



Inquiry into annual and financial reports 2024–2025

Answer to question on notice

Asked by: Ms Chiaka Barry MLA

Addressed to: Vice Chancellor – Bill Shorten

Redirected to: N/A

Reference: University of Canberra

Hearing: 13 November 2025

In relation to: Concerns about Artificial Intelligence

Question received: 19 November 2025

Answer Due: 02 December 2025

I've heard from many people that they have concerns about Artificial Intelligence, with adverse consequences ranging from impacts on the quality of education programs, concerns about assessment methodologies and concerns about the impact of AI on the future of work and society. I note you have introduced the GenAI Adoption Strategy and an Action Plan.

- (1) Can you tell me what the Universities views are of the challenges and risks of AI?
- (2) In what ways do you think the adoption of AI in the workplace will change the content and delivery of UC courses into the future?
- (3) How does your assessment of the challenges of AI affect your decision making about the courses you offer?
- (4) what mechanisms have you put in place to address the concerns of students about the impact of AI on their futures?
- (5) what are the opportunities?

Vice Chancellor - Bill Shorten: The answer to the Member's question is as follows:

1. Though generative AI tools can enhance education and support learning in a number of ways, there are a number of risks and challenges that need to be considered by organisations as broad adoption into organisational practices. This includes risks in inadvertently sharing highly confidential or private data (i.e. research data, biometric data, medical information, personal identifiers, commercially sensitive materials) with Gen AI services that do not have adequate data protection protocols; copyright and intellectual property infringement; users not understanding the limitations (i.e. the underlying assumptions and reliability of the information that underpins the results the services provide); referring issues and ethical considerations, among other points.
2. There are many advantages in the adoption of AI in the workplace, notwithstanding the ethical, social and data considerations of AI usage. Our role is to equip students with the skills and knowledge they will need in the workplace of the future, and that will require students to have the ability to engage effectively and ethically with AI tools. Graduates need to have the digital GenAI literacy to equip them with the technical proficiency and understanding of the basics of AI and machine learning, including familiarity with large language models (LLMs), object detection, and GenAI chatbots. As GenAI becomes more prevalent in decision-making processes, students' knowledge will need to include an understanding of the ethical implications of GenAI, including privacy concerns, bias, and fairness.

For our educators and professional staff, AI tools can simplify administrative work, reduce duplication and effort of basic processing, and support automated workflows for a range of different tasks. This frees up valuable time for those staff members to more meaningfully engage with their teaching and with student support.

3. Our teams are closely analysing the (real and perceived) impact of AI on course selection across our student cohorts to ensure that the University is ready to respond the changing demand. This does not mean that there is a risk of future course closures, but rather an opportunity to review and update our curriculum in areas impacted by AI to ensure that our courses are relevant and sector leading. Continuous learning and staying up to date with the latest developments in AI will be key to maintaining a competitive edge in the job market. Therefore, developing AI skills and knowledge in this area, is not only going to make graduates more employable but will also prepare them to contribute meaningfully to workplaces that are increasingly being shaped by GenAI technologies.
4. As above, we continue to develop our curriculum and courses to ensure that UC graduates are equipped with the skills and knowledge that they need to remain competitive in the job market. More broadly, we consult regularly with students on the usage of AI within the classroom and in other contexts so that they have a strong understanding of the ethical and other considerations of AI use.
5. The opportunities have been largely addressed above, but a few other points to add. If used appropriately, many AI tools have the ability to support students in solving complex problems, automating tasks and processes, drive innovation and enhance critical thinking and adaptation. These are all useful skills that will benefit students in their studies, in the workplace, and more generally in their communities.

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Approved for circulation to the Standing Committee on Social Policy

Signature:  Date: 5 March 2026

By the Vice Chancellor – Professor the Honourable Bill Shorten, University of Canberra