

**STUDENT ADVISORY COUNCIL MINUTES –15<sup>TH</sup> OCTOBER 2025**

Minutes of the 61<sup>st</sup> meeting of the Student Advisory Council to be held at 11:20am on Wednesday 15<sup>th</sup> October 2025 in building 36 Council Room and via Webex.

**PRESENT:**

Ella Young	Chair and Women’s Rep
Alana Khattar	Deputy Chair and Academic Senate – Undergraduate Representative
Alex Tegg	Deputy Chair and UOW Pulse Executive Student Director
Muhammad Sarwar	Academic Senate – Postgraduate and BAL – International Representative
Connor Da Lapa-Soares	Academic Senate – Undergraduate Representative
Kyle Hewitt	Academic Senate/University Council – Postgraduate Representative
Hoang Anh Nguyen	ASSH Faculty – International Representative
Clare O’Toole	ASSH Faculty – Postgraduate Representative
Amity Lees	ASSH Faculty – Undergraduate Representative
Mackenzie Dodd	Bega Campus Representative
Liam Felli	Clubs and Societies Representative
Tibee Leung	Clubs and Societies Representative
David Plenty	EIS Faculty – Postgraduate Representative
Fabian Ibro	EIS Faculty – Undergraduate Representative
Angela Tobias	Innovation Campus Representative
Kat Schreiber	LGBTQI+ Representative
Ryan Lim	Liverpool Campus Representative
Jin Zhao	Mature Age Representative
Roxanne Kelly	Shoalhaven Campus Representative
Aurora Ibro	SMAH Faculty – International Representative
Madeline Staples	Southern Highlands Campus Representative
Jessica Hewett	Student Residences Representative
Bianca Dumbrell	Sutherland Campus Representative
Karan Golani	Sydney Business School Faculty Representative
Matthew Brown	University Council – Undergraduate Representative
Yang Di	WUPA President
Hanzel-Jude Pador	WUSA President
Katherine Minns	Persons with a Disability Representative
Shakeela Malik	SMAH – Postgraduate Representative
Helena Ibro	EIS – International Representative

**IN ATTENDANCE:**

Prof Mark Hoffman	Interim Deputy Vice-Chancellor (Academic and Student Life)
Caitlin Pyle	Associate Director, Student Equity and Success
Melissa Zaccagnini	Senior Manager, Student Experience and Projects

Lucinda Crossley Meates	Student Experience and Projects Manager
Courtney Grube	Student Representation Administration Assistant
Kaylyn Thyssen	Project Manager, National Code Gender Based Violence
Adele McKenzie	Transformation Associate Director
Elaine Rodrigues-Fields	Educational Designer, Learning, Teaching & Curriculum
Sophie Abel	Educational Designer, Learning, Teaching & Curriculum

**APOLOGIES & LEAVE OF ABSENCE:**

Blaine Caton	WIC Representative
Emma Moses	SMAH Faculty – Undergraduate Representative
Linh Pham	BAL Faculty – Undergraduate Representative
Nakia Edgecock	Academic Senate – Undergraduate Representative
Nicholas Chiaverini	Academic Senate – Undergraduate Representative
Shoyeb Ahmed	Academic Senate – Onshore International Representative
Tess Botham Barnes	BAL Faculty – Postgraduate Representative

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**PART 1: OFFICIAL BUSINESS**

**\*1.1 Opening of Meeting**

**1.1 Introduction and Welcome**

The Chair opened the meeting at 11.38am and proceeded to welcome and introduce all Council members, and other attendees, special guests and observers present.

**1.12 Acknowledgement of Country**

The acknowledgement of country was provided by the Helena Ibro Representative and welcomed by the Council

**\*1.2 Apologies and Quorum**

Apologies were noted and received by the Council; the Chair noted the meeting was QUORATE

**\*1.3 Arrangement of Agenda**

**1.3.1 Conflicts of Interest**

No conflicts of interests declared.

**1.3.2 Confidential Items**

No confidential items in agenda.

**1.3.3 Starring of Items**

The following items are starred for discussion:

- All Items in Parts 1, 2 and 3
- Item 4.2 is starred as well

**1.3.4 Meeting Protocols**

The Chair reminded members on decisions being made by consensus and for all questions to go through the Chair.

