

**TEQSA Request for Further Information
Generative AI Institutional Action Plan**

REQ07997

3 July 2024

Response to Request for Information (REQ07997)

Flinders University would like to thank TEQSA for the opportunity to provide information in response to the Request for Information received 3 June 2024 (REQ07997). This response and associated supporting evidence are intended to represent a credible institutional action plan demonstrating how Flinders University is engaging with, and has strategies to mitigate, the impact of generative artificial intelligence on the integrity of our awards.

FLINDERS UNIVERSITY AI ACTION PLAN

Over the past 18 months, Flinders University has embarked on an iterative, transformative journey in response to the challenges and opportunities posed by generative artificial intelligence (Gen AI). Core to the work has been the importance of AI *explainability*, and the fostering of trust and understanding particularly in addressing the pervasive fear surrounding AI. The implications of Gen AI on academic integrity are concerning, as traditional assessment items – particularly those requiring written artefacts such as essays and theses– may no longer accurately reflect students' capabilities, thereby undermining the value of degrees if students overly rely on Gen AI for their work. Can we maintain use of written assignments going forward or are they too high risk? What constitutes authentic assessment? Do we require a fundamental rethink about how we are assessing students? What is the *learning* we are assessing? Should we move away from written artefacts and more to the process of *generating an artefact* and interpreting, explaining, or reviewing the artefact? How do we ensure assessment security in this environment?

Like the sector broadly, as an institution we are grappling with the rapid adoption of new technologies and a swift pace of change, which has proven to be both challenging but also exciting. This rapidity requires innovation and agility, which can be challenging in a system where pedagogical approaches often remain entrenched in traditional methods and curriculum change processes are slow. Within the academic community, attitudes towards Gen AI are varied. While some seek clear guidance and frameworks for integrating AI into their work, others prefer autonomy, resisting external instruction on their professional practices. Meanwhile some of our students seem to possess greater familiarity with Gen AI than many of our academics. Amongst this is the dilemma of equity, access and AI 'literacy'. Navigating these complexities, Flinders is committed to continue to evolve and adapt our educational strategies.

As an institution, we recognise that AI is already an integral part of our daily lives and the professional landscape. Future students coming to Flinders will be aware, if not actively utilising, Gen AI. We are dedicated to equipping our graduates with the knowledge and skills necessary to harness its full potential. We want to ensure that our students can effectively leverage AI tools and technologies but that they do so with integrity and authenticity.

This document outlines an institutional strategy, detailing current actions and responses, and future initiatives across short-term, mid-term, and long-term timeframes.

ARTIFICIAL INTELLIGENCE AND DIGITAL LITERACIES WORKING PARTY

The Artificial Intelligence and Digital Literacies Working Party was set up in late 2022 following a workshop run with College academic integrity officers, in response to the November 2022 release of ChatGPT. It comprises academic and professional staff and is intended to oversee and inform our institutional approach to engaging with and mitigating risks related to Gen AI. The Working Party assesses the implications of AI across various domains, devises proactive measures to address potential risks, and promotes responsible AI use. It reports through the Learning and Teaching

Innovation Committee (LTIC) which in turn reports to the Education Quality Committee, a sub-committee of Academic Senate. The group was integral in the formulation of the Position Statement on the use of Artificial Intelligence at Flinders University, as well as original and subsequent iterations of the Good Practice Guide, Library resources and Referencing Guides which have been included on the [TEQSA Higher Education Good Practice Hub for Artificial Intelligence](#).

POSITION STATEMENT ON THE USE OF AI IN LEARNING AND TEACHING

Endorsed by Academic Senate at its 22 March 2023 meeting and noted in the Chair's Report to Council the same month, the Position Statement acknowledges the potential benefits of AI in improving teaching, learning, research, and administration, as well as the challenges and ethical implications of this rapidly evolving technology. The Statement outlines guiding principles for the ethical and transparent use of AI at Flinders, including:

- Being transparent about how AI is used and ensuring it is explainable to stakeholders
- Collaborating with stakeholders to align AI use with their needs and priorities
- Continuously evaluating AI's effectiveness, efficiency, and ethics
- Monitoring assessment policies and practices in light of AI developments

The Position Statement also covers intellectual property considerations like ownership, licensing, data privacy, and attribution when developing or contributing to an AI corpus.

Appendix A: Position Statement on the use of Artificial Intelligence at Flinders University

POSITION STATEMENT ON THE USE OF AI IN RESEARCH

Developed as an action arising from Academic Senate meeting 1/23 on 22 March 2023, the Flinders University Statement on the Use of Artificial Intelligence in Research was approved by the Deputy Vice-Chancellor (Research) following consultation with the University Research Committee, Deans (Research), Library and Research Development and Support. The Statement asserts our commitment to using AI in research ethically and transparently, consistent with our integrity, courage, and excellence values. Acknowledging AI's ethical implications, the Statement further reaffirms our commitment to addressing these issues through rigorous ethical standards and practices including the [Australian Code for the Responsible Conduct of Research 2018](#). The Statement outlines specific responsibilities of researchers at Flinders, including academic staff, status holders, and higher degree research (HDR) students, including:

- Adhere to the responsible and ethical use of AI
- Serve as exemplars of ethical AI usage
- Communicate acceptable and non-acceptable use of AI to the broader university community.

All content in research outputs, such as publications, research theses, and non-traditional research outputs, must be originally created by Flinders University researchers or their co-investigators. If another source creates content, it must be clearly, openly acknowledged and cited. In addition, all academic staff have access to Microsoft CoPilot to help mitigate risks related to data privacy and integrity.

Appendix B: Flinders University Statement on the Use of Artificial Intelligence in Research

POLICY UPDATES

Prior to the public release of ChatGPT in November 2022, the Flinders University [Student Academic Integrity Policy](#) already referenced the use of AI in *Schedule 3 – Examples of failure to meet student academic integrity requirements*. Since 2018, it has been cited as an instance of contract cheating. In response to feedback from the Pro Vice-Chancellor (Learning and Teaching Innovation) and the College Academic Integrity Officers and raised at the Education Quality Committee meeting of 29 August 2023, amendments were made to the [Policy](#). These changes specifically address the use of unauthorised AI in academic assessments. Previously, any AI usage was considered contract cheating under Schedule 3 of the Policy, resulting in Level 2 Academic Misconduct penalties as per Statute 6.4: Student Conduct. However, this approach often led to disproportionate consequences, especially when AI was used minimally. The revised Schedule 3 now provides a more nuanced framework for categorising unauthorised AI use, which can range from plagiarism to contract cheating or misrepresentation, depending on the level of AI involvement. These modifications were presented at the Education Quality Committee meeting of 5 December 2023 and received approval from the Pro Vice-Chancellor (Academic Quality and Enhancement) in January 2024.

GUIDELINES, RESOURCES & TOOLS FOR STUDENTS AND STAFF

Transparency is a fundamental principle embedded in our approach to engaging with AI, as outlined in our Position Statement. This includes ensuring that the use of AI is explainable and understandable to staff and students. Over the past 12-18 months, we have sought to achieve explainability via clear documentation and resources for staff and students to guide decision making and appraisal. Based on feedback provided by Flinders University Student Association (FUSA) committee representatives indicating a lack of clarity and consistency across course offerings, as well as confusion regarding the permissibility of using AI, an iterative process resulted in the implementation of a simple AI Traffic Light system (Figure 1). To clarify expectations for each assessment task, this approach was applied to every assignment, indicating whether students should avoid using AI, use it with specified limitations, or freely utilise AI.



