CONFIRMED MINUTES OF MEETING 15/2

ACADEMIC BOARD 29 APRIL 2015

PRESENT:	A/Professor Joanne Gray (Chair), Professor Shirley Alexander, A/Professor Adel Al-Jumaily, Professor Deborah Ascher Barnstone, Baxter Atkins, A/Professor Chris Bajada, Ashleigh Best, Mal Booth, Professor Peter Booth, Professor Attila Brungs, Professor Simon Buckingham Shum, Professor Ian Burnett, Professor John Daly, Professor Simon Darcy, Rosalie Degabriele, A/Professor David Eager, Professor Shari Forbes, A/Professor Anthony George, Kim Gould, Professor Roy Green, Professor Tony He, A/Professor Antoine Hermens, Professor Lesley Hitchens, Dr Andrew Hurley, Dr Rob Jarman, A/Professor Paul Jonson, A/Professor Hadi Khabbaz, Professor Heather MacDonald, Professor Michael McDaniel, Professor Alan McKee, Professor Peter McNeil, A/Professor Louise McWhinnie, A/Professor Peter Meier, Professor Bruce Milthorpe, Mohamed Sufeyan Mohamed Sawal, Dr Stuart Nettleton, Dr Susan Oguro, A/Professor Bronwyn Olliffe, Jenna Price, Professor Mary Spongberg, Professor Ana Vrdoljak, Ethan Watters, Amanda White, Professor Stuart White, Professor Glenn Wightwick, and Dr Qiang Wu.

Mr Bill Paterson (University Secretary), and Natasha Mitchell (Governance Support Unit). |
IN ATTENDANCE:	Richard Birrell (GSU), Anne-Lise Daniel (APO), Professor Kees Dorst (DAB), Dr Tanja Golja (DAB), Amy Griffiths (GSU), Dr Bem Le Hunte (DAB), A/Professor Jo McKenzie (IML), Gareth Patterson (FASS), Thomas Rivard (DAB), and Dominica Ingui (FASS), Jasper Ryan (FEIT) and Ellen Wiltshire (FASS).
APOLOGIES:	A/Professor Paul Allatson, Dr Alison Beavis, Hemali Dave, Professor Isabel Karpin, Professor Jie Lu, Professor William Purcell, Professor Ann Simpson, Professor Nicky Solomon, Professor Elizabeth Sullivan, and Professor Tracy Taylor.
ABSENT:	Professor Charlie Benrimoj, Professor Anthony Burke, A/Professor Nina Burridge, A/Professor Jinjun Chen, Dr Behzad Fatahi, A/Professor Mike Ford, Dr Louise Hickman, Professor Desley Luscombe, Dean Mattar, Dr Najah Nassif, Dr Phillip Newton, Shruti Sharma, and Dr Tamara Sztynda.

WELCOMES:

The Chair opened the meeting with an Acknowledgement of Country, and welcomed all members and student members to the second meeting of the UTS Academic Board in 2015.

The Chair also welcomed Professor Kees Dorst, Dr Tanja Golja, and Dr Bem Le Hunte, in attendance for Item 9.1. The Chair extended a particular welcome to students Dominica Ingui, Jasper Ryan and Ellen Wiltshire, also in attendance for Item 9.1.

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 15/1 held 18 March 2015

RESOLVED AB/15-2/19 – minutes

That the minutes of meeting 15/1 of Academic Board held on 18 March 2015, as detailed in Document 2, be confirmed as a true record.

3 BUSINESS ARISING FROM THE MINUTES

4 RECEIPT OF TABLED PAPERS

There were no tabled papers.

5 REPORT FROM THE CHAIR/DEPUTY CHAIR

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

Council Retreat

The Chair advised of her attendance at the UTS Council retreat on 20–21 March 2015. The retreat provided an opportunity for discussion and planning in relation to UTS research and teaching strategic directions. Outcomes of the Retreat will be reported via UTS Council.

UTS Events

The Chair noted that she had attended the UTS Elite Athlete Program Launch on 15 April 2015, at which the UTS 2015 emerging and elite athletes were announced.