**\*1.4 Minutes of the Previous Meeting**

**RESOLVED:**  
*That the minutes of the previous meeting held on [PREVIOUS MEETING DATE] be confirmed and signed as a true record.*

**\*1.5 Business Arising from Previous Meetings and Minutes**

The Chair noted the action items arising from the previous meeting. These action items include:

MEETING DATE	ACTION(S) ARISING	RESPONSIBLE PARTY(S)	STATUS
17th April 2025	The SAC Executive will explore the feasibility of organising a student consultation or town hall to increase broader student engagement in the transformation process	SAC Executive	Complete

7th August 2025	Collect feedback from regional & metro campus representatives regarding issues related to online class delivery and report back to appropriate university bodies	<b>SAC R&amp;M Subcommittee and SAC Exec Team</b>	<b>Complete</b>
7th August 2025	LGBTQI+ Representative feedback related to establishment of a website for LGBTQI+ representation and information shared with relevant University stakeholders	<b>LGBTQI+ Rep and SAC Exec Team</b>	<b>In progress</b>
7th August 2025	Commonwealth Prac Payment Roll-out Feedback – SAC members to gather feedback from networks on rollout, student preferences, and systems performance.	<b>SAC Exec Team, R&amp;M Campus Reps, SMAH/ASSH Faculty Reps</b>	<b>Complete</b>
7th August 2025	Graduations 2026 – request for details on number and timing of graduations.	<b>SAC Exec Team and UOW</b>	<b>Complete – Update to be provided at this meeting</b>
7th August 2025	Investigate further concerns raised by Sydney Metro Campus representative with timetabling with online and in-person classes delivered at the same time	<b>SAC Executive Team &amp; SBS Rep</b>	<b>In progress</b>
7th August 2025	Liverpool Campus representative requested further discussions regarding the management for the Liverpool Campus to ensure it meets the unique needs of students and campus culture.	<b>SAC Executive Team &amp; Liverpool Rep</b>	<b>In progress</b>
7th August 2025	Request to ensure student communications regarding peer support programs is clear in Transformation to avoid brand confusion and ensure maximum engagement	<b>SAC Executive Team &amp; all SAC Reps</b>	<b>In progress</b>
7th August 2025	New UOW Faculty Structure - Implementation Phase - Request for continued communication with SAC into implementation phase, ensure student consultation is in the process, particular interest in Student Experience where disciplines are being aligned that are very different e.g. Law, Business and	<b>SAC Executive Team &amp; SAC Faculty Reps</b>	<b>In progress</b>

	Education.		
7th August 2025	IPD Parking Follow Up	<b>SAC Executive Team, UOW Student Pulse Director, University Council UG Rep</b>	<b>Complete</b>
17th September 2025	SSAF Transparency at Regional and Metro Campuses	<b>Regional and Metro Representatives</b>	<b>In progress</b>
17th September 2025	Postgraduate career issues - SAC Deputy Chair identified correlation in career issues noted in SMAH faculty report and WUPA report, suggest they connect re: WUPA hosted tailored PG career events	<b>SAC Exec Team to connect WUPA President with SMAH PG Rep</b>	<b>Complete</b>
17th September 2025	Connecting the EIS Faculty – Postgraduate to the Senior Manager, Current Student Communications to discuss adding back content for HDR students e.g. mental health support services	<b>Sac Exec Team</b>	<b>Complete</b>
17th September 2025	Additional SARC Consultation - Explore the feasibility of an additional meeting to allow more in-depth discussion on consultation processes, including accommodations, ensure SAC feedback is considered in a timely manner, and invite SARC to speak at the next meeting.	<b>SAC Executive Team</b>	<b>Complete</b>
17th September 2025	Diversify Feedback Modes (SARC Review Sessions) - Explore and implement multiple feedback channels for students, including options beyond in-person sessions, to increase accessibility and participation for SARC transformation	<b>SAC Exec Team connect SAC Executive with National Code Proj Mgr</b>	Closed – feedback provided to Proj Manager of Gender Based Violence Code

17th September 2025	Workshop Timing & Attendee Mix Feedback - SAC to provide feedback regarding the timing of the staff-student collaborative workshops, including concerns about their proximity to exam periods and the balance between student and staff participation.	<b>SAC Exec</b>	Closed – confirmed student only for consultations variations of timing accounted for with later sessions added
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**\*1.6 Chair’s Report**

The Chair updated Council on the following:

- The past month has been particularly busy since the previous meeting, with ongoing transformation initiatives engaging many SAC members and the broader student community in consultation.
- While the operations transformation is now complete, recent changes to complaints processes and SARC have commenced, generating significant discussion and highlighting the ongoing need for consultation.
- The All-Student Forum is scheduled for 16 October, providing an opportunity to clarify transformation processes, address longstanding questions, and share information. Mark will facilitate the meeting, which will be conducted online and across regional campuses with staff present.
- Next week, SAC members Amity Lee and Alex Tegg will attend the Student Voice Australasia Conference in Queensland to deliver presentations.
- Acknowledgment and congratulations to Courtney Grube on receiving a new job offer; she will conclude her role as Student Representation Administration Assistant at the end of October. The SAC thanked her for 18 months of excellent contributions.
- Well wishes were extended to all members for the close of Spring Session, Trimester Three, and 2025 generally, acknowledging this as a particularly busy time of year.
- The final SAC meeting for 2025 is scheduled for 27 November, followed by a post-meeting function (details to be provided in the SAC Exec update).