Figure 1 Early iteration of the AI Traffic Light System

Continued iterative work, informed by feedback and research, resulted in the development of the AI Assessment Scale (Figure 2) as an alternative to the more limited Traffic Light system. Derived from the [AI Assessment Scale](#), which was developed by Leon Furze in collaboration with Dr Mike Perkins, Dr Jasper Roe, and Dr Jason MacVaugh at British University Vietnam, the [AI Assessment Scale outlines the assessment style and learning demonstration](#) based on the degree of AI involvement. The release of this Assessment Scale coincided with the publication of several valuable resources related to Artificial Intelligence (AI) and academic integrity. These include the updated '[Good practice guide - Designing assessment for Artificial Intelligence and academic integrity](#),' as well as resources for students on [using AI tools for study](#) and [research](#). All these materials were listed on the TEQSA Artificial Intelligence Good Practice Hub. Additionally, our Student Learning Support Service has developed a

[quick guide specifically focused on Using Generative AI](#) and a link to this and the resources on using AI tools for study are prominent on the [student portal homepage](#).

AI Assessment Scale

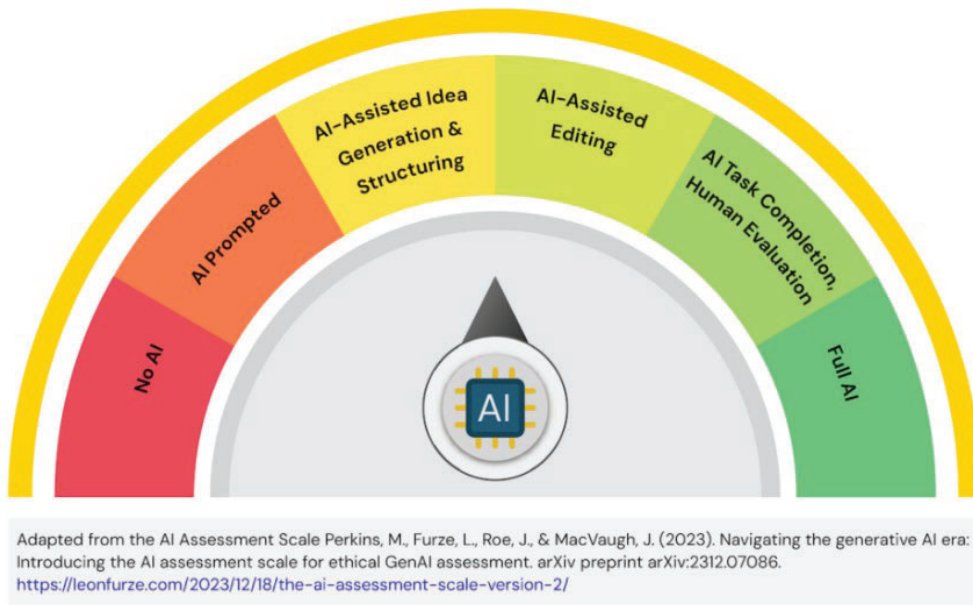


Figure 2 AI Assessment Scale

Epigeum Academic Integrity module

Flinders University has implemented Epigeum academic integrity training modules for both coursework and HDR students, as well as academic staff. The University utilises Epigeum Research modules specifically for HDR students and supervisors, integrating them into the mandatory [Research and Employability Training \(REST\)](#) Program Canvas site. In the context of coursework, certain large first-year topics incorporate Epigeum as a hurdle task or assessment item, while others recommend it as an option. Epigeum analytics generate reports on staff completion and competencies. To date, there have been 4591 completions by students and 83 completions by staff. Ultimately, we expect that each course will include the Epigeum module as part of one core/ compulsory topic.

Studiosity for Academic Support

Studiosity is accessible to students through their topic Canvas site, and each student has 15 interactions per half calendar year. Studiosity provides comprehensive, ethical study and writing skills to students every day of the year, and while not a plagiarism checker, it can support students with appropriate referencing especially where AI has been used to generate some of the work.

Turnitin

Flinders University currently employs Turnitin as its text-matching software program. This software identifies either similar or exact matches between submitted work and other digital content, including material from the Internet, electronic databases, and other students' work. As a valuable learning tool, text-matching is accessible to all students via their topic Canvas site for checking draft assignments. Turnitin automatically performs text-matching when students submit finished text-based assignments. Turnitin is also available to HDR students, and its use is required for milestone documents and theses. Flinders is currently in the process of acquiring plagiarism detection software designed for academic, publishing, and research communities.

TECHNOLOGY GOVERNANCE ECOSYSTEM

The Information and Digital Services Division (IDS) at Flinders University has an established and comprehensive governance ecosystem to manage the integration and administration of emerging technologies, including generative AI technologies, within our operational and academic structures. This ecosystem consists of overarching Digital Governance and Risk and Compliance Committees, supplemented by sub-committees such as a Design Authority, Change Advisory Board, Platforms and Applications Steering Committee and Cyber Security Steering Committee.

Each of these entities plays a crucial role in ensuring that our AI deployment aligns with our University's AI position statements and our core values of academic integrity and innovation.

- The **Design Authority** provides strategic oversight on the implementation of AI tools, ensuring that the technology aligns with the University's strategic goals and objectives.
- The **Change Advisory Board** is responsible for facilitating smooth transitions during technological upgrades, ensuring minimal disruption to university operations.
- The **Risk and Compliance Committee** oversees AI adoption, manages risks, ensures business continuity, and maintains legal compliance.
- The **Cyber Security Steering Committee** safeguards against any threats to our digital infrastructure, ensuring the security and integrity of our systems.

This robust governance ecosystem ensures that Flinders' use of AI and other emerging technologies is responsible, ethical, and aligned with our institutional values. It also ensures that these technologies are used in a way that enhances our operations and academic framework, rather than disrupting them. This approach to governance ensures that we are prepared for the future, ready to embrace new technologies, and able to adapt to the rapidly changing digital landscape.

Leadership and Resource Investment

Recognising the transformative potential of AI and generative AI technologies, Flinders University has invested in dedicated leadership resources to navigate the emergent landscape of AI. This strategic move ensures that we are proactive in scanning both the internal and external environments and can determine timely and effective institutional response. Our IDS leadership team is tasked with managing our responses to new developments in AI, ensuring that we harness its capabilities to enhance our educational offerings while maintaining the highest standards of academic integrity.

Strategic Partnerships and Platform Investments

In collaboration with Microsoft, a first-tier technology partner, Flinders University is actively exploring the application of generative AI in education. We have initiated the rollout of Microsoft Copilot for the web within our academic cohort, engaging groups of academics in the evaluation process before extending the technology to our students. This cautious and strategic approach allows us to integrate generative AI into our teaching and learning practices thoughtfully, ensuring that we remain at the forefront of AI and generative AI advancements while strategically responding to the evolving educational landscape.

