

**CONFIRMED MINUTES OF MEETING 16/2 OF ACADEMIC BOARD – 1 JUNE 2016**

**As amended by executive action taken by the Chair on 29 June 2016, following circulation of a flying minute on 22 June 2016**

Meeting 16/2 of the Academic Board of the University of Technology Sydney held at 9.00am on Wednesday 1 June 2016 in the Aerial Function Centre, Level 7, Building 10, Broadway.

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**PRESENT:** A/Professor Joanne Gray (Chair), Professor Shirley Alexander, Professor Peter Booth, Mr Mal Booth, Professor Simon Buckingham Shum, A/Professor Christine Burton, Dr Scott Chadwick, Ms Gabrielle Croker, Professor Maryanne Dever, Dr Michelle DiGiacomo, Associate Professor David Eager, Professor Mark Evans, Ms Maxine Evers, Dr Behzad Fatahi, Professor Shari Forbes, Associate Professor Mike Ford, Professor Tony He, Mr Sweekar Hemchuli, A/Professor Antoine Hermens, A/Professor Andrew Hurley, A/Professor Rob Jarman, Ms Sunita Jha, Professor Isabel Karpin, A/Professor Hadi Khabbaz, Professor Jie Lu, Professor Heather MacDonald, Dr Tom McBride, A/Professor Louise McWhinnie, A/Professor Peter Meier, Professor Iwona Miliszewska, Dr Stuart Nettleton, Dr Phillip Newton, Dr Susan Oguro, Dr Tapan Rai, Professor Charles Rice, A/Professor Ken Rodgers, A/Professor Yaowen Shan, Professor Greg Skilbeck, Professor Mary Spongberg, Mr Harrison Stanton, Professor Stuart White, Dr Amanda White, and Professor Glenn Wightwick.

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

**IN ATTENDANCE:** Ms Lynne Blackburn (Planning and Quality Unit – for item 12.1), Professor Sam Bucolo (Director, Design Innovation Research Centre and Director, Innovation and Engagement, International and Advancement – for item 9.2), Ms Anne-Lise Daniel (Academic Programs Office), Dr Tanja Golja (Institute for Interactive Media and Learning – for item 9.3), Ms Amy Griffiths (Academic Programs Office – for item 9.3), Mr Ramesh Kondepudi (Planning and Quality Unit – for item 12.1) A/Professor Jo McKenzie (Institute for Interactive Media and Learning), and Professor Anita Stuhmcke (for Professor Lesley Hitchens).

**APOLOGIES:** A/Professor Adel Al-Jumaily, Professor Deborah Ascher Barnstone, Associate Professor Alison Beavis, Professor Attila Brungs, Professor Ian Burnett, Associate Professor Nina Burrige, Mr Timothy Busuttil, Mr Benjamin Chapple, Professor Thomas Clarke, Professor John Daly, Professor Simon Darcy, A/Professor Elizabeth Denney-Wilson, Professor Roy Green, Professor Lesley Hitchens, Professor Isabel Karpin, Professor Desley Luscombe, Professor Michael McDaniel, Professor Alan McKee, Mr Raymond Phan, Professor William Purcell, Dr Bernadette Saunders, A/Professor Ann Simpson, Professor Tracy Taylor, and Professor Lawrence Wallen.

**ABSENT:** Professor Charlie Benrimoj, Ms Anya (Nicola) Grayshon, Ms Sammy Howes, Professor Jenni Millbank, Professor Bruce Milthorpe, and Dr Honni van Rijswijk.

## **WELCOME**

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

The Chair welcomed all members, student members, and attendees to the meeting. There were no declarations of interest in relation to matters listed on the agenda.

### **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 16/1 held on Wednesday 30 March 2016**

#### **RESOLVED AB/16-2/23**

That the minutes of meeting 16/1 of Academic Board held on Wednesday 30 March 2016, as detailed in Document 2, be confirmed as a true record.

### **3 BUSINESS ARISING FROM THE MINUTES**

There was no business arising.