**\*1.7 Membership Business**

- Elections and expressions of interest for casual appointments to vacant 2026 positions are currently open.
- The full list of new representatives will be confirmed at the November meeting.

- New representatives will be invited to attend and observe the meeting, providing an opportunity to familiarize themselves with SAC processes ahead of 2026.

### **PART 2: COMMITTEE BUSINESS**

#### **\*2.1 Business and Updates from Student Advisory Council Committees**

##### **2.1.1 Student Service and Amenities Fees (SSAF) Subcommittee**

The Chair of the SSAF Subcommittee updated council on the following items:

- SSAF submissions closed on 9 October. A total of 69 submissions were received from both student and staff-led projects.
- The subcommittee is currently reviewing these submissions, with a formal deliberation meeting scheduled for 4 November.
- Appreciation was extended to the subcommittee for their commitment and effort, particularly given the end-of-semester workload.
- Final recommendations from the subcommittee will be presented at the SAC meeting on 27 November.

#### **RESOLVED:**

*That the Student Advisory Council notes the update provided by the Chair of the SAC SSAF Subcommittee as set out in the agenda.*

##### **2.1.2 Activation Working Party**

The Chair provided an update on behalf of the Chair of the Working Party

- No major updates since the previous meeting.
- Planning is underway for additional UOW Radio interviews in 2026 to share SAC updates with the student community in a more engaging and accessible format.
- The team is also exploring opportunities to involve academics and staff in future episodes on topics such as student democracy.
- The Chair of the working party and the communications team are continuing to develop these initiatives behind the scenes.

**RESOLVED:**

*That the Student Advisory Council notes the update provided by the Chair of the Activation Working Party as set out in the agenda.*

**2.1.3 Regional and Metropolitan Campus Subcommittee**

The Chair invited the Chair of the Regional and Metropolitan Campus Subcommittee to speak to this item. They provided an update as follows:

- No major updates since the previous meeting.
- A committee meeting was held on 27 August to discuss activation initiatives and the rollout of the new payment system for clubs.
- Progress continues on supporting club activations across regional campuses.
- The next committee meeting will be scheduled pending members' availability.

**RESOLVED:**

*That the Student Advisory Council notes the update provided by the Chair of the Regional and Metropolitan Subcommittee as set out in the agenda.*

**\*2.2 Members Reports**

**2.2.1 SAC Executive Update**

The SAC Executives updated the council on the following:

- The final SAC meeting for the year will be held on 27 November, followed by a celebratory function with light refreshments and presentations at Hemingway's.
- Members from regional or metropolitan campuses who wish to attend in person are encouraged to contact the SAC Office, as transportation and accommodation can be arranged.
- The Executive has continued work relating to the transformation process, focusing on both operational changes and the Complaints, SARC and WHS change.
- The team remains committed to ensuring ongoing consultation and was pleased to see consultation opportunities included in the agenda.
- Members are encouraged to participate in upcoming consultation sessions and provide feedback

to support continued improvement.

**RESOLVED:**

*That the Student Advisory Council notes the verbal update provided by the SAC Executives as set out in the agenda, including the update on the Complaints, SARC and WHS Student Consultation*

### 2.2.2 Innovation Campus Representative Update

The Innovation Campus Representative updated the council on the following:

- Key areas for improvement and opportunity were identified, including:
  - Establishing a dedicated quiet study space for postgraduate students at Innovation Campus.
  - Promoting inclusive social engagement activities in collaboration with WUPA.
  - Working with WUSA to improve access to free period products across campus, including recommending additional distribution points at iAccelerate and near the Economy Café to ensure broader accessibility.

The Deputy Chair asked how best to balance communication methods with postgraduate students, given that social media may not be the most effective platform for this cohort. The Innovation Campus Representative advised that postgraduate students generally prefer receiving information via email, as many are not active on social media. The Council briefly discussed maintaining effective communication without overwhelming students with too many emails.

**RESOLVED:**

*That the Student Advisory Council notes the update provided by the Innovation Campus Representative as set out in the agenda.*

### 2.2.3 Mature Age Representative Update

The Chair invited the Mature Age Representative to speak to this item, who updated council on the following:

- As a member of the NSW Student Representative Council (NSWSRC), the Mature Age Representative is contributing to the Fair Fares campaign, which advocates for reduced public transport costs for international and part-time students to ease cost-of-living pressures.
- Noted the additional challenges faced by mature-age students in balancing study, work, and family responsibilities, and the campaign's relevance to supporting this cohort.
- The NSW International Student Representative Committee has recently expanded to form a national body, the International Student Representative Committee of Australia, enabling advocacy on national issues such as visa fee increases and other challenges affecting international students.
- Upcoming engagements include participation in a networking event with the Employability and Engagement Team to gather further feedback from students.
- The Representative emphasised the importance of continuing to represent and amplify international student voices at both state and national levels.