These initiatives reflect Flinders University's commitment to fostering an ecosystem that not only keeps pace with the rapid advancements in AI but also strategically leverages these technologies to uphold and enhance academic integrity. We are confident that our approach positions us to respond effectively to the opportunities and challenges presented by generative AI.

DISSEMINATION, ENGAGEMENT & PROFESSIONAL DEVELOPMENT

Flinders University has been actively engaged, both internally and externally through a series of workshops, events, presentations, and sector engagements. These initiatives aim to enhance understanding, foster collaboration, and explore the multifaceted aspects of AI within the educational context. Examples include:

Workshops

- Artificial Intelligence and Academic Integrity: What have we learned?
- Innovation and AI Workshop: A collaborative effort hosted by the Learning and Teaching Innovation Team and Information and Digital Services (IDS).
- AI Design Sprint: A student-led initiative supported by the Library, with mentors available from the Library AI CoP.
- Digital and Data Literacy Workshop (Horizon Program): A learning experience focused on the effective and appropriate use of AI within the Flinders Horizon Program.
- University Teaching Enhancement at Flinders program: Academic Integrity Module for staff

Sector Engagement

- Generative AI for Education Leaders Summit 2024 Session: Achieving AI explainability and transparency while securing buy-in from staff, students, and stakeholders
- Generative AI for Education Leaders Summit 2024 Article: Essential Strategies to Successfully Implement Generative AI in Education
- Australian Council of Graduate Research (ACGR): provides Graduate School Deans, Directors, and industry partners with an opportunity to share ideas, exchange professional development resources, and network. ACGR convenes biannually to discuss national agenda issues in research training and share best practice, and AI has been a topical concern amongst members.
- Quality in Postgraduate Research (QPR): The QPR conference has been held biennially in Adelaide, South Australia, since 1994. It is the world's largest and longest standing conference on doctoral education. AI featured extensively at the 2024 conference, including a stream dedicated to Generative AI and Other Technological Change
- IRU Deans of Graduate Research; IRU and UA DVCA networks: active participation with AI a prominent topic of discussion

Other Engagements

- Using AI Workshop (Introductory Academic Program): Developed and taught in collaboration with Library/SLSS
- Using AI for Study (Success Week): Developed and taught with Library/SLSS
- Instagram Live AI Session (Skills Week)
- Library Introduction to AI: Your First Steps Down the Rabbit Hole: Julian Ridden from cidilabs, an expert in educational technology, hosted a 90-minute interactive session.
- Presentations on Gen AI in Higher Education:
 - “AI in Education: Case Studies and Agents” - University forum, “Artificial Intelligence and Academic Integrity” May 24, 2024)
 - “AI in Education: Use Cases for and with Students” - Scholarship of Learning and Teaching Symposium April 11, 2024
 - “AI in Education: Insights” - LTI Innovation and AI Workshop April 9, 2024
 - “Gen AI to Enhance Teaching Practice” - CNHS, Digital Learning CoP March 28, 2024
- 2022 Women in AI Award: Associate Professor Elena Sitnikova was awarded a 2022 Women in AI Award, which honours the top Australian and New Zealand women working in Artificial Intelligence.
- TEQSA Assessment Security Forum - June 2024

- TEQSA Masterclass: contract cheating detection and deterrence
- OAPA International Conference of Artificial Intelligence in Higher Education 2024
- Multiple Radio Interviews with DVC in early 2023 discussing the Impact of AI on HE

COMMUNITIES OF PRACTICE

College of Nursing and Health Sciences Digital Learning Community of Practice

Established within the College of Nursing and Health Sciences Learning and Teaching Academy, the Community of Practice (CoP) collaboratively engages in learning, educating, and advocating for the optimal integration of AI into teaching practices to enhance student outcomes. The CoP is actively exploring and increasingly incorporating the potential of generative AI, primarily through Microsoft CoPilot, to enhance educational experiences while prioritising safety and data protection. The CoP has explored diverse applications of Gen AI, including:

- **Enhancing Assessments and Learning Activities:** Creation of higher-order formative assessment and interactive learning activities to foster deeper student engagement and understanding.
- **Developing Authentic Case Studies:** Generating detailed case studies tailored to specific clinical scenarios, with the flexibility to focus on relevant concepts such as communication, psychosocial factors, or biomedical aspects as indicated for the relevant learning outcomes of the activity. These case studies serve as valuable resources for clinical simulation, formative and summative assessments, tutorials and workshops, and independent learning.
- **Exploring AI as a Tutoring Agent:** Investigating the potential of Gen AI to tutor students, for example replicating a Viva Voce in case study simulations, with promising implications for personalised learning experiences. This initiative has sparked interest and potential collaborations across colleges, including Education, Business and Law.
- **Creating Innovative Learning Artifacts:** Design of novel and engaging activities for Anatomy and Physiology topics to support the taxonomy of knowledge recall.
- **Establishing Best Practices:** Developing structured prompting strategies and pedagogical frameworks to ensure the ethical and effective generation of high value educational content.

This work has been supported through collaboration with our IDS and Learning and Teaching Innovation portfolio and is committed to upholding the key principles of equity, accessibility, safety, and quality.

Flinders University Library AI Community of Practice

The Library established an Artificial Intelligence (AI) Interest Group at the beginning of 2023, consisting of members from across the library. The AI Interest Group met regularly, offering a platform for members to self-educate about topics/issues in AI and higher education. Student representatives were also invited to participate in this group and attended ad hoc. In May 2023, the AI Interest Group set up a Library-wide AI Community of Practice (COP) Teams channel to not only share AI related learning and knowledge with wider Library staff, but also enable members outside of the AI Interest Group to contribute towards a shared understanding of AI in higher education.

GOVERNANCE OVERSIGHT

Academic Senate

For several months, governance meetings have been addressing the swift advancement of artificial intelligence, its potential threats to academic integrity, and the opportunities it presents for innovation. At the Academic Senate meeting of 22 March 2023, the Pro Vice-Chancellor (Learning and Teaching Innovation) delivered a presentation on academic integrity and artificial intelligence, titled “Artificial Intelligence and Student Academic Integrity: A Fearless Response”. The presentation

emphasised a forward-thinking approach to utilise the benefits of AI in education while maintaining academic standards. The Pro Vice-Chancellor (Learning and Teaching Innovation) expressed concerns about students potentially misusing AI tools like ChatGPT for assessments, which could lead to academic dishonesty. To counter these risks, she proposed a plan to revise policies and improve communication with students and staff, emphasising the significance of designing authentic assessments. The draft Position Statement on the Use of Artificial Intelligence was tabled and endorsed, and the progress towards a Research-specific statement was also noted. During the Academic Senate meetings in 2023, the Position Statements were highlighted for discussion. Additionally, recommendations arising from the 2022 University Academic Integrity Enhancement Plan were also discussed. These included strategies to reduce instances of integrity breaches, such as the implementation of a Case Management Solution which will ultimately improve capability for data-informed improvements to assessment design where vulnerabilities are evident, and the roll-out of the Epigeum training module.

