedia

Faculty of Health

- .2.3 C04246 Master of Health Services Management and Planning

Credit recognition

Faculty of Engineering and Information Technology

- .3.1 approved the automatic granting of 24 credit points of credit recognition to all students admitted in the following course offered in Shanghai in collaboration with the Sydney Institute of Language and Commerce (SILC):

C04283 Master of Engineering Management

from 1.1.15 to the end of 2019

(file 98/161)

- .3.2 approved the automatic granting of 24 credit points of credit recognition to all students admitted in the following course offered in Hong Kong in collaboration with the Hong Kong Management Association (HKMA):

C04280 Master of Engineering Management

C04276 Master of Engineering Management

from 1.1.15 to the end of 2019.

(file 96/0840)

OTHER MATTERS

For approval

Approval Processes for Changes to Award Courses and Study Packages

- .4 approved the Approval Processes for Changes to Award Courses and Study Packages, as detailed in **Attachment 1** to Document 11.3, for the following faculties and schools, effective from 1 January 2015:

- Faculty of Arts and Social Sciences

- Faculty of Design Architecture and Building
- Faculty of Engineering and Information Technology
- Faculty of Health
- Faculty of Law
- Faculty of Science
- UTS Business School
- Graduate School of Health
- Connected Intelligence Centre;

Admission requirements to UTS Undergraduate Degrees from UTS Foundation Studies

- .5 take the following action with respect to admission requirements for international students entering UTS undergraduate courses from UTS Foundation Studies:
- .5.1 approved, with effect from 2015, the following general admission requirements for international students' admission to UTS undergraduate courses from UTS Foundation Studies:
- (a) international students' qualification for entry to a UTS undergraduate course from UTS Foundation Studies is the same ATAR as required for direct entry international students to the same course. A UTS Foundation Studies student's GPA will be converted to an ATAR using University Admissions Centre (UAC) assessment schedule B1017 'Differentiated Tertiary Preparation Courses based on Full Time Equivalence (FTE)'; and
 - (b) successful completion of the UTS Foundation Studies is deemed as meeting the minimum English language requirements for admission to UTS undergraduate courses;
- .5.2 require that any exceptions to the general UTS Foundation Studies ATAR or English language requirements for entry to UTS undergraduate courses be included, with reasons specified and transitional arrangements outlined, in the annual selection criteria submission to the Courses Accreditation Committee for approval by the Academic Board;
- .5.3 require that approved general and exceptional UTS undergraduate courses' admission requirements from UTS Foundation Studies be recorded in the [Register of Admissions Standards](#) maintained by the Academic Programs Office;
- .5.4 approved the application of the 2011 UTS undergraduate admission requirements from UTS Foundation Studies for any UTS Foundation Studies student admitted prior to 2016 if the 2015 approved entry criteria disadvantages the student;

For noting

External Articulation Arrangements

- .6 noted that the following new external articulation arrangements have been approved:

Faculty of Arts and Social Sciences

- .6.1 UTS:Insearch for the courses:

C10246 Bachelor of Arts in Communication (Journalism)
 C10247 Bachelor of Arts in Communication (Media Arts and Production)
 C10248 Bachelor of Arts in Communication (Public Communication)
 C10250 Bachelor of Arts in Communication (Social Inquiry)

C10251 Bachelor of Arts in Communication (Information and Media)
 C10311 Bachelor of Arts in Communication (Creative Writing)
 C10314 Bachelor of Arts in Communication (Digital and Social Media)
 C10317 Bachelor of Arts in Communication (Cultural Studies)
 C10252 Bachelor of Arts in Communication (Journalism) Bachelor of Arts in International Studies
 C10253 Bachelor of Arts in Communication (Media Arts and Production) Bachelor of Arts in International Studies
 C10254 Bachelor of Arts in Communication (Public Communication) Bachelor of Arts in International Studies
 C10256 Bachelor of Arts in Communication (Social Inquiry) Bachelor of Arts in International Studies
 C10257 Bachelor of Arts in Communication (Information and Media) Bachelor of Arts in International Studies
 C10312 Bachelor of Arts in Communication (Creative Writing) Bachelor of Arts in International Studies
 C10315 Bachelor of Arts in Communication (Digital and Social Media) Bachelor of Arts in International Studies
 C10318 Bachelor of Arts in Communication (Cultural Studies) Bachelor of Arts in International Studies
 (files UR13/494; UR13/495; UR06/576)

Faculty of Engineering and Information Technology

.6.2 Guandong University of Technology, China and Harbin Engineering University for the course:

C10067 Bachelor of Engineering
 (files 99/1047, UR01/791-1)

Nomenclature

.7 noted that the Vice-Chancellor has approved nomenclature for new courses as follows:

UTS Business School

.7.1 C02058 Doctor of Philosophy

.8 noted that the Vice-Chancellor has approved nomenclature for replacement courses as follows:

UTS Business School

.8.1 C09081 Bachelor of Management (Honours)
 C10342 Bachelor of Management
 C10343 Bachelor of Management Bachelor of Arts in International Studies

Faculty of Engineering and Information Technology

.8.2 C09067 Bachelor of Engineering (Honours) Diploma in Professional Engineering Practice
 C09068 Bachelor of Engineering (Honours) Bachelor of Arts in International Studies
 C09069 Bachelor of Engineering (Honours) Bachelor of Arts in International Studies Diploma in Professional Engineering Practice
 C09066 Bachelor of Engineering (Honours)
 C09070 Bachelor of Engineering (Honours) Bachelor of Business
 C09071 Bachelor of Engineering (Honours) Bachelor of Business Diploma in Professional Engineering Practice

C09072 Bachelor of Engineering (Honours) Bachelor of Science
C04295 Master of Information Technology
C04296 Master of Information Technology (Extension)
C04297 Master of Information Technology (Honours)
C11247 Graduate Certificate in Information Technology Studies

.9 noted that the Vice-Chancellor has approved new nomenclature for existing courses as follows:

Faculty of Arts and Social Sciences

.9.1 C20059 Diploma in Languages

UTS Business School

.9.2 C04037 Master of Accounting Information Systems
C04038 Master of Accounting and Finance
C04048 Master of Finance
C04258 Master of Finance (Extension)
C04229 Master of Management
C04259 Master of Management (Extension)
C04227 Master of Human Resource Management
C04260 Master of Human Resource Management (Extension)
C04067 Master of Business in Marketing
C04261 Master of Marketing (Extension)
C04226 Master of Strategic Supply Chain Management
C04281 Master of Strategic Supply Chain Management (Extension)
C04237 Master of Professional Accounting (Extension)

Faculty of Engineering and Information Technology

.9.3 C04271 Master of Engineering
C04278 Master of Engineering (Honours)
C04273 Master of Engineering Master of Engineering Management

Faculty of Health

.9.4 C04228 Master of Advanced Nursing
C07044 Graduate Diploma in Advanced Nursing
C11246 Graduate Certificate in Advanced Nursing

11.4 Graduate Research School Board Report

RESOLVED AB/14-5/83

That Academic Board:

- .1 received and noted the report as detailed in Document 11.4 – *Graduate Research School Board Report*;
- .2 approved the **phasing out** of the following offshore award course, with the course to be discontinued once the currently enrolled students have completed:

Faculty of Arts and Social Sciences

C02055 Doctor of Education

11.5 Research and Research Training Committee Report

RESOLVED AB/14-5/84

That Academic Board:

- .1 received and noted the report as detailed in Document 11.5 – *Research and Research Training Committee report* and its Attachment; and
- .2 endorsed, and recommend that the Vice-Chancellor approve, the revised Authorship Vice-Chancellor’s Directive, as detailed in **Attachment 1**, noting that an analysis of legal implications will determine the legally valid effective date of the Vice-Chancellor’s Directive.

11.6 Teaching and Learning Committee Report

No report.

11.7 Report from the Appeals Committee (Non-disclosure) of Academic Board

No report.

12 OTHER BUSINESS

***12.1 Deputy Vice-Chancellor (Education and Students) 2013-2014 Report on Course and Subject Performance**

The Deputy Vice-Chancellor (Education and Students) (DVC (E&S)) spoke to this item. The annual course performance cycle requires that the DVC (E & S) submit a report annually to Academic Board on the outcomes of the analysis of the Course Performance Report and Subject Performance Report undertaken by the Curriculum and Cohort Review Advisory Group (CCRAG, previously known as the Course Review Advisory Group, CRAG).

The Report on Course and Subject Performance brings to the attention of Academic Board the overarching teaching and learning issues identified through the analysis of the Course Performance Report and Subject Performance Report. The issues identified are to be referred to the Teaching and Learning Committee, with a view to developing initiatives to address courses and subjects of concern, acknowledge commendable courses and subjects, and contribute to the ongoing quality improvement of teaching and learning at UTS.

