

Academic Senate Meeting – 22 November 2024 Report to 28 February 2025 University Council Meeting

The following major items were considered by Academic Senate at its 22 November 2024 meeting, and are included together with advice to Council where appropriate. More detailed information on each item is available in the 22 November 2024 [Academic Senate Minutes](#). The Chair of Senate provided a verbal update from this meeting of Senate at the 6 December 2024 meeting of Council.

Report from Student Representatives

The Tasmanian University Student Association (TUSA) Student President, Mr Liam McLaren, advised Senate that he was pleased to see the Gender-Based Violence Action Plan on the Senate agenda and that he hoped both the Student Safety Survey Report and the Disability and Inclusion Action Plan would receive strong oversight from Senate in 2025. Mr McLaren also informed Senate that the Australian Human Rights Commission were undertaking a Racism on Campus Survey and that Report would also be available in 2025. Mr McLaren advised Senate that the institution's perception change to a culture of students as partners was working well but that it needed to be further progressed, noting that students were still not seen as equals. Mr McLaren thanked members for the opportunity to serve on Senate and assured Senate that the incoming Student President would continue the student-led work undertaken in 2024.

Generative Artificial Intelligence (GenAI)

Senate members participated in a Strategic Session on GenAI which included a panel discussion along with an accompanying paper which provided Senate with:

- A foundational understanding of the potential and challenges of generative artificial intelligence (GenAI); and
- An update on how GenAI was being used at the University, together with a summary of the benefits and risks.

The Panel Discussion began with panel members providing their own view of GenAI, this ranged from scepticism and pessimism about the future of GenAI to being excited about the opportunities and possibilities the technology created. The Panel then provided Senate with the opportunity to ask questions. Questions were wide ranging with concerns centred around the University's responsibility to equip students for a future where GenAI was the norm, the risks associated with the energy consumption of GenAI, how staff could best adapt to the rapidly changing technological environment, and the level of training required to ensure staff could confidently support students in this space. Senate discussed the risk that GenAI would reduce cognitive capability, and the need for a wider conversation around the things that the institution wanted to put at the heart of the educational experience. Senate also discussed the need for disciplines to work together to ensure a consistent student experience and to be able to teach students how to use GenAI properly so students were not outsourcing creativity and analysis.

Overview of Strategic Library Priorities for 2025-2027

Senate were provided with an Overview of Strategic Library Priorities for 2025-2027. Senate were advised that an informal review of the University's Library's functions, services, organisational culture and ways of working had been undertaken in mid-2024 along with a simultaneous process that saw the Library team commence development of a new strategic direction. Senate were advised that this work was not yet complete and that feedback was welcomed, noting that there was much change in the sector at the moment and that the change was shaping what it meant to be a library and, in particular, what it meant to be an academic library. Senate discussed the potential for the Library to become a brave space as well as a safe space and a centre for dialogue and belonging where students were supported to become examination experts.

Strategic Plan for Aboriginal Engagement (SPAE) 2021-24 Final Report

Senate were advised that the current SPAE was at the end of its lifecycle which provided the opportunity to reflect on what has and hasn't been working for students, staff and the community. It was highlighted to Senate that the current SPAE assigned the majority of actions to the Pro Vice-Chancellor Aboriginal Leadership role and it was suggested that college and school actions needed to be driven from colleges and schools to ensure that objectives flourish at that level. Senate discussed whether UTAS had looked into what other universities were doing in this space. It was noted that some other universities did not take low achieving students and, as a result, only had small numbers of Aboriginal and Torres Strait Islander students enrolled, which meant they were offering a different experience to that which was offered at UTAS. Senate were advised that UTAS was focussed on student priorities for their learning and that UTAS' student cohort was unique and needed to be provided with the type of support and pastoral care that was unique to them.

The next meeting of Academic Senate subsequent to this one was the Senate Planning Day, held on 5 December 2024. The Chair of Senate provided a verbal update on the outcomes of Planning Day at the 6 December Council meeting.