The Deputy Chair asked whether the University could be more proactive in communicating with students affected by HDR supervision changes. The Mature-Age Representative responded that, while they do not have a clear plan, as a fifth-year HDR student and student representative, they aim to help bridge information gaps. They suggested that the University should develop a more detailed and structured plan to support students during supervision transitions.

**ACTION:** SAC Executive Team to share with membership details of cross-university Fare Fair Campaign on cost of living stresses

**RESOLVED:**

*That the Student Advisory Council notes the update provided by the Mature Age Representative as set out in the agenda.*

### 2.2.4 Women's Representative Update

The Women's Representative reported excitement about the Free Period Project receiving SSAF funding and acknowledged the ongoing contributions of WUSA to this project. They encouraged members to reach out via email or the SAC Exec email for any questions.

The Deputy Chair asked about priority areas for the coming year. The Women's Representative highlighted the importance of uniting currently separate student-led projects to improve clarity and impact for students. They noted that operational funding is a key focus to ensure the long-term sustainability and feasibility of student-led initiatives.

**RESOLVED:**

*That the Student Advisory Council notes the update provided by the Women's Representative as set out in the agenda.*

**2.2.5 Bega Campus Representative Update**

Key updates included the establishment of the first social and fundraising club at the Bigger Campus, which has gained traction and is beginning planning for next year. Efforts are underway to recruit new students to fill outgoing roles, including the representative's own position.

A Rural Immersion Day recently took place, which saw a strong attendance from nursing executives, exceeding expectations.

The Bega Campus Representative asked whether regional campuses, such as Bega, will receive lab upgrades similar to those recently completed at Wollongong Campus.

**ACTION:** SAC Executive Team to investigate if the regional campuses will receive lab upgrades like the Wollongong campus.

**RESOLVED:**

*That the Student Advisory Council notes the update provided by the Bega Campus Representative as set out in the agenda.*

**2.2.6 BAL Faculty Representative Update**

The BAL Faculty Representatives were unable to present their item. The Chair took the item as read and opened to the floor for questions. The Deputy Speaker asked whether career development concerns among students could be addressed through collaboration with clubs and societies. They suggested that the faculty might consider supporting initiatives in this space to enhance career development opportunities and networking for students.

**2.2.7 EIS Faculty – Postgraduate Representative Update**

The Chair invited the EIS Postgraduate Representative to speak to this item, who provided several updates. They noted that their current term is casual and concludes in December. Two candidates have nominated for the EIS Postgraduate Representative position for next year, ensuring continued representation.

The representative also shared suggestions for future initiatives, particularly related to mental health, and encouraged the Council to consider these for ongoing planning.

Additionally, they have been running a weekly “Puzzles and Games” event on Wednesdays, originally

aimed at Maths, Stats, and Physics students, but now open to all EIS postgraduates. Outreach to undergraduates remains challenging due to the absence of a comprehensive mailing list.

### **RESOLVED:**

*That the Student Advisory Council notes the update provided by the EIS Postgraduate Representative as set out in the agenda.*

## **PART 3: GENERAL BUSINESS**

### **\*3.1 Impact of proposed SARC Transformation on UOW Student Accommodation**

The Student Residences Representative provided a detailed report regarding Phase One of the University transformation, noting that while no material changes have yet been implemented, there are concerns about how the process is being communicated and the potential implications for SARC and the Complaints division.

The representative raised three major concerns:

1. **Communication and Information Gaps:** They noted that critical details about potential changes, such as the proposed one-front-door model via ServiceNow and possible renaming of SARC, have not been clearly communicated to students. Current communications are perceived as vague and overly positive, limiting students' ability to provide informed feedback.
2. **Name and Visibility of SARC:** The representative highlighted that SARC's name and visibility are important for student awareness and trust, particularly for residents who may not attend orientation events regularly. Any changes to the name or visibility could negatively impact student engagement and access to services.
3. **Trust and Safety:** The representative emphasized that SARC has built trust with students, particularly victim-survivors of sexual harm, domestic violence, and gender-based violence. Any transformation that affects staff, jurisdiction, or the name of SARC risks undermining this trust, which could deter students from seeking help and have serious consequences for their wellbeing and ability to study.

The representative also disclosed personal experience as a survivor who relied on SARC's trusted services, highlighting the critical importance of maintaining current staffing, processes, and student trust.