Items of particular interest to faculties

In the context of enhancing faculty engagement with Academic Board, the Chair noted that faculties might wish to table the Academic Board Briefing for discussion at their Faculty Board meetings. The Chair also identified the following items as of particular interest to faculties:

- Item 9.1 Presentation: Bachelor of Creative Intelligence and Innovation (BCII) – it is beneficial to share stories about innovation at UTS, and to engage staff interested in teaching in the BCII program.
- Item 9.2 Academic Year Dates 2016 (Teacher Education) and Academic Year Dates 2017.

RESOLVED AB/15-2/20 – Chair's Report

Academic Board:

.1   received and noted the report as detailed in Document 5 – *Report from the Chair/Deputy Chair* and its Attachment;

.2   noted the executive action taken by the Chair in consultation with the Executive Committee of Academic Board, to make appointments to Academic Board and its Committees;

.3   noted the Academic Board 2015 Workplan as detailed in **Attachment 1**.

6   VICE-CHANCELLOR'S REPORT

The Vice-Chancellor spoke to this item and provided the following updates, additional to his written report.

External matters

Federal Government agenda – deregulation and 2015–2016 Budget

There have been no further developments in relation to proposed deregulation. The Government has indicated they are likely reintroduce deregulation legislation in July. A parliamentary committee is likely to investigate alternative reform options.

The 2015–2016 Federal Budget will be handed down in May 2015. There is the potential for cuts to research and equity programs. The Government advises, however, that funding for the National Collaborative Research Infrastructure Strategy (NCRIS) will remain unchanged.

The Government's focus is shifting to issues such as the demand-driven system. UTS supports such a system, but notes concerns regarding attrition rates in low-ATAR students.

Senate Economics References Committee on Australia's Innovation System

The Vice-Chancellor recently gave evidence to the Senate Economics References Committee on Australia's Innovation System, noting the following main points:

- Australia's current national innovation system is fragmented: the policies in place to support it lack coherency and are frequently stop-start.
- While the partisanship of the current system results in policy incontinuity, there is in fact significant opportunity for bipartisanship and collaboration.

- The Government should encourage collaboration, as Australia is presently ranked 29th out of 30 OECD countries in terms of collaboration.

Greater innovation is required in identifying non research-based opportunities for collaboration with businesses. Approximately 90% of businesses are small to medium enterprises (SMEs), which are not best placed to enter into research collaborations.

Nepal earthquake

The Vice-Chancellor noted the recent tragic events in Nepal. Members were advised that no UTS students or staff were in Nepal at the time of the earthquake. UTS does, however, have a large Nepalese community. An email has been sent to students outlining available support services. Members were reminded to be aware of the impact this event will have on Nepalese students.

Internal matters

Opening of new Science and Graduate School of Health building

The official opening of the new Science and Graduate School of Health building was attended by NSW Health Minister Jillian Skinner. Members were advised that a series of events had been held to celebrate the opening of the new Science and Graduate School of Health building. These included a public lecture – Trouble Making Science – attended by over 350 people, a UTS Engage industry-focused event that showcased UTS research collaborations and partnerships, and a University-wide forum entitled "Why Health Matters – Bench to Bedside and Beyond".

Review of UTS governance instruments

The University Secretary has been requested to undertake a holistic review of UTS governance instruments (which include policies, procedures and Vice-Chancellor's directives). The Review recognises that the University has evolved significantly in recent years, and existing policies – written several years ago – may not be appropriately aligned with the University's strategic focus.

In May/June 2015, the University Secretary will seek feedback from the UTS community on how effectively current governance instruments are functioning. The feedback will be consolidated and recommendations put to the Vice-Chancellor on how best to streamline the UTS policy framework. The Review is to ensure that UTS meets risk, compliance and governments requirements, while ensuring the necessary flexibility required to support the University's strategic objectives. Academic Board will also be asked to contribute to the review process.