### **4 RECEIPT OF TABLED PAPERS**

An amendment to Table 28 on page 60 of Attachment 2 to Document 12.1 was tabled for noting. The 2014 figure (actual) for OSC2.1: % Female of Senior Academics, classified Level D, E, or SSG was 39% (not 34%) and colour coded green (not red).

### **5 REPORT FROM THE CHAIR/DEPUTY CHAIR**

The Chair spoke to this item and provided an update to Academic Board. Following key items were noted:

- The action items (detailed in Attachment 1 to Document 5) were updated to reflect priority items in the form of RAG (traffic system) status.
- The Chair thanked members for providing feedback on the Review of Assessment of Coursework Policy and Procedures at the 16/1 Academic Board meeting held on 30 March 2016.
- The templates of Academic Board report were revised to improve readability of reports, including ways to reduce the density of the reports. The Chair requested members to provide feedback about the revised templates.
- The Review of Academic Board Governance Structure and Composition was in progress and a consultant was nearly finalised to progress the Review later in the year. The timeline of the project will be amended based on the availability of the consultant.
- The Deputy-Chair and Chair, Academic Board were to commence visits to faculty boards as part of faculty engagement project. The first visit was scheduled for 2 June 2016, to Faculty Board in Business.
- The Chair thanked the members of Academic Board who attended the Autumn Graduations Ceremonies as representatives of Academic Board.

## **RESOLVED AB/16-2/24 – Chair’s Report**

That Academic Board:

- .1 receive and note the report as detailed in Document 5 – *Report from the Chair/Deputy Chair* and its attachments;
- .2 note the executive action taken by the Chair on 13 May 2016, following circulation of a flying minute, to approve the following recommendations:
  - .1 receive and note the report as detailed in *Amendments to the composition of the Science Faculty Board* and its attachment; and
  - .2 approve the amended permanent composition of the Science Faculty Board with effect from 1 November 2016 as detailed in **Attachment 1** of the flying minute report – *Amendments to the Composition of the Science Faculty Board*; and
- .3 note the Academic Board Actions List and 2016 Work Plan as detailed, respectively, in **Attachments 1 and 2**.

## **6 VICE-CHANCELLOR’S REPORT**

In the absence of the Professor Attila Brungs, Vice Chancellor, Professor Peter Booth, Acting Vice Chancellor spoke to this item, and provided the following updates, additional to the Vice Chancellor’s written report:

### ***Times Higher Education 150 under 50 ranking***

For the second year in a row, UTS was named as number one in Australia and 21<sup>st</sup> in the world in the Times Higher Education 150 under 50 ranking.

### ***Federal Budget***

On Tuesday 3 May 2016, the Treasurer, the Honourable Scott Morrison, announced the Federal Budget. Following key points were noted:

- Full fee deregulation was scrapped – an excellent outcome for universities.
- The Government released an options paper on alternative policy changes to secure a financially sustainable higher education system entitled *Driving Innovation, Fairness and Excellence in Australian Higher Education*; consultation responses were due on Monday 25 July 2016.
- 20 per cent cut remains in the forward estimates. The cuts were delayed until 1 January 2018 providing planning certainty for next few years.
- \$1.2 billion efficiency dividend removed from legislated programs.

### ***Office for Learning and Teaching successes***

UTS academics involved in successful Office of Teaching and Learning grants, received over \$1 million in funding. Professor Sally Varnham and Dr Anne Gardner received prestigious Office for Learning and Teaching Fellowships.

### ***Australian Research Council grant outcomes announced***

On Friday 6 May 2016, the Australian Research Council (ARC) announced outcomes for a

number of grant schemes including ARC Linkage Projects and Industry Transformation Research Hubs. UTS received over \$1.8 million in funding from six successful proposals, compared to over \$2.8 million from seven successful proposals in 2015. Professor Dayong Yin, UTS Science, was awarded a \$3.7 million grant to establish a brand new Industrial Transformation Research Hub at UTS, to usher in the next-generation of primary care health detection devices.