The Deputy Chair acknowledged and appreciated the report. They noted that while there is considerable focus on cost efficiency and streamlining within the transformation, it is also essential to consider the psychological effects on students, particularly regarding reporting and care through SARC. They emphasised that understanding the impact on students should be a central part of the transformation process, both to ensure its success and to enable meaningful consultation. The Deputy Chair asked whether these considerations are already integrated into the current transformation process.

The University Council Undergraduate Representative thanked the Residences Representative for the report, noting that it was powerful and resonated with everyone. In addition to points raised by the representative and the Deputy Chair, they highlighted the risk assessment provided in the report, noting that the proposal may be considered risky for the University in relation to the National Code. They emphasised that preliminary consultation with students has been limited and that information has not been adequately provided, contributing to confusion and concern around the proposal.

The LGBTIQ+ Representative expressed appreciation for the report, noting that the issues raised resonate with the students they represent at UOW. They emphasised the importance of ensuring that services are accessible, welcoming, and safe, and highlighted that students consistently communicate the significance of these aspects. The representative acknowledged the importance of engaging students in a way that provides a safe experience and expressed gratitude for the focus on these issues in the report.

The Women's Representative added that they had attended several SARC events, most recently a workshop on sexual choking, which they described as an important and often overlooked topic. They noted that the workshop was inclusive, with male students also participating, and highlighted the value of SARC's approach in making services visible and creating a safe space for students to engage and share their voices. The representative expressed strong support for the agenda item and agreed with the risk assessment provided in the report.

The Transformation Associate Director thanked the Student Residences Representative for sharing their personal experiences and acknowledged the value of the report and risk assessment. They confirmed that the feedback will be included in ongoing consultations and considered by the executive team in future decision-making.

The Transformation Associate Director noted that this is the first time students are being engaged at the first stage of the change process, which presents challenges in balancing communication with students and impacted staff. It is important to ensure students understand that existing services remain available while also providing information about potential changes. Lessons have been learned from this process to improve engagement in future stages, including student consultation in preliminary consultation prior to a first draft being released.

Regarding SARC branding and name, the Transformation Associate Director confirmed that feedback strongly supports retaining them. The revised change proposal will clearly outline how students can continue to access SARC services on campus, and how the branding will remain visible.

They emphasised that the proposal is not intended as a cost-saving measure but aims to streamline services for easier access, faster resolution of complaints, and compliance with the National Code. The data collected will help identify systemic issues and inform targeted prevention strategies and training for both students and staff.

Finally, they reiterated the importance of the SARC brand and name, and acknowledged that early engagement with students in the preliminary phase would have helped communicate the critical services more clearly.

The Deputy Vice-Chancellor (Academic and Student Life) emphasised the importance of hearing from victim-survivors as part of the consultation process and noted that they will be meeting with some students directly over the coming days. They acknowledged the points raised in the Student Residences Representative's report regarding the need for clear feedback and information.

They noted that while SARC was created at a particular time, additional regulatory expectations have since

been introduced, requiring consideration in the current transformation. Key challenges include understanding where incidents occur, who is most affected, and ensuring effective mechanisms are in place to manage cases, meet regulatory reporting requirements, and implement prevention strategies.

The Deputy Vice-Chancellor acknowledged feedback regarding the Mythbusters video and agreed improvements could be made in communication. They encouraged students to continue engaging through available feedback mechanisms, highlighting that students often feel more comfortable providing feedback via peers than through formal portals.

They confirmed that no reduction in resources is planned for SARC and that the intention of the transformation is to improve service delivery. They encouraged continued participation in consultation, including the upcoming Student Town Hall, to ensure services are effective and responsive to student needs.

**ACTION:** TMO will use Student Residences Agenda item and the meeting minutes as direct feedback regarding Complaints, SARC, and WHS Student Consultation processes.

### **RESOLVED:**

*That the Student Advisory Council note the residences representative's discussion of the impact of the Support, Safety and Complaints services transformation as provided in the*

### **\*3.7 Complaints, SARC and WHS Student Consultation update**

The Chair moved this item forward in the agenda and welcomed the Transformation Associate Director to speak to this item. The Transformation Associate Director noted that this is the first time such significant student engagement has occurred during the proposal stage and described it as a positive experience. They highlighted that three student focus groups have been held, with relatively low attendance due to the topic and timing: one online group had one attendee, one on-campus group had two attendees, and the Student Residences Representative attended the residents' focus group.