Four Corners report

The Vice-Chancellor reaffirmed the critical importance of academic integrity to Universities and to UTS in particular. The Vice-Chancellor noted that the recent Four Corners report on academic standards and overseas agents – which focused on the University of Sydney, the University of Western Sydney and the Australian Catholic University – was damaging for the sector as a whole. The Provost is finalising an investigation in relation to two of the agents identified in the Four Corners report, and

has contacted both TEQSA and the Independent Commission Against Corruption in relation to this matter.

The Vice-Chancellor reiterated the message sent to staff via his InBrief, which expressed absolute confidence in UTS's culture of excellence and academic integrity and noted that 'soft' marking has no place at UTS. The pressure academic staff may at times feel around assessment and grades from students was acknowledged. The Vice-Chancellor exhorted Academic Board to demonstrate leadership on these issues, firstly by reinforcing UTS's absolute focus on academic integrity, but also by starting conversations, by being aware of staff who may feel pressure (or who have expressed concerns on related matters) and by assisting them (including advising them of available support mechanisms).

English language support systems

At the Vice-Chancellor's request, the Deputy Vice-Chancellor (Education and Students) (DVC (E&S)) reminded Academic Board of the support available to international and domestic students who struggled with English and/or academic English. The DVC (E&S) provided the following information to the Board:

- 40% of UTS students come from a non-English speaking background (NESB) – over the past 5–6 years, support for these students has increased.

- Students with English language difficulties may access HELPS (Higher Education Language and Presentation Support). A drop-in service is available – students have instant access to a 10-minute consultation and are advised of the UTS Library's English language resources, the regular workshops run by HELPS on academic writing and related themes, and the HELPS buddy system. International students may also join UTS: Conversations, where they are able to practise their English language speaking skills in a group of their peers.

- To ensure consistency of marking, the UTS English Language Policy articulates that students will be assessed on their English language proficiency – as well as disciplinary knowledge – as an integral part of their course.

- As part of the strategy to address English language difficulties, every course in the University was required to have a subject where the students' English language capacity would be assessed, with students streamed into different classes, and directed to undertake remedial activity as appropriate.

- A recent review of the English Language Policy implementation has revealed that only three out of seven faculties adequately currently conduct the above assessments. In 2015, the other four faculties will be requested to extend, augment, or improve this process. It is acknowledged that this may be challenging to accommodate in courses where no elective subjects are available.

- The Faculty of Arts and Social Sciences has developed a major in English – students with borderline English language skills are recommended to take up this major.

5

RESOLVED AB/15-2/21 – 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, 10.1, 11.1, 11.2 and 12.1. Members were invited to star further items for discussion. The Chair advised of a minor change in agenda order – that Item 11.2 would be discussed following Item 9.2.

RESOLVED AB/15-2/22 – Starring of items

That the adoption of the remaining items be approved.

8 ELECTION/MEMBERSHIPS

There were no matters to report.

9 ACADEMIC AND PRIORITY ISSUES

*9.1 Presentation: Bachelor of Creative Intelligence and Innovation

The Chair invited the following academic staff and students to present on the Bachelor of Creative Intelligence and Innovation:

- Associate Professor Louise McWhinnie – Associate Dean (Teaching and Learning) and Head of Department: Creative Intelligence and Innovation, Faculty of Design, Architecture and Building (DAB)

- Associate Professor Bem Le Hunte – BCII Course Director, DAB

- Professor Kees Dorst – Co-Director, Design Innovation Research Centre, DAB

- Dr Tanya Golja – BCII Core Team Member

- Dominica Ingui – Bachelor of Arts in Communication (Public Communications)/BCII student

- Jasper Ryan – Bachelor of Engineering/BCII student

- Ellen Wiltshire – Bachelor of Arts in Communication (Media Arts and Production)/BCII student.

The Board noted the following from the academic staff presentations.

Origin, structure, demand and growth

- The BCII arose in the context of the University's close relationship with industry and the recognition of industry's need for graduates who could oversee innovation and work across disciplines. The BCII was developed out of a desire to create differentiation and distinction for UTS and its students, as well as to claim leadership in innovation and academic ownership of a new field.