### ***Shanghai University visit – 9 and 10 May 2016***

UTS and Shanghai University (SHU) have a long standing history of partnership since 1994, collaborating on a range of activities. In July 2015, Professor Jin Donghan was appointed President of SHU, who was invited to visit UTS. On 9 May 2016, President Jin led a delegation of six senior SHU and SILC officials to pay a two-day visit to UTS. A brief update on the outcome of the visit was provided to Academic Board.

### ***Building 2 redevelopment***

UTS Central, the next major project in UTS's campus redevelopment was progressing well. Subject to planning approval, it will involve the demolition of the existing Building 2 on Broadway and the construction of a new 16-level building to better serve staff and students into the future. Features of Building 2 will include latest learning technologies, state-of-the-art UTS Library, student learning commons, scholarly reading room, student services hub and additional collaborative learning and research spaces. A brief update on the progress of this project was provided to Academic Board.

### ***Vivid Sydney***

Vivid Sydney (Vivid) started on 27 May 2016. UTS students were contributing to Vivid showcasing their work. As part of Vivid, UTS hosted a research, innovation and pathway to collaboration event on 31 May 2016. A brief update about the event was provided by Professor Glenn Wightwick.

### **RESOLVED AB/16-2/25 – Vice-Chancellor's Report**

That Academic Board receive and note the report as detailed in Document 6 – *Report from the Vice-Chancellor*.

## **7 STARRING OF ITEMS FOR DISCUSSION**

The following items have been pre-starred: Items 9.1, 9.2, 9.3, 9.4, 10.1, 11.1, 11.3 and 12.1. Members were invited to star further items for discussion, no further items were starred.

### **RESOLVED AB/16-2/26 – Starring of items**

That the adoption of the remaining items be approved.

## **8 ELECTION/MEMBERSHIPS**

### **8.1 Elections update**

#### **RESOLVED AB/16-2/27**

That Academic Board receive and note the report as detailed in Document 8.1 – *May 2016 Elections Report*.

## 9 PRIORITY ISSUES

### \*9.1 Presentation: Connected Intelligence Centre

The Chair invited Professor Simon Buckingham Shum, Director, Connected Intelligence Centre (CIC) to present on the activities of CIC. Professor Shum presented on CIC's history, current activities, strategic alignment, mission, partnerships across UTS, achievements, challenges and future directions.

Academic Board noted the following:

- CIC was launched mid-2014 following strategic discussions that began in 2011 on the importance of analytics for society, and for UTS. Its focus on the applications of Data Science for learning, teaching, research and business operations align it with both the Learning & Teaching Strategy, and Research Strategy (Data Science). Details can be found at <http://utscic.edu.au>
- CIC operates as a creative incubator to catalyse thinking about the impact of data and algorithms on education, research, and society more broadly. Sitting in the portfolio of the Deputy Vice-Chancellor (Education & Students), CIC works closely with all UTS Faculties and Student Support Units, through applied research, rapid software prototyping, theoretical and empirical evaluation, and education.
- CIC is partnering across UTS, with faculties and institutes (through teaching and learning, and research collaborations), student support units (through IML, HELPS and Library), and business units.
- The embedding of Artificial Intelligence in society, the spiralling cost of higher education, changing contemporary social contexts in which students learn, the end of higher education's monopoly on the creation and dissemination of knowledge, and changing work environments are all key drivers of the future of education. "Big Data" has deep societal implications demanding an informed debate which CIC seeks to shape in the education sector.
- Learning in higher education in the future should ideally have the following features:
  - experience of work environments should be the foundation of learning;
  - personalised learning;
  - on-campus learning should be primarily of a social nature;
  - assessment of learning should be predominantly 'authentic';
  - the student experience of learning must be qualitatively different; and
  - achievement of student learning outcomes should be the focus of all design of learning.
- While automation of lower level skills will continue, we can also deploy Data Science expertise in teaching and research to cultivate the higher order qualities that graduates need to think deeply and adapt to complexity; qualities like curiosity, reflection, scholarly argumentation values; epistemic shifts; analogical reasoning etc.
- Three of the challenges currently being tackled by CIC are: to improve data literacy (citizens; students; researchers); to deliver timely personalised student feedback on writing; and to deliver timely feedback on co-located teamwork.