Other Governance Committees

Throughout 2023, the Education Quality Committee considered academic integrity reports, policy updates, the Academic Integrity Case Management Project, and the use of Gen AI to misrepresent information on scholarship applications. Similarly, the Research Quality Committee reviewed the impact of AI on research and the progress of the Position Statement. The University Higher Degrees by Research Committee noted the institutional Position Statements and TEQSA resources to help staff and students navigate the challenges and opportunities of AI. In its meeting on 9 August 2023, the University Higher Degrees by Research Committee reviewed HDR Professional Network benchmarking data on oral thesis defence. Flinders University aims to intervene earlier in, and over the course of an HDR students', candidature, through milestones and existing touchpoints, encouraging HDR supervisors to discuss and pay particular attention to the use of Gen AI in the development of students' work.

Appendix C: Committee minute excerpts

CASE STUDIES

AI Agents: Associate Professor Sam Elliott & Damien Raidis, College of Education, Psychology and Social Work

Academic Writing and Database / Research Assistance (Personal Tutor)

Our AI agents serve primarily as comprehensive academic writing and database / research assistants. They provide detailed guidance on structuring academic papers, including how to write reports and essays. Additionally, we have used them to promote effective use of academic databases. This ensures students understand the intricacies of academic writing and are equipped with the necessary research skills for their studies. In essence this serves as a personal tutor who is available 24/7.

Assessment Helper

We have used our AI agents as "Assessment Helpers," guiding students through the understanding of their assignment requirements. They explain the assessment criteria and clarify any uncertainties related to how evaluations are conducted. This role is crucial in ensuring that students are well-prepared and confident in their submissions.

Scenario-Based Learning Application

In scenario-based learning, students utilise these AI agents to navigate complex real-world challenges within a controlled environment, enhancing their problem-solving, critical thinking and decision-making skills. For example, in our "Introducing AI Agents for Student Learning, Engagement, and Success" workshop, DAMIEN'S DOUBLE simulates sports event management scenarios, where students practice negotiation and strategic decision-making.

Feedback Mechanism

I have also used it for students to receive feedback on some of their written work. This has been predominately used as a learning task.

Feedback and Outcomes

The feedback from students and faculty has been overwhelmingly positive, indicating a significant improvement in student engagement and academic performance.

AI for Clinical Case Studies: Matt Sutton, College of Nursing and Health Sciences

Developing Authentic Case Studies: Generating detailed case studies tailored to specific clinical scenarios, with the flexibility to focus on relevant concepts such as communication, psychosocial factors, or biomedical aspects as indicated for the relevant LO's of the activity. These case studies serve as valuable resources for clinical simulation, formative and summative assessments, tutorials and workshops, and independent learning.

AI in Teaching: Dr Samantha Kontra, College of Business, Government and Law

Dr Kontra, a Senior Lecturer in Law at Flinders University, uses AI, particularly ChatGPT, in her teaching of first-year law students. Students, who often start with little knowledge of the legal system, are assigned a reading task that involves linking various legal sources to a real-life scenario. Sam uses ChatGPT to generate feedback and formative exercises. In class, students review ChatGPT's output against a marking rubric, evaluating its credibility and usefulness. They also explore ChatGPT's capabilities and limitations in answering legal questions and conducting legal research. For their major assessment, students write a letter of advice to a client, drawing on skills learned throughout the course. Sam runs a preliminary version of this task through ChatGPT, providing students with AI-generated output to analyse and use as a reference point. Students must also write a reflective piece on their use of AI, considering the credibility of the information and its potential applications in their future careers. This process fosters critical thinking about AI's role in legal practice, including ethical considerations, and helps students understand the practical tasks they will face in their professional lives.

AI in Assessment: Associate Professor Janice Jones, College of Business, Government and Law

In Professor Jones' class, students are required to complete an individual case study assessment where they act as HR managers to solve case-specific issues. Part of this assessment involves using ChatGPT to generate job descriptions and specifications. Students are taught how to use the tool, and then given practical tasks in tutorials where they can adjust the AI's outputs and reflect on their choices. This method not only enhances their HRM skills but also their AI literacy. This approach can be adapted to other fields like social media marketing, where students would generate and evaluate social media posts using ChatGPT. The core objective is for students to understand, utilise, and critically evaluate AI-generated content in their respective fields.

AI Focused Research: Maximising the Use of AI in University Research Leadership and Support

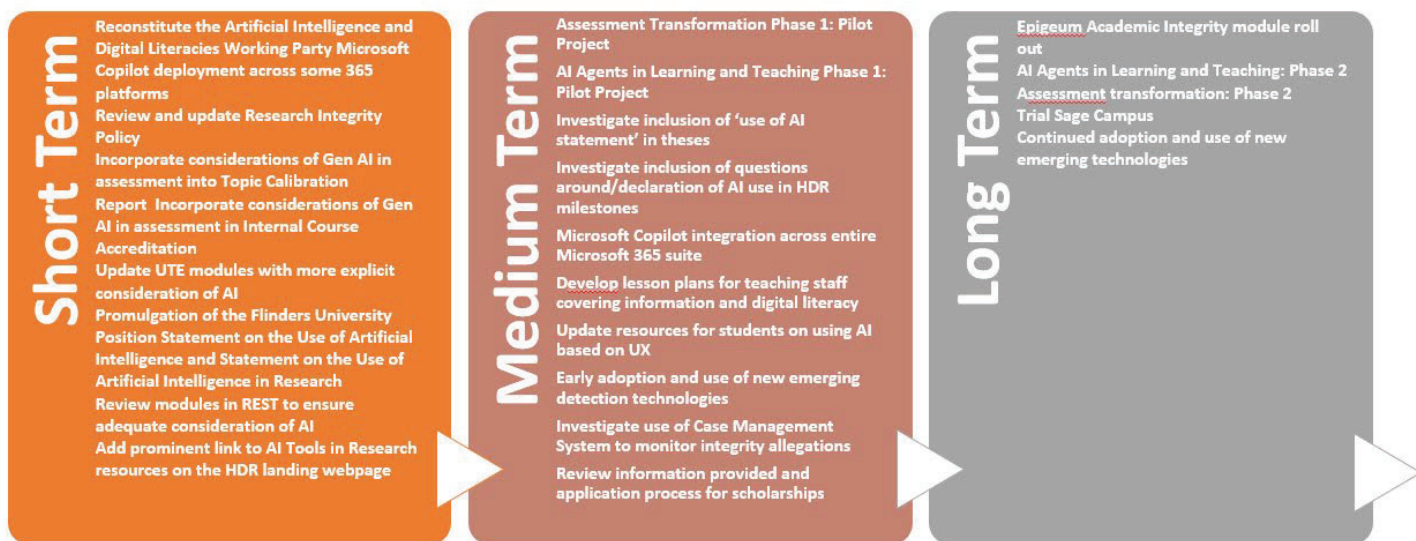
Investigators: Professor Adela McMurray, Professor Raymond Chan, Prashant Pandey, Simon Brennan, Professor Timothy Cavagnaro, Dr Greg Falzon, Dr Fabiana Santana.

This project aims to identify the way in which AI supports research leadership and is designed to provide Australian universities with guidance on the responsible use of AI technologies in the pursuit of research excellence.