They also reported engagement via the student portal, with 17 responses received so far regarding this item. The Transformation Associate Director encouraged the advisory group to continue promoting feedback through the anonymous portal, noting that feedback themes aligned closely with the points raised in the Student Residences Representative's report. Key themes included the importance of the SARC brand, the value of services and training, and clarity around the single front door model, particularly for trauma-affected students. They acknowledged that the one-to-one support aspect was not well communicated and committed to clarifying this in the revised change proposal.

The revised change proposal will be published on 28 October, with feedback due by 27 October. All focus group participants will be emailed directly to show how their feedback influenced revisions, and the advisory group will also have access to this information. The Transformation Associate Director emphasised that feedback will be presented in a clear, non-corporate format and welcomed input from SAC members and other students prior to publication.

The Chair highlighted that the SAC Executive and broader student representatives, including WUSA,

expressed interest in being involved in the feedback process. The Chair noted that while some feedback may not result in changes and conflicting opinions may arise, broader input is welcomed and will be managed accordingly.

**RESOLVED:**

*That the Student Advisory Council note the update on Complaints, SARC and WHS student consultation update*

### \*3.2 Gen AI And Student Concerns Around Usage At UOW

The Chair invited the Deputy Chair to speak to this item. The Deputy Chair raised concerns regarding the use of generative AI, specifically language learning models, noting that these were not discussed at the previous meeting. Key concerns highlighted included:

- **Copyright and Intellectual Property:** Many AI models are trained on copyrighted material without proper rights, and outputs may constitute uncredited content. Uploading student or academic work could risk students' ideas being used without consent.
- **Environmental Impact:** The use of AI conflicts with the university's commitment to sustainability and the UN Sustainable Development Goals, given the significant energy consumption associated with AI technologies.
- **Accuracy and Academic Integrity:** AI-generated content, including images in textbooks, can provide incorrect information, which may negatively affect student learning outcomes.
- **Reputation and Accreditation:** AI usage could affect the university's reputation and accreditation, with reference to Engineers Australia and other professional bodies. The Deputy Chair cited the Deloitte incident, where AI use in a report led to reputational damage.
- **Psychosocial Safety and Duty of Care:** Concerns were raised about the potential psychological harm associated with AI, citing a case of a 16-year-old student in the US who was negatively impacted by AI interactions. The Deputy Chair emphasised the importance of considering duty of care when mandating or encouraging AI use in coursework.

#### **Suggested Actions:**

- Conduct further consultation regarding AI usage.
- Develop a clear policy for AI use in the university context.
- Implement a closed AI model for professional staff where data is protected and not used to train external models.
- Collaborate with TEQSA to ensure regulatory compliance for AI in education.
- Provide training for students and staff on AI capabilities, limitations, and safe usage.

- Review and monitor textbooks and materials to ensure AI-generated content is accurate, with potential pushback against materials using AI-generated figures.

The Chair noted that two Educational Designers (Assessment Transformation), who submitted an agenda item in the September meeting on AI at UOW, were invited along and listened to the Deputy Speaker present this item.

The University Council/Academic Senate Postgraduate Representative noted that the report was excellent and raised valid points regarding AI concerns. In principle, they agreed with most of the points but raised practical considerations:

- **Realism of Restrictions:** Completely restricting AI use may be unrealistic. Some concerns could be mitigated through better communication and guidance from the university.
- **Preferred AI Tools:** Microsoft Copilot is UOW's preferred generative AI tool, covered by commercial data protection, meaning Microsoft does not claim ownership of user prompts or outputs. Encouraging its use over other platforms (e.g., ChatGPT or Claude) could help mitigate intellectual property and privacy concerns.
- **Balanced Approach:** While the report highlighted risks such as skill erosion and over-reliance on AI, rejecting AI entirely may prevent students from gaining critical AI skills needed in the workforce.
- **Holistic Integration:** Current university responses to AI have felt reactive and inconsistent, with varying approaches across subject coordinators. The PG Representative suggested embedding AI skills into courses from first year, providing students opportunities to use AI responsibly, alongside assessments that ensure independent critical thinking and research skills.

Overall, the PG Representative supported the report but emphasised the need for a measured, educationally integrated approach to AI rather than a prohibitive one.

The Student Residences Representative stated that the report echoed many of their concerns from a student perspective, particularly regarding the piecemeal approach to AI policies across courses. Key points included:

- **Inconsistent Policies:** Many subjects have developed policies to manage AI use, often allowing students to use AI with disclosure statements. While these policies acknowledge the widespread use of AI, they are inconsistent and do not consider whether AI use is appropriate for certain subjects, particularly those based on critical thinking or human-centred skills.
- **Concerns About Encouragement of AI:** In some subjects, students are encouraged to use AI for research or class activities, often without adequate guidance on appropriate use. This may prioritise convenience over developing core skills.
- **Alternative Tools:** The Representative suggested that students would benefit more from learning how to use traditional research tools effectively, such as keyword searches in the UOW library or the university's AI system with a closed set of results, rather than relying on external AI platforms.