- CIC coordinates the Master of Data Science & Innovation (MDSI), which takes a transdisciplinary approach to Data Science spanning machine learning, statistics, data curation, ethics, user experience, information science, visualization, improvisation, narrative, social computing, and learning analytics, delivered via regular, meaningful employer engagement, project-based learning, and authentic assessment. The MDSI is the only Master of Data Science degree offered in Australia (indeed globally) to explicitly attend to innovation and creativity as a topic, and to use those techniques in the way it teaches, and is priced aggressively against nine competitor degrees in a rapidly growing market. In 2015 MDSI students won two NSW government data hackathons, securing new data science jobs on the strength of those performances within their first year, and such hackathons have now been made core to the 2016 curriculum as effective, authentic learning designs.
- CIC is working on the challenge of delivering better feedback to students. Educational research shows that timely student feedback is vital, but SFS results show that students rate the quality and timeliness of feedback as consistently poor, and improving only slowly over the years. CIC is using text analytics to offer 24/7 formative feedback on student writing, piloting in: Engineering, Law, Accounting, Pharmacy, Life Sciences, Data Science, Education, and the Graduate Research School.
- CIC recently began designing analytical feedback mechanisms for face-to-face teamwork. Multimodal data streams from movement, gesture, voice and interactive surfaces provide new channels for visualising group process. Teaching & Research partnerships being explored with: DAB – CARLAB, Nursing – Simulation Lab, FASS – Collaborative & Creative Ideation, FEIT – Visualisation and Embodied Interaction, FEIT – Creativity and Cognition Studio and UTS Careers – Collaboration Assessment.

The Chair thanked Professor Simon Buckingham Shum for his presentation.

**RESOLVED AB/16-2/28 – Presentation: Connected Intelligence Centre**

That Academic Board receive and note the presentation by Professor Simon Buckingham Shum, Director, Connected Intelligence Centre (CIC).

**\*9.2 Research theme presentation: Design Innovation Research Centre (Sector Level Research and Food and Agri opportunities)**

Professor Glenn Wightwick introduced Professor Sam Bucolo, Director, Design Innovation Research Centre and Director, Innovation and Engagement, International and Advancement.

Professor Bucolo presented to Academic Board about the industry-research partnerships being developed in DI to develop methods and an evidence base for the role of design practices to allow firms to address the complexities they face to drive their competitiveness and national prosperity. DI has been working on developing sector level strategies using design practices (the Grand Challenge Model) and was successful in securing a grant from the Food and Agri Growth centre.

Academic Board noted the following:

- The Design Innovation research centre (DI:rc) has been operational for 2 ½ years. It is a transdisciplinary centre focused on the development of innovative, design-oriented

research and practices to solve complex problem of the industry. DI:rc is part of the UTS Creative Intelligence Strategy.

- DI:rc partners with organisations to develop methods and an evidence base for the role of design practices to allow firms to address the complexities they face to drive their competitiveness and national prosperity.
- Recently, there has been an increased demand for design thinkers by industry. Companies like IBM, Infosys, CBA etc. have employed design thinkers to specially evaluate problems and solutions from a new point of view.
- Design is a critical element used to create compelling products that resonate with customers, resulting in financial rewards for companies. As per the 2014 Design Value Index (DVI) Results, the DVI, a market capitalization-weighted index comprised of design-driven companies, shows 10-year returns of a remarkable 219% over that of the Standard & Poor's 500 index ("S&P 500") from 2004-2014. There is a need for academia and research to keep up with this changing trend and demand for design thinkers.
- UTS is part of a group of researchers led by Stanford University, Aalto University, Delft University, TONGJI University and Illinois Institute of Technology, who are working on design research and understanding what is the value and role of design in various industries.
- DI:rc develops customised program packages comprised of a variety of projects that have been designed to understand, disrupt and transform the industry partners' existing approaches to business. Current DI:rc industry partners include: Aurecon, Food Innovation Australia LTD, Auto CRC, CSIRO, South Australian Government, Manufacturing Excellence Taskforce of Australia (META) and Hunter Partners in Recovery. The partnership arrangement is in the form of a research program, research project or research and industry partnership.
- Three successful books (Designing for the Common Good, Frame Innovation, and are we there yet?) have been developed by DI:rc which have been widely adopted in the design space.
- An update on the Sector Grand Challenge Model.