Teaching about AI: Associate Professor Greg Falzon, College of Science and Engineering

As both a researcher and teacher of AI, Greg has long been dealing with AI related productivity tools both within his topics and the discipline. In particular, code generation tools and related productivity tools have been around for a number of years. Greg's students are permitted to utilise these resources when generating code in labs and tutorials. The lab questions are carefully designed and tested based on the limitations of the AI systems. For instance, in one lab students utilised machine-generated code however none of the students could get their code to work. In this case, students worked together while Greg demonstrated the issues and how the errors could be fixed. The issue was understanding: getting AI generated code is easy, whereas understanding it is another matter. In other topics, Greg's students have devised a strategy of incorporating AI code and then setting tasks where the AI code will 'break' the software program. Students will need to 'repair' the code through understanding. Students also compare their hand-written code to the AI-generated code to see similarities and differences, benefits and disadvantages. In assessments that are report based, Gen AI has been causing challenges. Greg's approach has been to involve educating students on academic integrity standards, and shift the design of the topics to require both greater understanding and interpretation of scenarios, and other mechanisms of assessment such as poster question and answer sessions and presentations.

Action Plan



SHORT TERM ACTIONS NOW – 6 MONTHS	ACTION LEAD / AREA
Reconstitute the Artificial Intelligence and Digital Literacies Working Party, including broadening membership to include student/IDS/HDR representation [3.2.3(b), 6.2.1(h, k), 6.3.1(a, d)-2(a, d, h)]	PVCLTI
Microsoft Copilot deployment across some 365 platforms [3.3.1]	CIO/IDS
Review and update Research Integrity Policy and Procedures [4.2.1(a), 4.2.4-5, 5.2.1-4]	DVCR
Incorporate specific mention of considerations of Gen AI in assessment into Topic Calibration Report template [5.3.2, 5.3.4(b), 6.3.1(a, d)-2(a, d, h)]	PVCAQE
Update Internal Course Accreditation template to include specific reference to considerations of Gen AI in assessment [5.3.2, 5.3.4(b), 6.3.1(a, d)-2(a, d, h)]	PVCAQE
University Teaching Enhancement at Flinders Program: update modules with more explicit consideration of AI [1.3.1, 3.2.3(b), 3.3.1, 3.3.4]	PVCLTI
Wide promulgation of the Flinders University Position Statement on the Use of Artificial Intelligence [3.3.1, 3.3.4]	DVCS
Wide promulgation of the Statement on the Use of Artificial Intelligence in Research [4.2.1(a), 4.2.4-5]	DVCR
Review modules in REST to ensure adequate consideration of AI [1.3.1, 4.2.1(a), 4.2.4-5]	OGR
Add prominent link to AI Tools in Research resources on the HDR landing webpage [3.3.1, 3.3.4, 4.2.1(a), 4.2.4-5]	OGR
MEDIUM TERM ACTIONS 6 – 12 MONTHS	
Assessment Transformation Phase 1: Pilot Project The Pilot Project will identify topics with less secure assessment types based on the Assessment Reform Guiding Principles and indicators such as SET and grade distribution. These assessments will be redesigned using an assessment security tool and in consultation with any associated accrediting bodies and implemented in the next semester. The effectiveness of the transformation will be evaluated post-delivery through SET and grade distribution analysis, with the outcomes shared with relevant stakeholders.	PVCLTI

This pilot project serves as the first phase in a broader initiative to enhance assessment security and integrity. [1.4.3-5(b), 3.1.3, 6.2.1(h, k)]	
AI Agents in Learning and Teaching Phase 1: Pilot Project The Pilot Project aims to enhance education by integrating AI agents into selected topics. Building on the work of Associate Professor Sam Elliott and Damien Raidis, Topic Coordinators will develop and deploy an AI agent in their respective topics for the upcoming iteration. The effectiveness of these AI agents will be evaluated post-delivery through SET and grade distribution analysis, with the results shared to inform future phases and improvements. [3.1.3, 3.3.1, 3.3.4]	PVCLTI
Investigate inclusion of 'use of AI statement' in HDR theses [4.2.1(a), 4.2.4-5, 5.2.1-4]	OGR
Investigate inclusion of questions around/declaration of AI use in HDR milestones including update to Inspire candidature management tool [4.2.1(a), 4.2.4-5, 5.2.1-4]	OGR
Microsoft Copilot integration across entire Microsoft 365 suite [3.3.1]	CIO/IDS
Develop lesson plans for teaching staff covering information and digital literacy [3.2.3(b), 3.3.1, 3.3.4]	PVCLTI/ Library
Update resources for students on using AI based on user experience [3.2.3(b), 3.3.1, 3.3.4, 4.2.1(a), 4.2.4-5]	PVCLTI/ Library
Early adoption and use of new emerging detection technologies [3.3.1]	IDS
Investigate use of Academic Integrity Case Management System to monitor academic integrity allegations specifically in the context of inappropriate use of AI [5.3.2, 5.3.4(b), 6.2.1(h, k), 6.3.1(a, d)-2(a, d, h)]	PVCAQE
Review information provided and application process for scholarship applicants to mitigate use of Gen AI to misrepresent information on coursework scholarship applications [3.3.1, 3.3.4]	SDSEM
LONG TERM ACTIONS 12 – 24 MONTHS	
Epigeum Academic Integrity module roll out The project aims to implement the Epigeum Academic Integrity module across all courses. Currently in REST for HDR students and available for undergraduates, the module requires further roll out. The future state envisions one compulsory topic per course with the module embedded. This requires data and course mapping to determine the module's current position in each course structure. Following the roll out, a review will be conducted to evaluate the module's effectiveness and integration. [3.3.1, 3.3.4, 5.2.1-4]	PVCLTI
AI Agents in Learning and Teaching: Phase 2: Expansion and broad adoption depending on evaluation of Pilot. [3.1.3, 3.3.1, 3.3.4]	PVCLTI
Assessment transformation Phase 2: Enhancing Assessment Security and Compatibility Across Courses The project will systematically review and map assessment types across various courses, cohorts and modes of delivery, ensuring their compatibility with recommended approaches and resistance to AI-based cheating methods. This involves generating a "heat map" of assessment types, testing their security against AI, providing academic development resources for assessment design improvement, consulting with accrediting bodies, implementing the revised assessments, and conducting a subsequent review post-implementation. The goal is to enhance assessment quality, fairness, and security while supporting academic staff through this transition. [1.4.3-5(b), 3.1.3, 6.2.1(h, k)]	PVCLTI
Trial Sage Campus – fundamental literacies for undergraduates [3.2.3(b), 3.3.1, 3.3.4]	PVCLTI
Continued early adoption and use of new emerging technologies [3.3.1]	IDS

PLAN DEVELOPMENT

This plan was developed through an iterative and collaborative process involving key university stakeholders. In January 2024, a senior advisory group was convened, comprising: the Pro Vice-Chancellor (Learning and Teaching Innovation); Pro Vice-Chancellor (Research Training and Capabilities) and Dean of Graduate Research; Associate Director of IDS Strategy, Innovation and Artificial Intelligence; Dean (Research), College of Business, Government and Law; Academic Engagement Lead, University Library; and the Senior Manager of Academic Quality, Compliance, and Risk. The narrative was carefully crafted with the assistance of Microsoft CoPilot, the institution’s endorsed AI tool.