Courses with an ‘Excellent’ rating are the courses for which most of the key course metrics are at or above the target. Of these ‘Excellent’ courses, a sub-set of courses was identified as ‘Outstanding’ in that they had an ‘Excellent’ overall rating and had been improving over 3 years. The DVC (E&S) has written to faculties to commend their practice.

Courses with a ‘Poor’ overall rating are courses for which most of the key metrics are below the target by an amount greater than the set ‘tolerance’ level. These courses with a ‘Poor’ overall rating are identified by the CCRAG as ‘Of concern’. Courses ‘Of concern’ are divided into two categories:

- Courses identified as ‘Of concern’ that require a response from Faculties, detailing the actions they have taken or intent to take to address the poor performance of the course.
- Courses identified as ‘Of concern’ but that do not require a response from Faculties for one or more of the reasons outlined below:

PG courses by Articulated Grouping

- The online Course Performance Report scorecard combines related postgraduate courses into “articulated groups” for aggregated reporting. Individual courses that are identified as ‘Of Concern’ may not have the same overall performance rating as their articulated group. Faculties only need to address ‘poor’ performing postgraduate courses where the articulated group rating is also ‘poor’.

Low number of Australian Graduate Survey (AGS) respondents

- For courses where there was either a very low number of students and/or a very low number of Australian Graduate Survey (AGS) respondents (fewer than 10), it is difficult to rely on the AGS data to assess the overall performance of the course. Poor performing courses with low numbers of students or AGS respondents are still included in the list of poor performing courses for consideration by the CCRAG. However, faculties are not required to provide comment on courses where the AGS responses contributed to a poor overall rating but where the number of AGS respondents was fewer than 10 and constituted less than half of the graduating cohort.

The full list of the courses with an ‘Excellent’ and ‘Outstanding’ performance in the 2013-2014; the courses ‘Of concern’; and the Curriculum and Cohort Review Group’s “Watchlist” of courses are detailed in Attachments to Document 12.1.

RESOLVED AB/14-5/85- Report on Course and Subject Performance

That Academic Board:

- .1 received and noted the Deputy Vice-Chancellor (Education and Students) 2013-2014 Report on Course and Subject Performance as detailed in Document 12.1 and its Attachments;
- .2 commended the courses with an ‘Excellent’ and ‘Outstanding’ performance in the 2013-2014 Course Performance Report as detailed in **Attachment 1** of Document 12.1;
- .3 noted the courses identified as ‘Of concern’ in the 2013-2014 Course Performance Report as detailed in **Attachment 2** of Document 12.1;
- .4 noted the Curriculum and Cohort Review Group’s “Watchlist” of courses as detailed in **Attachment 3** of Document 12.1;
- .5 commended the subjects with an ‘Excellent’ performance in the 2013-2014 Subject Performance Report as detailed in **Attachment 4** of Document 12.1;
- .6 noted the subjects identified as ‘Of concern’ in the 2013-2014 Subject Performance Report as detailed in **Attachment 5** of Document 12.1.

12.2 Report on Late Conferrals and Corrections to Awards Spring Semester 2014

RESOLVED AB/14-5/86

That Academic Board:

- .1 received and noted the report as detailed in Document 12.2– *Report on Late Conferrals and Corrections to Awards Spring Semester 2014* in accordance with Delegations 4.10.1 and 4.10.3; and
- .2 recommended that Council note the Report on Late Conferrals and Corrections to Awards Spring Semester 2014.

12.3 Indigenous Education Strategy: Annual Progress Report 2014

RESOLVED AB/14-5/87

That Academic Board received and noted the report as detailed in Document 12.3 – *Indigenous Education Strategy: Annual Progress Report 2014*.

12.4 Australian Qualifications Framework Compliance 2015

RESOLVED AB/14-5/88

That Academic Board received and noted the report as detailed in Document 12.4 – *Australian Qualifications Framework Compliance 2015*.

12.5 Thank you to the Chair and Deputy Chair of Academic Board

The Provost thanked the Chair and Deputy Chair of Academic Board and the Board members for all their hard work. The Provost also thanked Academic Board Committees, which support the effective functioning of the Board, and acknowledged that all members on the committees and working parties have a significant workload. The Chair took over the Board at a critical time especially in the AUQA audit process. Professor Varnham has had great enthusiasm for the role and made the Board more effective in fulfilling its governance role.

CLOSURE

The Chair thanked all members for their attendance. The Chair noted that Academic Board has a strong leadership role going forward and will be required to be both nimble and responsive.

The Chair closed the meeting at 11:40 am.

SIGNED AS A TRUE RECORD

CHAIR

DATE