The Chair thanked Professor Bucolo for his presentation.

**RESOLVED AB/16-2/29 – Research theme presentation: Design Innovation Research Centre (Sector Level Research and Food and Agri opportunities)**

That Academic Board receive and note the presentation by Dr Sam Bucolo, Director, Innovation and Engagement.

**\*9.3 Presentation: Bachelor of Technology and Innovation**

The Chair invited Professor Shirley Alexander, Deputy Vice-Chancellor and Vice-President (Education and Students) and Dr Tanja Golja, Senior Lecturer, Institute for Interactive Media and Learning to present on two new courses; Bachelor of Technology and Innovation (BTI), and Diploma in Innovation (DI).

Academic Board noted the following:

- **Background:** It is important for UTS to constantly develop new courses with innovative content and form like the Bachelor of Creative Intelligence and Innovation (BCII). The

proposed new courses BTI is being developed as University of Technology equivalent of the Bachelor of Arts. BTI will be a generalist degree for students to develop all the critical thinking skills and problem solving skills, but within a technology context, not an arts context.

- **Timeline:** The BTI has been discussed in a number of forums, including at VCC retreat (May 2014), Annual Council presentation (August 2014), Annual Council retreat (May 2015) and Senior Manager's Forum (November 2015).
- **Rationale:**
  - The Graduate Destination Survey results reflect that the Bachelor degree un-/under-employment has been at its highest in 2014. It is critical to ensure that UTS graduates are provided with the best opportunity to be employed in the area they have undertaken their degree in.
  - Companies are increasingly looking for T-shaped graduates, who have depth in at least one discipline area, and depth in one system. Graduates are expected to possess boundary crossing competencies.
  - The Pew Research Center's Internet Project report on artificial intelligence (AI) and robotics reflects their impact on jobs and employment and how AI and robotics will permeate wide segments of daily life by 2025. Some of the implications being; an increasing displacement of highly skilled workers into low paying service industry jobs, education said not to be adequately preparing students for work of the future etc. Changes in technology have always resulted in creating new kinds of jobs and there is a need to adapt to changes by inventing new types of work.
  - The Future of Jobs Report by World Economic Forum has recognised top 10 skills in 2020; some of these being: complex problem solving, critical thinking, creativity, people management etc.
  - The Future Work Skills report by the Institute For The Future, identifies key skills needed in the future workforce, which includes transdisciplinarity, sense-making, social intelligence etc. are key skills required.
  - UK Digital Skills Taskforce report reflects two classified bands of digital skills required in the future: Digital worker (evaluate, configure and use complex digital systems) and Digital maker (actually build digital technology – typically software development). BTI course will develop skills of a digital worker. It was noted that Australia's labour force has high digital literacy needs in the next 2-5 years. More than 50 per cent of Australian workers will need to operate at the digital worker or maker level or above in the next 2-3 years.
- **UTS courses of the future:** Five to ten per cent of UTS courses will be transdisciplinary, 20-30 per cent cross disciplinary and remaining percentage would remain largely anchored in one faculty. The two new courses will be categorised as transdisciplinary.
- **Transdisciplinary Symposium on 25 July 2016:** An internal event will be held on 25 July 2016, focusing on opening up a conversation about how the university integrates research, education and/or practice that transcend disciplinary boundaries to tackle complex problems/challenges with diverse stakeholders (eg industry, community or government and communities).
- **Course Approval:** The two courses have been through the various stages of course approval process including approvals from Board of Studies, Courses Planning and



Courses Approval Committee. Academic Board is requested to consider the courses at the 16/2 meeting. Courses will be presented to Council in August 2016.