Discovery Phase: January – May 2024

Drafting: April – June 2024

RFI Received: 3 June 2024

Endorsement: 23 June 2024

Tabled at Governance Committees:

Academic Senate 3 July 2024

University Higher Degrees by Research Committee 3 July 2024

Education Quality Committee 16 July 2024

Learning and Teaching Innovation Committee 23 July 2024

TEQSA Submission: 25 June 2024

Tasks	Year 1											
	J	F	M	A	M	J	J	A	S	O	N	D
Discovery	[Blue bar from J to M]											
Drafting				[Blue bar from A to M]								
RFI Received						◆						
Endorsement						◆						
Governance												
Senate							◆					
UHDRC							◆					
EQC							◆					
LTIC							◆					
Submission						◆						

Position Statement of the use of Artificial Intelligence at Flinders University

At Flinders University, we recognise the potential benefits of artificial intelligence (AI) in improving teaching, learning, research, and administration. We believe that the responsible use of AI can help us achieve our mission of changing lives and changing the world.

We also recognise the challenges of this rapidly evolving technology and are committed to using AI in an ethical and transparent manner, consistent with our values of integrity, courage, and excellence. We recognise the ethical implications of AI, including issues such as bias, privacy, and security, and we are committed to addressing these issues through rigorous ethical standards and practices.

We will ensure we follow these guiding principles:

- We will be transparent about our use of AI, including how we collect, process, and use data. We will also ensure that the use of AI is explainable and understandable to stakeholders, including faculty, students, staff, and the broader community.
- We will collaborate with stakeholders to ensure that the use of AI is aligned with their needs and priorities. We will engage in ongoing dialogue with faculty, students, staff, and the broader community to ensure that the use of AI is consistent with our mission and values.
- We will continuously evaluate the use of AI to ensure that it is effective, efficient, and ethical. We will invest in ongoing training and development for faculty, students, and staff to ensure that they have the necessary skills to use and evaluate AI.
- We will monitor our assessment policy and practice to ensure that it reflects developments AI technologies.

With that aim in mind, we expect our students and staff to adhere to the following guidelines:

- Use AI tools in a way that respects the privacy and security of university data and personal information.
- Avoid using AI to make decisions that could have a negative impact on individuals, such as hiring or disciplinary decisions.

- Ensure that AI systems are transparent and explainable, and that the decision-making process can be understood by stakeholders.
- Use AI to enhance the efficiency and effectiveness of administrative tasks, such as scheduling and record-keeping, but do not use AI to replace human judgment.
- Consult with academic staff and other stakeholders to ensure that the use of AI aligns with the university's mission and values.
- Be aware of the potential biases in AI systems and take steps to mitigate those biases, such as auditing algorithms and ensuring that training data sets are diverse and inclusive.
- Ensure that any AI systems used in the workplace comply with university policies procedures, such as Privacy Policy, Personal Information Protection Procedures, Information security policy, Copyright Compliance Procedures, and Intellectual Property Policy.

Academic staff have specific responsibility to:

- Be an exemplar of ethical use of artificial intelligence in their research practice, teaching and resource development including the appropriate acknowledgement of artificial intelligence tools.
- Communicate clearly to students around acceptable and non-acceptable use of artificial intelligence for specific learning and assessment tasks*.
- Support students in developing the academic and professional skills needed to demonstrate their learning according to the task specifications.
- Provide students with discipline-relevant examples which demonstrate the ethical use of artificial intelligence.
- Design assessments which foster learning, certify learning, and develop students' abilities to reflect on and monitor their progress. **
- Design assessments where students can authentically demonstrate their learning and that minimise the potential for students to fail to meet academic integrity requirements. **
- Take active steps to detect academic dishonesty drawing on appropriate evidence and following principles of fairness.

Students have specific responsibility to:

- Use AI models in ethical and responsible ways that are consistent with the University's assessment and academic integrity policies and procedures, and the terms of use of the AI providers.
- Comply with topic, course and University requirements regarding the use of generative AI in any topic or course.
- Acknowledge the use of generative AI models, tools and prompts in assessment activities, following University, course and topic guidelines.
- Be aware that any unauthorised or improper use of AI models, tools or prompts, including paraphrasing tools or failing to appropriately acknowledge the use of such models or tools, may be deemed to be a form of cheating and result in a finding of academic misconduct.
- Familiarise themselves with the limitations of AI models and tools and should check any output from generative AI against reliable sources of information.
- Where appropriate, familiarise themselves with any relevant expectations on the use of generative AI related to their future professional accreditation and be aware that these may be updated.¹

When developing an AI corpus or contributing to one, there are several intellectual property (IP) considerations to keep in mind:

- **Ownership:** Determine who owns the intellectual property rights to the corpus. If the corpus is created by the university or its employees, then the university may own the copyright. However, if the corpus is created by an individual researcher, then they may own the copyright. It is important to clarify ownership and IP rights in advance to avoid any future disputes.
- **Licensing:** If the corpus includes copyrighted material, then obtain permission from the copyright owner before including the material in the corpus. Additionally, the terms of use for the corpus should be clearly defined through a licensing agreement. This will ensure that users of the corpus understand the rights and restrictions associated with its use.
- **Data Privacy:** Consider data privacy issues when developing an AI corpus. If the corpus contains personal data, then it must be handled in accordance with Privacy Policy and Personal Information Protection Procedures. This may involve obtaining

¹ Student responsibilities adapted from AAIN Generative AI Working Group (2023) *AAIN Generative Artificial Intelligence Guidelines*, Australian Academic Integrity Network, <https://doi.org/10.26187/sbwr-kq49>

consent from individuals, anonymising the data, or implementing other measures to protect the privacy of the individuals involved.

- Attribution: Acknowledge the sources of data used in the corpus and to give credit to the original authors. This will help ensure that the corpus is used in an ethical and responsible manner and will promote collaboration among researchers.

By considering these IP considerations when developing or contributing to an AI corpus, academics, researchers, and students can ensure that they are acting ethically and responsibly, protecting their own IP rights and those of others, and contributing to the advancement of AI research.

This position statement was endorsed by Academic Senate on the 22nd of March 2023.

** See student tip sheet on Demonstrating your learning in the age of artificial intelligence.*

*** See tip sheet on Designing for Academic Integrity and Artificial Intelligence*

These suggestions are based on some preliminary responses produced by ChatGPT on 21st Feb 2023 for the following questions?

- *“what are the IP considerations for developing the AI corpus or contributing to it?”*
- *“what should be the guidelines to help employees work and engage with AI?”*
- *“How can ethical use of AI support administration, research and teaching?”*

Position Statement on Artificial Intelligence in Research at Flinders University

Flinders University acknowledges the burgeoning prominence of Artificial Intelligence (AI) technologies, recognising their potential to propel our research endeavours towards addressing local, national, and global challenges while positively impacting lives. We firmly believe that AI will amplify our capacity to conduct research, fostering efficiency, accuracy, and innovation, thereby rendering scientific discovery more accessible worldwide.