- **Overall View:** The current approach is piecemeal and inconsistent, and in some cases, AI use should not be encouraged, especially in subjects where critical thinking or human-centred knowledge is the focus.

The Academic Senate Undergraduate Representative thanked Alex for preparing the report and acknowledged the concerns raised, particularly the example of the teenager's tragic case. They noted that similar risks exist for other vulnerable populations, such as elderly people who may be less informed about technological advances and susceptible to scams.

The Representative expressed the view that completely removing AI integration is not a productive solution, as AI is already a significant part of the world and workplace students are entering. Instead, they emphasised the importance of:

- **Education on Safe AI Use:** Teaching students how to use AI safely and responsibly, including understanding the technology, its capabilities, and its limitations.
- **Integration in Practical Contexts:** Using AI as a tool to increase productivity, for example in analytical work, while ensuring users understand its boundaries.
- **Avoiding Blanket Prohibitions:** Simply banning AI use could be unrealistic and potentially harmful, as it may leave students unprepared to navigate AI safely and effectively.

The Representative concluded that education and guidance are key to mitigating risks while enabling students to benefit from AI responsibly.

The Club and Society Representative expressed agreement with the report's position that AI has virtually no positive role in education, describing it as a tool that can hinder human learning. They asked for clarification on the recommendation to discourage AI use:

- Should this be implemented as a blunt directive at the start of each subject, asking students not to use AI?
- Should it involve the use of AI detection tools, which may be unreliable?
- Or should it be approached as an ongoing process of monitoring students' work and submission methods to ensure that AI is not being inappropriately used?

The Representative emphasised the importance of understanding how discouragement of AI use could be practically implemented in courses.

**ACTION:** Meeting minutes to be shared with Educational Designers (Assessment Transformation) as feedback for their item on Generative AI in Education.

**RESOLVED:**

*That the Student Advisory Council note the report provided by the UOW Pusle Student Director as set out in the agenda.*

### \*3.3 Update on the National Code for Preventing Gender-Based Violence

The Chair invited the Project Manager National Code Gender-Based Violence (GBV) to speak to this item who outlined their role in coordinating the University's implementation of the National Code on GBV. Their focus is on ensuring the University remains aligned with the intent of the Code, particularly regarding prevention and response initiatives.

Key points highlighted:

- **Legislative context:** The National Code aims to reduce incidents of GBV in higher education, establish national standards and requirements for prevention and response, and create a regulatory framework for monitoring and enforcement.
- **Seven standards:** The Project Manager confirmed that all standards of the National Code are being considered, including those relevant to accommodation.
- **Timeline and approach:**
  - **Initial phase (September to end of this year):** Draft of the Prevention and Response Plan outlining key initiatives.
  - **Next year:** Detailed planning and implementation, with ongoing consultation and engagement.
  - **End of next year:** Transition to business-as-usual operations.
- **Work streams:**
  1. **Project management:** Coordination of the University-wide plan and engagement with stakeholders.
  2. **Governance and policy:** Establishing structures that support accountability and strategic planning, ensuring data-informed approaches to GBV prevention and response.
  3. **Support frameworks:** Ensuring accessible and consistent support for students and staff, including centralized incident reporting systems.
  4. **Staff management:** New requirements for disclosure related to previous GBV investigations for University staff.
  5. **Accommodation:** Implementation of safety measures, staff training, and access to safe disclosure for students living on campus.
  6. **External entities:** Ensuring external providers, such as Pulse staff, also participate in GBV training and response improvements.
  7. **Education and training:** Strategic development of prevention education programs, including consent and healthy relationship initiatives, beyond annual online modules.

The Project Manager invited initial feedback and discussion from the group and outlined opportunities for

students to continue engaging with the project as it progresses.

The EIS PG expressed strong support for the Project Manager's initiatives, noting enthusiasm for the plans and strategies being implemented. They highlighted that reliance on a single online training module is insufficient and emphasised the value of in-person education, including sharing testimonies and personal experiences. They encouraged continued engagement and offered to discuss ideas individually with the Project Manager regarding additional initiatives.

The Student Residences Representative thanked the Project Manager for the agenda item and commended the presentation of the ten work streams, noting how well they corresponded with the various elements of the National Code. They expressed interest in a one-on-one discussion to explore the work streams further and highlighted their willingness to engage despite nearing the end of their SAC term.

The Project Manager confirmed that resident ambassadors were a key focus for engagement this year and welcomed one-on-one consultations. They encouraged student leaders to email directly to arrange discussions and noted that broader consultation would continue beyond the meeting, emphasizing it as the start of a longer process. They outlined key topics for consultation, including current prevention and response practices, enablers and barriers, intersectionality, referral organizations, safety considerations, key drivers of GBV in the university context, and education topics.