- **Working party:** A working party has been set up to undertake detailed course design.
- Details about course design, course intended learning outcomes, course map, course structure and streams of the two courses have been carefully considered and proposed.

The Chair thanked Professor Shirley Alexander, Deputy Vice-Chancellor and Vice-President (Education and Students) and Dr Tanja Golja, Senior Lecturer, Institute for Interactive Media and Learning for their presentation.

#### **RESOLVED AB/16-2/30 – Presentation: Bachelor of Technology and Innovation**

That Academic Board receive and note the presentation by Professor Shirley Alexander, Deputy Vice-Chancellor and Vice-President (Education and Students) and Dr Tanja Golja, Senior Lecturer, Institute for Interactive Media and Learning.

#### **\*9.4 Amendment of Indigenous Education and Employment Policy**

The Chair invited Professor Peter Booth, Provost to speak to this item. Professor Peter Booth provided an update about the role of Academic Board in the approval process and the key amendments proposed to the Indigenous Education and Employment Policy.

#### **RESOLVED AB/16-2/31**

That Academic Board:

- .1 receive and note the report as detailed in Document 9.4 – *Amendment of Indigenous Education and Employment Policy*, and its attachments;
- .2 approve the revised Indigenous Education and Employment Policy, as detailed in **Attachment 1**; and
- .3 authorise the Governance Support Unit to make any necessary consequential amendments to ensure alignment of the Indigenous Education Strategy and Wingara Indigenous Employment Strategy with the revised Indigenous Education and Employment Policy.

### **10 FACULTY/BOARD MATTERS**

#### **\*10.1 Composition of Faculty Boards**

The Chair spoke to this item and advised Academic Board that since the report was distributed, a few amendments have been received in relation to memberships of certain faculty boards.

#### **RESOLVED AB/16-2/32**

That Academic Board:

- .1 receive and note the report as detailed in Document 10.1 – *Composition of Faculty Boards* and its attachments;

- .2 approve the amendments to section 3 of the Standing Orders for faculty boards; as detailed in **Attachment 1 – Proposed Amendments to Standing Orders for Faculty Boards**;
- .3 approve the proposed amendments to the composition of Faculty Board in Health with effect from 1 November 2017 as detailed in **Attachment 2 – Amendments to Composition of Faculty Board in Health**;
- .4 approve the composition of the faculty boards as detailed in **Attachments 3-7**;
- .5 note the composition of the Faculty Board in Science recently approved by Academic Board (see Agenda Item 5 of this meeting – Chair’s Report), as also detailed in **Attachment 8**; and
- .6 note the membership of all faculty boards, as detailed in **Attachments 2-7**.

## **10.2 Request for rescission of award of the University**

### **RESOLVED AB/16-2/33**

That Academic Board:

- .1 receive and note the report as detailed in Document 10.2 – *Rescission of award of the University*; and
- .2 endorse and recommend that Council approve the rescission of award conferred upon student ID 11843467 on 17 August 2015 – Graduate Certificate in Intellectual Property.

## **11 COMMITTEE BUSINESS**

### **\*11.1 Courses Accreditation Committee Report**

Ms Maxine Evers, Chair, Courses Accreditation Committee spoke to this item and provided an update in addition to the written report.

Academic Board noted:

- an overview of the new courses that were presented for approval; and
- the amendments made to the recommendations of the Courses Accreditation Committee Report, as tabled in the draft recommendation and detailed below:

#### **The Office of the Deputy Vice-Chancellor (Education and Students), with support of the Associate Dean Teaching and Learning Network**

According to clause 4.8 of the Award Course Approval and Reaccreditation Policy, each course must have a faculty of ownership that is responsible for its development, accreditation, ongoing maintenance and reaccreditation.

As an interim arrangement, until such time as the University determines a permanent faculty of ownership to manage the two courses listed below, the Office of the Deputy Vice-Chancellor (Education and Students), with support of the Associate Dean Teaching and Learning Network, will be deemed as satisfying the requirement of clause 4.8.