Adhering to our core values of integrity, courage, innovation, and excellence, Flinders University asserts the imperative of employing AI in research with utmost responsibility and ethics. In alignment with Australia's AI Ethics Principles, which encompass human, societal, and environmental wellbeing, human-centred values, fairness, privacy protection, security, reliability and safety, transparency and explainability, contestability, and accountability, we are committed to upholding these principles in our integration of AI into research endeavours.

We acknowledge the ethical considerations inherent in AI, encompassing issues such as copyright, intellectual property rights, bias, privacy, and security. Flinders University is dedicated to formulating and implementing comprehensive policies and procedures to ensure adherence to AI Ethics Principles, providing requisite training and guidance to our research community to inform their practice.

Guidelines for Implementing the Position Statement on Artificial Intelligence in Research

Researchers at Flinders University, including academic staff, status holders, and higher degree research (HDR) students, are entrusted with specific responsibilities to:

- **Utilise AI models ethically and responsibly**, adhering to the terms of use specified by AI providers and in accordance with the Australian Code for the Responsible Conduct of Research, the National Statement on Ethical Conduct in Human Research, and the University's policies on Research Integrity and Intellectual Property.
- **Serve as exemplars of ethical AI usage** in research practice and design, ensuring appropriate acknowledgment of AI tools.
- **Assume accountabilities** for all phases and outcomes of AI systems.
- **Acquaint themselves with the limitations of AI models and tools**, verifying all outputs from generative AI against reliable sources of information.

- **Advocate for responsible AI system use**, offering discipline-relevant examples demonstrating ethical AI utilisation to HDRs and other researchers.
- **Clearly communicate acceptable and non-acceptable use of AI** to HDRs and the university community for specific research activities.
- **Correctly attribute AI tool usage** in accordance with discipline requirements.
- **Acknowledge that unauthorized or improper use of AI models**, tools, or prompts may constitute a breach of the Code, resulting in research misconduct findings.
- **Proactively detect and report potential research misconduct**, adhering to principles of fairness outlined in the University's Research Integrity Policy.

Intellectual Property Considerations in AI Research Agenda Development

When embarking on or contributing to an AI research agenda, researchers and students must consider several intellectual property (IP) considerations:

- **Ownership:** Clarify ownership of intellectual property rights pertaining to the corpus on which an AI tool is trained, especially if created by the university, to pre-empt future disputes, guided by the University Intellectual Property Policy.
- **Licensing:** Secure permissions from copyright owners for any copyrighted material included in the corpus and define the terms of use for the tool through a licensing agreement to ensure clarity regarding rights and restrictions.
- **Data Privacy:** Address data privacy concerns associated with developing or using an AI corpus, mainly concerning personal data, in compliance with the Privacy Policy and Personal Information Protection Procedures.
- **Attribution:** Acknowledge data sources used in the corpus to promote ethical and responsible usage, fostering collaboration among researchers.

By meticulously considering these IP considerations, researchers and students uphold ethical and responsible conduct, safeguarding IP rights and contributing to advancing AI research integrity.

References to Artificial Intelligence at Academic Senate, Education Quality Committee and University Higher Degrees by Research Committee 2023 – 2024

Academic Senate Meeting 1/23 on 22 March 2023

2.4 Presentation – Academic Integrity and Artificial Intelligence

Senate received a presentation from Professor Michelle Picard, Pro Vice-Chancellor (Learning and Teaching Innovation) regarding Academic Integrity and Artificial Intelligence (AI) who highlighted:

- Aboriginal ways of learning
- ChatGPT in action, with a video of the AI developing a presentation on 'Academic Integrity and Artificial Intelligence' in real time.
- Flinders approach to embrace AI as an ethical digital literacy, based on sound policy, practice and research.
- Flinders Assessment Policy - which is to certify student learning, as well as foster learning and develop students' abilities to reflect on and monitor their progress.
- Ways to identify academic integrity breaches.
- A broad suite of helpful resources on the Flinders website regarding:
 - Designing assessment for AI -a staff assessment design guide
 - Using AI tools for study – a comprehensive digital literacy guide
 - SLSS website – a quick guide for ChatGPT
 - APA 7 referencing
 - Harvard referencing
 - AI in Assessment - YouTube tutorials with Flinders staff.

The PVC (LTI) also submitted a confidential paper for members to discuss later in the agenda regarding a Flinders University position statement on AI use.

References to Artificial Intelligence at Academic Senate, Education Quality Committee and University Higher Degrees by Research Committee 2023 – 2024

Academic Senate Meeting 1/23 on 22 March 2023

10. ACADEMIC INTEGRITY

10.1 *Academic Integrity and Artificial Intelligence*

Senate received and discussed a paper from the Pro Vice-Chancellor (Learning and Teaching Innovation) at *Doc AS 19/1/23* which in response to the launch

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of ChatGPT proposed an approach towards Artificial Intelligence and Student Academic Integrity.

Members were very supportive of the need for a Flinders University-wide approach and to identify roles of staff and students, and found the proposed position statement in Attachment B helpful.

Members noted that Teaching and Learning areas were well considered in the proposed statement, however, further support for Research is needed, for example, managing artificial intelligence with publications. The PVC(LTI) will consider whether an additional, Research-specific, position statement is appropriate or whether there should be one all-encompassing statement.

The Chair encouraged members to provide further feedback directly to the PVC(LTI).

Resolution: The Academic Senate endorsed:

- the proposed approach towards Artificial Intelligence and Academic Integrity as presented in *Doc AS 19/1/23*, noting further consideration as to the inclusion of Research relevant support,
- a review of relevant policies and procedures, and
- the development of staff and student facing resources.

Action: The PVC (LTI) will update the draft position statement(s) to further reflect Research support and refer out for further consultation. The Chair noted that the final draft(s) can then be referred to Senate for endorsement via an out of session circulation.

References to Artificial Intelligence at Academic Senate, Education Quality Committee and University Higher Degrees by Research Committee 2023 – 2024

Academic Senate Meeting 2/23 on 10 May 2023

1.4 *Business arising from the Minutes*

1.4.1 Members were referred to the action record at *Doc AS 2/2/23*.

Regarding action #3 on Academic Integrity and Artificial Intelligence, the Pro Vice-Chancellor (Learning and Teaching Innovation) advised that in the absence of further feedback on the draft position statement, it will now be finalised for circulation to staff and students to address learning and teaching needs. The Dean (Research) for CBGL noted that a separate position statement to address the needs of research stakeholders is being separately developed and will be circulated in due course.

1.4.2 Members raised no further matters arising from the minutes.

Academic Senate Meeting 4/23 on 6 September 2023

11.3 *Student Academic Integrity – interim report on progress*

Senate received and considered a paper from the Pro Vice-Chancellor (Academic Quality and Enhancement) and Pro Vice-Chancellor (Learning and Teaching Innovation) at *Doc AS 23/4/23* which outlined the activities undertaken in the first half of 2023 to implement the recommendations arising from the University Academic Integrity Enhancement Plan, as endorsed by the Academic Senate in September 2022.

It also outlined strategies implemented to minimise the occurrences of academic integrity breaches. Members noted the technological solutions, training modules (ie Epigeum – which was being updated to include greater emphasis on contract cheating and artificial intelligence, and would be available in the Flinders LMS beginning of January 2024), year to date reporting, artificial intelligence and academic integrity, TEQSA masterclass on contract cheating detection and deterrence, and the Academic Integrity Officers Community of Practice.