- The BCII is an accelerated, combined degree, offered across the University's seven faculties and 18 disciplines, in combination with 18 core degrees. The BCII is only one year longer than corresponding combined degrees, with core BCII subjects delivered through two-week intensives held during Winter and Summer schools. When UTS moves to a balanced semester model in 2016, core BCII subjects will be delivered during Winter School and Teaching Period 3.

- 2014 marked the first intake into the BCII program. Demand was strong, with 2,660 applications received by the Universities Admissions Centre (UAC). In 2015, the BCII program received 3,209 UAC applications – an increase of close to 21%. There was also a 39% increase in first preferences, and a greater rate of offer-to-enrolment conversions than that of many core degrees. Many high-quality applicants are drawn to the program and its associated core degrees.

- In 2015, the BCII program had the highest course ATAR in four out of seven faculties, one indicator of growing demand for the program. The BCII program will expand in 2015, with one replacement and six new combined degrees to offered across five faculties. The BCII program's continued success depends on high levels of staff engagement across the University. Further engagement is welcomed from faculties interested in BCII collaboration.

BCII program – aims and phases

- The BCII program trains students to understand the philosophy behind – and navigate between – different academic fields. It equips students with the skills to be able to approach complex problems in the student's core academic field from more than one perspective.

- There are two phases within the BCII. The first is an initial multidisciplinary phase that focuses on observational practices, creating novelty, and dealing with complexity. Students in this phase are still developing knowledge in their core degrees. The skills learned in this phase of the BCII, however, are intended to be immediately transferrable to their core degrees.

- The second BCII phase is trans-disciplinary and occurs in the third year of the program. At this stage, students will have substantial disciplinary knowledge and are asked to make a strategic choice regarding which fields they will investigate more deeply.

Innovative learning and teaching practices

- The BCII is innovative in terms of curriculum design and learning experience. The BCII emphasises innovative trans-disciplinary learning, creative problem-solving, and assists students in developing the creative mindset and thinking skills required to break traditional confines, to challenge assumptions, and to innovate. Student commentary in relation to the below matters was provided.

- Students engage in hands-on activities, thought experiments, role-play, workshopping and various other non-traditional learning and teaching practices to foster creativity and innovation. Students also have the opportunity to develop international perspectives by way of participation in BCII global studios supported by UTS BUiLD.

- Engagement with industry is a key pillar of the BCII – students work on real (and real-time) creative briefs from clients such as Google, the ABC, The Hallway (a boutique advertising agency). In working on these briefs, students develop their own problem-solving methodologies.

Designing a trans-disciplinary course — lessons and challenges

- The BCII is still in its early stages – only the first iteration of the first two subjects have been delivered. At present, the BCII's educational landscape is characterised by:
  - A focus on complex issues – selecting significant societal challenges that appeal to and build the aspirations of BCII students, immersing students in diverse disciplinary practices, provoking conceptually different thinking, and promoting a synergy between research and practice.
  - Transcending and integrating disciplines – crossing disciplinary boundaries, exposing students to cutting-edge ideas, and creating a porous cross-faculty learning community that supports both students and academic staff involved in the BCII.
  - Participatory practices that promote student agency in shaping their learning and practice agendas. Engagement with multiple stakeholders is required, and assessments resemble real-world, creative professional practices such as self-driven research/design projects.

- Challenges encountered so far include the education design considerations outlined above, as well as the number of students who wish to undertake BCII study. An expansion of the BCII program is planned in 2016/2017. A suite of creative intelligence electives (and potential sub-major) will be offered to all undergraduate students in 2016, with up-scaling in 2017. Development is also occurring on a Masters in Creative Intelligence (to be offered from 2017).

- A further challenge is building staff capability and availability to teach in a cross-faculty, trans-disciplinary program. An academic development program to address this is currently under development.