The Project Manager also noted that contact details would be distributed to ensure all students could engage, and highlighted that the GBV policy document would be posted on the bulletin board for feedback. Actions arising included the Student Residences Representative reviewing the minutes and identifying relevant representatives for consultation, and reciprocal follow-up between the Project Manager and the representative.

Access the slides here: [National Code Gender Based Violence Update](#)

### **RESOLVED:**

*That the Student Advisory Council note update from the Project Manager, National Code Gender Based Violence*

### **\*3.4 Graduations 2026**

The Acting Associate Director Student Equity and Success addressed a query from SAC regarding graduation dates. They confirmed that graduation is a key milestone for students and acknowledged the numerous inquiries received about next year's dates. While final dates are still being confirmed with the executive, they assured that the information would be released in the coming weeks. They also confirmed that next year will return to two graduation ceremonies, responding to prior student feedback about delays and the previous shift to a single ceremony

**RESOLVED:**

*That the Student Advisory Council note the verbal update provided by the Associate Director, Student Equity and Success.*

**3.5 Update Handbook Reflection Project**

The Chair introduced the agenda item on course handbook usage, noting that it has been a longstanding area of student feedback. Members shared their experiences:

- Engineering student: Reported difficulty navigating majors with multiple specializations; inconsistencies between schools caused confusion.
- Double-degree student (Law/Politics/Economics): Found the layout confusing for electives and noted contradictory information regarding discontinued subjects.
- Double-degree student (Economics/Finance/International Studies): Highlighted unclear communication about changes to subjects and prerequisites, which affected degree progression.
- Medical Biotechnology graduate: Noted frequent changes to handbook and degree structure, causing students to inadvertently enroll in incorrect subjects.
- Arts/History Student: Provided a positive perspective, noting that the handbook is mostly user-friendly and coordinators have been accommodating.

Suggestions and feedback included:

- Developing study sequences or flowcharts to guide students through degrees efficiently, particularly for biannual subjects.
- Ensuring consistent and clear communication regarding changes to subjects and prerequisites.
- Consideration of further discussion and consultation with students in 2026 to improve handbook usability.

The Chair resolved that the Student Advisory Council will note and provide feedback on the course handbook format principles, and that the action for further discussion will be taken forward.

**ACTION:**

**RESOLVED:**

*That the Student Advisory Council note and provide feedback on the Course Handbook format principles to be implemented in the Course Handbook for 2026 as provided in the agenda paper.*

**3.6 Academic Consideration Project**

The Chair referred members to the agenda item, noting the project has been ongoing for at least two years and is in response to extensive student feedback. Some SAC members had previously met with the project manager to provide input.

Proposed minor amendments include:

- Changing from two timelines to a single timeframe for submitting academic consideration.
- Making referral processes optional rather than mandatory.
- Clarifying self-certification processes.
- Removing ambiguity around eligible circumstances and documentary evidence requirements.
- Highlighting the existing option to submit work late without academic consideration, with a 5% per day penalty.

Discussion points:

- Members generally agreed the proposed changes were reasonable.
- Concerns were raised about making referrals optional:
  - Risk that struggling students may not be referred appropriately.
  - High volume of applications (over 6,000 last year) could make mandatory referral burdensome, though some applications are minor.
  - Need for clarity on when referrals should be made and the potential impact on students.

**ACTION:** SAC will note the proposed amendments and request a further update from the project team, particularly addressing concerns about the optional referral process, before endorsing any changes.

### PART 4: FINAL BUSINESS

#### 4.1 Questions on Notice

- A question was raised regarding the draft SARC change plan.
- Feedback has been gathered from a focus group for residential students, with input from participants incorporated into the process.
- Opportunities for ongoing student feedback include:
  - Student forum sessions.

- In-person focus groups at the Wollongong campus.
- Online sessions focused on the draft change proposal.
- Other consultation opportunities outlined in the agenda item.
- A question regarding access to support services during the change process was addressed:
  - Support services remain fully operational.
  - Staff are being supported during the transformation process, and students continue to have access to all services.

**\*4.2 Other Business**

There was no other business.

**4.3 Next Meeting**

The Chair advised the next SAC meeting will be held on the 27<sup>th</sup> November 2025 at 11:30AM/

**4.4 Rolling Agenda Schedule**

- SSAF 2026 Submissions
- Transformation/Implementation Update
- National Student Ombudsman \Presentation

**4.5 Closure of Meeting**

The Chair thanked all members and closed the meeting at 1:30pm.

Signed as a true record:

  
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Ella Young

Chair, Student Advisory Council

27 November 2025.