## **RESOLVED AB/16-2/34**

That Academic Board:

- .1 receive and note the report as detailed in Document 11.1 – *Courses Accreditation Committee Report* and its attachments;

### ***New Courses***

- .2 approve the accreditation of the following new courses as detailed:

#### **Faculty of Arts and Social Sciences**

- .2.1 C04321 Master of Arts in Advanced Journalism  
C06104 Graduate Diploma in Advanced Journalism  
C06119 Graduate Diploma in Sports Media  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/559)

#### **Faculty of Engineering and Information Technology**

- .2.2 C04322 Master of Animation and Visualisation Practice  
C11262 Graduate Certificate in Animation and Visualisation Practice  
From 1 November 2016 to the end of academic year 2021  
(file: UR16/560)
- .2.3 C09119 Bachelor of Computing Science (Honours)  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/561)

#### **Faculty of Health**

- .2.4 C04318 Master of Nurse Practitioner  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/557)

#### **Faculty of Law**

- .2.5 C04320 Juris Doctor Graduate Certificate in Professional Legal Practice  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/409)
- .2.6 C10386 Bachelor of Economics Bachelor of Laws  
C09120 Bachelor of Economics Bachelor of Laws (Honours)  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/562)

**The Office of the Deputy Vice-Chancellor (Education and Students), with support of the Associate Dean Teaching and Learning Network**

According to clause 4.8 of the Award Course Approval and Reaccreditation Policy, each course must have a faculty of ownership that is responsible for its development, accreditation, ongoing maintenance and reaccreditation.

As an interim arrangement, until such time as the University determines a permanent faculty of ownership to manage the two courses listed below, the Office of the Deputy Vice-Chancellor (Education and Students), with support of the Associate Dean Teaching and Learning Network, will be deemed as satisfying the requirement of clause 4.8.

.2.7 C10390 Bachelor of Technology and Innovation  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/623)

.2.8 C20060 Diploma in Innovation  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/625)

#### **Faculty of Science / Faculty of Law**

.2.9 C10387 Bachelor of Forensic Science  
C10388 Bachelor of Forensic Science Bachelor of Arts in International Studies  
C10389 Bachelor of Forensic Science Bachelor of Creative Intelligence and Innovation  
C09100 Bachelor of Forensic Science (Honours)  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/442)

.2.10 C10391 Bachelor of Forensic Science Bachelor of Laws  
C09121 Bachelor of Forensic Science Bachelor of Laws (Honours)  
From 1 January 2017 to the end of academic year 2021  
(file: UR16/442)

#### ***Reaccreditation***

.3 approve the reaccreditation of the following courses as detailed from 1 January 2017 to end of academic year 2021:

#### **Faculty of Arts and Social Sciences**

.3.1 C10276 Bachelor of Music and Sound Design  
C10277 Bachelor of Music and Sound Design Bachelor of Arts in International Studies  
(file: UR09/275)

#### ***Phasing out and Discontinuation***

.4 approve that the following courses be set to phasing out and discontinued once all currently enrolled students have completed:

### **Faculty Arts and Social Sciences**

- .4.1 C10269 Bachelor of Sound and Music Design  
C10270 Bachelor of Sound and Music Design Bachelor of International Studies  
(file: UR09/275)  
From Spring Session 2016
- .4.2 C04106 Master of Arts in Journalism  
C06037 Graduate Diploma in Journalism  
C11058 Graduate Certificate in Journalism  
(file: UR92/967)  
From Autumn Session 2017

### **Faculty of Health**

- .4.3 C04247 Master of Midwifery  
C07121 Graduate Diploma in Midwifery Studies  
C11226 Graduate Certificate in Midwifery Studies  
(file: UR16/639)  
From Spring Session 2016

### **Faculty of Law**

- .4.4 C04106 Master of Communications Law  
C11217 Graduate Certificate in Communications Law  
(file: UR10/168)  
From Spring Session 2016