The student perspective

Three BCII students were invited to present to the Board their perspectives on the BCII. It was noted that the students' presentations had not been reviewed or directed by the BCII academic staff presenters. The Board noted the following student comments:

- Students are attracted to the BCII because it equips them with creative confidence and gives them the skills necessary for dealing with uncertainty and navigating a constantly-changing world.

- Students are empowered to reframe how they approach complex problems. With each new brief encountered, students reflect and revise their previous problem-solving approaches. The emphasis on reflective practice is particularly valuable.

- A core part of creative intelligence is the freedom to make mistakes. The BCII removes the stigma surrounding mistakes – as a consequence, students become more daring and independent. By embracing their mistakes, students are better able to learn from them and grow.

- The BCII program prepares students for a workforce where entrepreneurial thinking and ability will become increasingly important. It also allows students to participate in the same kind of inter-disciplinary teamwork that would be required in industry, and which is not often taught in their core degrees.

The Chair thanked BCII staff and students for their presentation.

RESOLVED AB/15-2/23 – BCII

Academic Board received and noted the presentation on the Bachelor of Creative Intelligence and Innovation.

*9.2 Academic Year Dates 2016 (Teacher Education) and Academic Year Dates 2017

RESOLVED AB/15-2/24

Academic Board:

.1 received and noted the report as detailed in Document 9.2 – *Academic Year Dates 2016 (Teacher Education) and Academic Year Dates 2017*, and its attachments;

.2 approved the operation of teacher education courses under academic year Calendar B from Autumn 2016, as detailed in **Attachment 1** – *Academic Year Dates 2016 – Other Teaching Periods*;

.3 approved the following principles for setting the UTS teacher education academic year calendar, to take effect from Autumn teaching period 2016:

- Autumn teaching period – formal classes start on the Monday closest to 1 March;

- Spring teaching period – formal classes start on the Monday closest to 1 August;

.4 noted the changes to 2016 academic year calendar nomenclature, as detailed in **Attachment 1** – *Academic Year Dates 2016 – Other Teaching Periods*;

.5 approved the proposed 2017 academic year dates (for all courses), as detailed in **Attachment 2** – *Academic Year Dates 2017*

10   FACULTY/BOARD MATTERS

*10.1   Faculty of Engineering and Information Technology Presentation on learning.futures and Academic Standards

The Chair invited Professor Ian Burnett to present on learning.futures and academic standards.

The Board noted the following from Professor Burnett's presentation:

- The new Faculty of Engineering and Information Technology (FEIT) building has been a major drawcard for students, with applications increasing significantly in 2015. The Faculty is also running a major advertising campaign around Western Sydney, with buses covered in full-length advertisements that prominently feature the new building.

- FEIT has made progress implementing learning.futures, with face-to-face teaching hours reduced following the Faculty's move into the new building. Maximum use is being made of the building's diverse learning spaces, particularly those that allow collaborative learning and teamwork. Academics from various Schools have established (and are continuing to establish) groups of practice that support the strategies of learning.futures. The Board was provided with ten examples demonstrating the integration of learning.futures into FEIT subjects. Academic staff have worked intensively to make these significant changes.

- Over the past three years, FEIT has developed graduate attributes and course intended learning outcomes for all of its courses. The graduate attributes focus on needs, context and systems; problem solving and design; abstraction and modelling; self-management; and communication and coordination. Work continues on these graduate attributes, including development of the "Professional Practice within Global Context" graduate attribute. The aim of the professional practice attribute is to give graduates the skills, knowledge and behaviours to operate effective in culturally diverse workplaces and a changing global environment.

- FEIT communicates the aims of learning.futures to its students by:
  - delivering an (updated) orientation program that instils in students a sense of professional identity prior to the start of classes and demonstrates how the new building's learning spaces can be utilised; and
  - embedding graduate attributes in subject outlines, and in face-to-face teaching practices (for example, flipped classes).

- FEIT communicates the aims of learning.futures to its staff through:
  - Faculty and School retreats (two retreats were held in 2014);
  - the inclusion of learning.futures as a strategic priority in the FEIT Strategic Plan; and
  - new academic performance benchmarks that reflect learning.futures practices.