Appendix 1: Academic Senate Decisions at the 22 November 2024 meeting of Academic Senate

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Academic Unit	Senate Agenda Item	Title	Resolution or Outcome	Oversight
Academic Division	4.2	Strategic Plan for Aboriginal Engagement (SPAE) 2021-24 Final Report	Academic Senate: - Noted the <i>Strategic Plan for Aboriginal Engagement (SPAE) 2021-2024</i> Final Report. - Endorsed the following recommendations: *Distribute responsibility among senior leadership to ensure appropriate and effective accountability across University programs. *Mandate all colleges and relevant portfolios review a process of establishing their own engagement strategies and action plans to establish mechanisms for implementation and reporting of future SPAE action items. *Implement a robust monitoring and evaluation system to regularly assess the progress of each action item. This should include the establishment of Business-As-Usual communication and reporting mechanisms to keep stakeholders informed about the progress of the actions. *Ensure the next iteration of the <i>SPAE 2025-2028</i> is more informed by College and Divisional needs and perspectives, and includes systematic accountabilities for measurable performance reporting across all objectives. - Endorsed the recommendations for the new strategy, <i>SPAE 2025-2028</i>, included on page 6 of the <i>SPAE 2021-2024</i> Final Report.	
Tasmanian School of Business and Economics (TSBE)	4.3.1	Change to Maximum Credit Allowance – 21A Diploma of University Studies	Academic Senate approved proposed amendments to increase the maximum credit allowed for course 21A Diploma of University Studies to 50 credit points.	Endorsed by University Course and Unit Proposals Committee (UCUPC)

TSBE	4.3.2	Change to Maximum Credit Allowance and Course Structure – X1M Diploma of Pharmacy Studies	Academic Senate: • Approved proposed amendments to increase the maximum credit allowed for course X1M Diploma of Pharmacy Studies to 50 credit points • Approved proposed amendments to the structure of course X1M.	Endorsed by UCUPC
College of Sciences and Engineering (CoSE)	4.3.3	Change of Grading Scheme from Ungraded Pass to Standard – KGG509 <i>Land Surveying Professional Placement</i>	Academic Senate approved amendment of the Grading Scheme from Ungraded Pass/Fail to Standard for KGG509 Land Surveying Professional Placement.	Endorsed by UCUPC
College of Health and Medicine (CoHM)	4.3.4	Course Amendment – M5A Graduate Certificate in Healthcare in Remote and Extreme Environments	Academic Senate approved proposed amendments to M5A Graduate Certificate in Healthcare in Remote and Extreme Environments.	Endorsed by UCUPC
CoHM	4.3.5	Course Amendments – Amendment of Admission Requirements for 5x Postgraduate Psychology Courses	Academic Senate approved proposed amendments to Admission Requirements for the following courses effective from January 2026: • M7Q Master of Professional Psychology • M7L Master of Psychology (Clinical) • M7L/M9L Master of Psychology (Clinical)/Doctor of Philosophy (Clinical Psychology) • H7K Master of Clinical Psychology (Advanced Entry).	Endorsed by UCUPC
College of Arts, Law and Education (CALE)	4.3.7	Component Amendment – CMSSPC05 <i>Marketing Communication</i>	Academic Senate noted the amendments to the Marketing Communication specialisation (CMSSPC05) in course R7Z Master of Strategic Communication that were approved on 23 October 2024.	Approved by UCUPC

CoSE	4.3.8	Change to Admission Requirements – P3L Bachelor of Marine and Antarctic Science (Oceans, Ice & Climate Major)	Academic Senate approved proposed amendments to P3L Bachelor of Marine and Antarctic Science.	Endorsed by UCUPC
TSBE	4.3.9	Course Amendment – G4F Bachelor of Business with Honours	Academic Senate approved proposed amendments to G4F Bachelor of Business with Honours.	Endorsed by UCUPC
Pro Vice-Chancellor Graduate Research	4.3.10	Higher Degree by Research (HDR) Shell Courses	Academic Senate approved the creation of new shell courses for Doctor of Philosophy and Master of Research.	Endorsed by UCUPC
CoSE	4.3.11	Course Discontinuation – N4G Bachelor of Science and Bachelor of Engineering (Honours)	Academic Senate approved the discontinuation of course N4G Bachelor of Science and Bachelor of Engineering (Honours). N4G no longer has any students admitted, as it was replaced in 2020 by an equivalent course: P4K Bachelor of Science and Bachelor of Engineering (Specialisation) with Honours in Engineering.	Endorsed by UCUPC