### **Faculty of Science**

- .4.5 C10244 Bachelor of Forensic Science in Applied Chemistry  
C10174 Bachelor of Forensic Biology in Biomedical Science  
C09050 Bachelor of Forensic Science (Honours) in Applied Chemistry  
(file: UR02/318, UR07/541)  
From Autumn Session 2017
  
- C09050 Bachelor of Forensic Science (Honours) in Applied Chemistry  
(file : UR07/542)  
From Autumn Session 2020

### ***External Articulation Arrangements***

- .5 note that the Provost has approved the following external articulation arrangement:

#### **Business School**

- .5.1 Pôle Universitaire Léonard de Vinci, France for the course:  
  
C04052 Master of Quantitative Finance  
(file: UR14/10103)

## **OTHER MATTERS**

- .6 note the appointment of Dr Wayne Brookes to the position of Deputy Chair;
- .7 note the Courses Accreditation Committee 2016 work plan;
- .8 note the Report on the 2015 OCAP Users Survey Results;
- .9 note the updated list of course proposals requiring Academic Board consideration in 2016; and
- .10 note the amendment to the Courses Accreditation Committee Report presented at the 30 March 2016 meeting of Academic Board.

### **11.2 Academic Administration Committee Report**

#### **RESOLVED AB/16-2/35**

That Academic Board:

- .1 receive and note the report as detailed in Document 11.2 – *Academic Administration Committee Report* and its attachment;
- .2 endorse and recommend that Council approve amendments to the Student Rules as detailed in **Attachment 1**.

### **\*11.3 Executive Committee of Academic Board Report**

#### **RESOLVED AB/16-2/36**

That Academic Board:

- .1 receive and note the report as detailed in Document 11.3 – *Executive Committee of Academic Board Report* and its attachments;
- .2 recommend that Council rescind the resolution COU/04/178 (c), regarding authorisation of the Chair of Academic Board to take Executive Action on behalf of Academic Board, as detailed in **Attachment 1**;
- .3 recommend that Council approve the new authorisation of the Chair of Academic Board to take Executive Action on behalf of Academic Board as detailed in **Attachment 2 – Proposals in respect of the conduct of certain Academic Board business between meetings**; and
- .4 note the business arising from the 16/2 (12 April 2016) and 16/3 (10 May 2016) meetings of the Executive Committee of Academic Board (ECAB).

### **11.4 Graduate Research School Board Report**

#### **RESOLVED AB/16-2/37**

That Academic Board receive and note the report as detailed in Document 11.4 – *Graduate Research School Board Report*.

## **11.5 Research and Research Training Committee Report**

### **RESOLVED AB/16-2/38**

That Academic Board receive and note the report as detailed in Document 11.5 – *Research and Research Training Committee Report*.

## **11.6 Teaching and Learning Committee Report**

### **RESOLVED AB/16-2/39**

That Academic Board receive and note the report as detailed in Document 11.6 – *Teaching and Learning Committee Report* and its attachment.

## **12 OTHER BUSINESS/GOVERNANCE**

### **\*12.1 UTS Performance Report**

The Chair invited Professor Peter Booth, Provost to speak to this item. Professor Peter Booth provided an update to Academic Board of the University's overall performance against its strategic plan in 2015, covering key areas including UTS's overall reputation, Graduate Success performance domain, Research performance domain, Connect and Engage performance domain, and Adapt and Thrive performance domain.

Academic Board noted an amendment to Table 28 on page 60 of Attachment 2 to Document 12.1. The 2014 figure (actual) for OSC2.1: % Female of Senior Academics, classified Level D, E, or SSG was 39% (not 34%) and colour coded green (not red).

### **RESOLVED AB/16-2/40**

Academic Board to:

- .1 receive and note the report as detailed in Document 12.1 – *Final UTS Performance Report for 2015* and its attachments; and
- .2 consider the Board's role in monitoring and improving the University's performance in specific areas.

## **CLOSURE**

The Chair thanked all members for their attendance and participation.

The Chair closed the meeting at 11.35am.

**SIGNED AS A TRUE RECORD**

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**CHAIR**

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**DATE**