12. SUB-COMMITTEES

12.1 *Minutes*

Senate received and considered the meeting minutes of its sub-committees which had been provided since the July Senate meeting, for the Education Quality Committee, Learning and Teaching Innovation Committee and University Higher Degrees by Research Committee, at *Doc AS 24/4/23*.

The Committee Chairs had already highlighted aspects of the important work undertaken by these groups, earlier in the meeting, and so had no further updates for this item.

References to Artificial Intelligence at Academic Senate, Education Quality Committee and University Higher Degrees by Research Committee 2023 – 2024
Academic Senate Meeting 1/24 on 13 March 2024

12.2 *Student Academic Integrity*

12.2.1 *Annual Report*

Senate received and considered the annual report on Student Academic Integrity from the Senior Student Policy and Integrity Advisor at *Doc AS 24/1/24* which informed on the number of reports where students have failed to meet the requirements of academic integrity in 2023 including the nature of the reports and associated outcomes, and 5-year trend analysis.

The Pro Vice-Chancellor (Academic Quality and Enhancement) noted that most reports related to students enrolled in topics taught by the CNHS (41%) and CSE (41%). This increase may relate to a number of factors including the appointment of more College Academic Integrity Officers and improved detection and reporting of unauthorised artificial intelligence use.

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Education Quality Committee Meeting 6/23 on 20 June 2023

9. **ACADEMIC INTEGRITY**

9.1 *Student Academic Integrity – Year to Date Reporting*

9.1.1 *Student Academic Misconduct* and 9.1.2: *Misunderstanding*

The EQC received and considered papers from the Senior Student Policy and Integrity Advisor at *Doc EQC 9/6/23* and *10/6/23* which, respectively, informed on the year-to-date number of reports of investigation outcomes into Student Academic Misconduct and reports of students failing to meet the requirements of academic integrity due to a Misunderstanding.

The PVC (AQE) noted that the reporting rate remains low considering the increased use of artificial intelligence, however now that final assessments are being conducted for Semester 1, and following further engagement with College AI officers, it is anticipated that there will be more reports being made and investigated.

Confidential Minutes of the Education Quality Committee's meeting on 20 June 2023

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Education Quality Committee Meeting 8a/23 on 29 August 2023**3. ACADEMIC INTEGRITY****3.1 Interim Report on Student Academic Integrity**

The Committee received and considered a paper from the Senior Manager, Student Policy and Integrity Services at *Doc EQC 3/8a/23* which outlined the activities undertaken in the first half of 2023 to implement the recommendations arising from the University Academic Integrity Enhancement Plan as endorsed

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EDUCATION QUALITY COMMITTEE**CONFIDENTIAL MINUTES OF MEETING 8a/23**

by the Academic Senate in September 2022. It also outlined strategies implemented to minimise the occurrences of academic integrity breaches.

Members noted the technological solutions, training modules (Epigeum), year to date reporting, artificial intelligence and academic integrity, TEQSA masterclass on contract cheating detection and deterrence and the Academic Integrity Officers Community of Practice.

The Pro Vice-Chancellor (Learning and Teaching Innovation) advised that as regards student misconduct, the inclusion of 'misuse of artificial intelligence' in the definition of misconduct in the Student Academic Integrity Policy should be broadened beyond the current example of contract cheating for greater clarity, to include eg falsification of records and plagiarism.

The Pro Vice-Chancellor (Academic Quality and Enhancement) advised of the case management project underway to support how Flinders manages and reports on its student complaints, reviews, appeals and academic integrity.

Education Quality Committee Meeting 12/23 on 5 December 20239.2 *Proposed change to Schedule 3 of the Student Academic Integrity Policy*

The Committee received and considered a paper from the Senior Manager, Student Policy and Integrity Services at *Doc EQC 12/12/23* which informed of a proposed change to Schedule 3 of the Student Academic Integrity Policy in relation to unauthorised artificial intelligence use. The proposed definition is more nuanced than the current one which only pertains to contract cheating, and instead goes further to include plagiarism, contract cheating or misrepresentation depending on the extent of use.

Members supported the proposed amendments and noted that following

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**EDUCATION QUALITY COMMITTEE****CONFIDENTIAL MINUTES OF MEETING 12/23**

further stakeholder consultation, the amendments will be referred to the PVC (AQE), as authorised officer, for approval.

Members further discussed the:

- provision of resources to educators in order to help students navigate the impact of artificial intelligence on their studies.
- use of AI to misrepresent information for scholarship requests. This should be included in the Flinders' Credible Action Plan to TEQSA in how the institution manages AI impacts.

References to Artificial Intelligence at Academic Senate, Education Quality Committee and University Higher Degrees by Research Committee 2023 – 2024

Research Quality Committee Meeting 1/23

4. Research Strategy

4.1 *Update from the Deputy Vice-Chancellor (Research)*

The Deputy Vice-Chancellor (Research), provided a verbal report and highlighted the following matters relevant to the Committee's Terms of Reference and research performance measures in the context of the 2025 Agenda:

- Continuing focus on industry engagement supplemented by the introduction of the Enterprise Scholarships and establishment of an industry internship framework for HDR students. There has been incredible interest from both students and industry.
- Continuing investment in research infrastructure with updates on the development of the Health and Medical Research Building.
- Mentoring schemes have been re-activated following a return to post-Covid normal.
- Indigenous Research Strategy is very mature and almost finalised.
- AUKUS focus will be on training for now due to the substantial number of workers required, noting that research priorities will follow in due course.
- ChatGPT and other similar artificial intelligence will have huge implications for researchers. The Dean (Research) for CBGL is currently reviewing implications and potential responses, for referral to the October Committee meeting.

***This matter was referred to the University Research Committee for further discussion (management committee).**

References to Artificial Intelligence at Academic Senate, Education Quality Committee and University Higher Degrees by Research Committee 2023 – 2024

University Higher Degrees by Research Committee Meeting 6/23 on 5 July 2023

4.5 *TEQSA and Artificial Intelligence*

The Committee received and considered a paper from the HDR Strategic Operations and Quality Assurance Partner at *Doc UHDC 11/6/23* which provided links to resources from the Tertiary Education Quality and Standards Agency and Flinders University which aim to support staff and students around the challenges and opportunities of working with artificial intelligence.

The Academic Senate Chair noted that the Senate has endorsed a position statement on the use of artificial intelligence in learning and teaching at the University. A position statement on artificial intelligence in research is

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currently being developed by the University Research Committee and will be circulated in due course for feedback.

Action: The EO to circulate to members the learning and teaching position statement.

Members discussed benchmarking with other universities, noting that UNSW has already switched to add an oral defence for all new HDR students, in response to artificial intelligence.

Action: The HDRSOQAP will share benchmarking information at the next available UHDC meeting.

University Higher Degrees by Research Committee Meeting 7/23 on 9 August 2023

1.4.2 *TEQSA, Artificial Intelligence and Benchmarking*

Members noted the update from meeting 6/23 at item 4.5: TEQSA and Artificial Intelligence at *Doc UHDC 2a/7/23*, which provided the HDR Professional network benchmarking data about oral examinations that was sourced in June.