- The FEIT Strategic Plan identifies the integration of teaching and research as a key priority. One main challenge to achieving that integration is exposing students to top academics who are research-intensive, but who undertake little teaching. FEIT is exploring ways of meeting this challenge, such as enabling students to undertake capstone projects in conjunction with these academics and/or their host centres.

- The FEIT internship program is a main point of differentiation for the Faculty in the Sydney and Australian market – UTS is the only university to have two engineering internships. While 600 companies have partnered with the Faculty to offer internships, FEIT is looking to further invest in industry relationships to keep up with the demand for internships. The success of the internship program means that 80 per cent of students have secured employment before finishing their degrees. This creates challenges with attracting students into postgraduate research programs. Giving students the ability to collaborate with FEIT research centres may address this issue.

During discussion following Professor Burnett's presentation, the Board noted that students are especially pleased with the new building spaces and make frequent use of them at all times of the day. It was further noted that international visitors have been impressed at the scale of teaching and learning changes at UTS, including changes to the University's teaching spaces.

The Chair thanked Professor Burnett for his presentation.

RESOLVED AB/15-2/25 – Faculty of Engineering & IT Presentation

Academic Board received and noted the presentation by the Faculty of Engineering and Information Technology on learning.futures and academic standards.

10.2 Request for rescission of award of the University

RESOLVED AB/15-2/26

Academic Board to recommend to Council that the award conferred upon Michael John Moore (Student ID: 10670444) – Graduate Certificate in Trade Mark Law and Practice – on 22 March 2011 be rescinded.

11 COMMITTEE BUSINESS

*11.1 Courses Accreditation Committee Report

Associate Professor Paul Jonson highlighted the following courses from the written report of the Courses Accreditation Committee.

Master of Business Administration in Entrepreneurship and Innovation

The course has a particularly creative structure, being comprised of three graduate certificates, each of which contains research subjects. The course is to be delivered in a combination of intensive/block and standard mode. International students will be permitted to enrol only in the Masters-level program, but will be able to access the graduate certificates as exit options.

The course nomenclature may change, with the words "and Innovation" likely to be removed.

Faculty of Arts and Social Sciences – replacement courses

The Faculty has undertaken a genuine and dynamic revitalisation of aging "Education" degrees. These replacement courses will provide greater flexibility to students, as well as to the Faculty (which may vary intake in line with market demand for particular majors). It is noted that these courses, appropriately, have higher English language admission requirements.

The nomenclature of the suite of Communications courses has been updated, removing "Bachelor of Arts", a move which reflects changes in the communications sector. The revised courses encourage international exchange and embrace the strategies of learning.futures. In redesigning the courses, the Faculty has responded to data gleaned from the Student Feedback Survey.

RESOLVED AB/15-2/27 – Courses Accreditation Committee

Academic Board:

.1   received and noted the report of the Courses Accreditation Committee (CAC) as detailed in Document 11.1 and its Attachments;

New Courses

.2   approved the accreditation of the following new courses as detailed from 1.1.16 to the end of the Summer teaching period 2020/21:

      UTS Business School

      C04304 Master of Business Administration in Entrepreneurship and Innovation
      C11251 Graduate Certificate in Commercialisation
      C11252 Graduate Certificate in Entrepreneurship
      C11253 Graduate Certificate in New Venture Funding

      (file: UR15/35)

Replacement courses

Faculty of Arts and Social Sciences

.3.1   approved the accreditation for the following replacement courses as detailed from 1.1.16 to the end of 2020:

      C10350 Bachelor of Arts Bachelor of Education
      C10349 Bachelor of Education Bachelor of Arts in International Studies
      C09082 Bachelor of Arts Bachelor of Education (Honours)

      (file: UR15/19)

.3.2   approved the accreditation for the following replacement courses as detailed:

C10361 Bachelor of Communication (Journalism)
C10362 Bachelor of Communication (Media Arts and Production)
C10363 Bachelor of Communication (Public Communication)
C10364 Bachelor of Communication (Social and Political Sciences)
C10365 Bachelor of Communication (Journalism) Bachelor of Arts in International Studies
C10366 Bachelor of Communication (Media Arts and Production) Bachelor of Arts in International Studies
C10367 Bachelor of Communication (Public Communication) Bachelor of Arts in International Studies
C10368 Bachelor of Communication (Social and Political Sciences) Bachelor of Arts in International Studies
C10369 Bachelor of Communication (Creative Writing)
C10370 Bachelor of Communication (Creative Writing) Bachelor of Arts in International Studies
C10371 Bachelor of Communication (Digital and Social Media)
C10372 Bachelor of Communication (Digital and Social Media) Bachelor of Arts in International Studies
C10373 Bachelor of Communication (Media Arts and Production) Bachelor of Creative Intelligence and Innovation
C10374 Bachelor of Communication (Public Communication) Bachelor of Creative Intelligence and Innovation
C10375 Bachelor of Communication (Social and Political Sciences) Bachelor of
Creative Intelligence and Innovation
C10376 Bachelor of Communication (Journalism) Bachelor of Creative Intelligence and Innovation
C10377 Bachelor of Communication (Creative Writing) Bachelor of Creative Intelligence and Innovation

from 1.1.16 to the end of 2020.

C10378 Bachelor of Communication (Creative Writing) Bachelor of Laws
C10379 Bachelor of Communication (Digital and Social Media) Bachelor of Laws
C10380 Bachelor of Communication (Journalism) Bachelor of Laws
C10381 Bachelor of Communication (Media Arts and Production) Bachelor of Laws
C10382 Bachelor of Communication (Public Communication) Bachelor of Laws
C10383 Bachelor of Communication (Social and Political Sciences) Bachelor of Laws

from 1.1.16 to the end of 2017.

(files: UR02/353, UR13/494, UR13/495, UR13/298, UR13/307, UR09/27)

Phasing out and Discontinuation

Faculty of Arts and Social Sciences

.4 approved that the following courses be set to phasing out from Autumn Semester 2016 and discontinued once all currently enrolled students have completed:

C10206 Bachelor of Education in Primary Education
C10208 Bachelor of Education Bachelor of Arts in International Studies
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)
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
C10258 Bachelor of Arts in Communication (Journalism) Bachelor of Laws
C10259 Bachelor of Arts in Communication (Media Arts and Production) Bachelor of Laws
C10260 Bachelor of Arts in Communication (Social Inquiry) Bachelor of Laws
C10261 Bachelor of Arts in Communication (Public Communication) Bachelor of Laws
C10311 Bachelor of Arts in Communication (Creative Writing)
C10312 Bachelor of Arts in Communication (Creative Writing) Bachelor of Arts in International Studies
C10313 Bachelor of Arts in Communication (Creative Writing) Bachelor of Laws
C10314 Bachelor of Arts in Communication (Digital and Social Media)
C10315 Bachelor of Arts in Communication (Digital and Social Media) Bachelor of Arts in International Studies
C10316 Bachelor of Arts in Communication (Digital and Social Media) Bachelor of Laws
C10332 Bachelor of Arts in Communication (Media Arts and Production) Bachelor of Creative Intelligence and Innovation
C10333 Bachelor of Arts in Communication (Public Communication) Bachelor of Creative Intelligence and Innovation
C10334 Bachelor of Arts in Communication (Social Inquiry) Bachelor of Creative Intelligence and Innovation
C10335 Bachelor of Arts in Communication (Journalism) Bachelor of Creative Intelligence and Innovation
C10337 Bachelor of Arts in Communication (Creative Writing) Bachelor of Creative Intelligence and Innovation

(files: UR15/19, UR02/353, UR13/494, UR13/495, UR13/298, UR13/307, UR09/27)

OTHER MATTERS FOR NOTING

Nomenclature

.5   noted that the Vice-Chancellor has approved course name and award title nomenclature for new courses as follows:

Graduate School of Health

C03056 Master of Orthoptics (Research)
C02059 Doctor of Philosophy
C03057 Master of Clinical Psychology (Research)
C02060 Doctor of Philosophy

(files: UR14/481, UR14/851)

*11.2   Academic Administration Committee Report

Professor Peter Meier spoke to this report, which presented for endorsement a delegation regarding approval of principles for setting the academic year calendar (and associated academic year dates). The Board was advised that the Academic Administration Committee had determined, on reflection, that further work was required to clarify the interrelationship of all principles previously approved by the Board for setting the academic year calendar. A revised report, consolidating these principles, will be presented at an Academic Board meeting later in 2015. The recommendation to endorse the proposed new delegation was consequently withdrawn.

RESOLVED AB/15-2/28 – AAC Report

Academic Board received and noted the report as detailed in Document 11.2 – *Academic Administration Committee Report*.

11.3   Executive Committee of Academic Board Report

RESOLVED AB/15-2/29

Academic Board received and noted the report as detailed in Document 11.3 – *Executive Committee of Academic Board Report*.

11.4   Graduate Research School Board Report

RESOLVED AB/15-2/30

Academic Board:

.1   received and noted the report as detailed in Document 11.4 – *Graduate Research School Board Report* and its Attachment;

.2   noted the appointment of Professor Elizabeth Sullivan as Deputy Chair of the Graduate Research School Board for 2015;

.3   noted the Graduate Research School Board 2014 Annual Report and accompanying 2015 Work Plan, as detailed in **Attachment 1**.

11.5   Research and Research Training Committee Report

No report.

11.6   Teaching and Learning Committee Report

No report.

11.7   Graduate Research Students' Appeals Committee: 2014 Annual Report

RESOLVED AB/15-2/31

Academic Board received and noted the report as detailed in Document 11.7 – *Graduate Research Students' Appeals Committee: 2014 Annual Report*.

11.8   University Student Conduct Committee Membership

RESOLVED AB/15-2/32

Academic Board:

.1   received and noted the report as detailed in Document 11.8 – *University Student Conduct Committee Membership* and its Attachment;

.2   approved additional persons to be members of the University Student Conduct Committee membership ("USCC") as detailed in **Attachment 1** of Document 11.8 – *University Student Conduct Committee membership.*

12   OTHER BUSINESS/GOVERNANCE

*12.1 Principal's Recommendation Scheme Pilot Review

The Provost spoke to this item and noted that all of alternative access schemes were now run collaboratively through the Universities Admissions Centre (UAC). UTS is participating in the centralised Schools Recommendation Scheme (formerly the Principals' Recommendation Scheme) focussing on using the scheme to target an equity cohort, with the aim of improving access for disadvantaged students. The Provost noted that minimum ATAR requirements under the Scheme (an ATAR of 69 for most programs) would remain unchanged, and students would still need to meet minimum matriculation requirements.

During discussion, the Board noted that students who come from a background of severe disadvantage would be unlikely to meet the minimum ATAR requirements. A lower ATAR, however, did not mean that the students were not capable of tertiary study. It was noted that in some cases – for example, in the Faculty of Science where aptitude testing occurs – the Provost has made a special dispensation to admit a

student who does not meet the minimum ATAR. The Board agreed that further investigation of equity access schemes for severely disadvantaged students was required, and referred the matter to the Executive Committee of Academic Board for consideration at its next meeting.

RESOLVED AB/15-2/33

Academic Board received and noted the report as detailed in Document 12.1 – *Principal's Recommendation Scheme Pilot Review.*

12.2   UTS Student Load for 2015 at 16 March 2015

RESOLVED AB/15-2/34

Academic Board received and noted the report, *UTS Student Load for 2015 at 16 March 2015*, as detailed in Document 12.2.

CLOSURE

The Chair thanked all members for their attendance and participation.

The Chair closed the meeting at 11:30 am.

SIGNED AS A TRUE RECORD

CHAIR

DATE