

# ACADEMIC SENATE

Circulated: 19 July 2017

Confirmed minutes of meeting 17/03 of the Academic Senate of Western Sydney University held on Friday 23 June 2017 at 9:30am in the Boardroom, Ground Floor, Building AD, Werrington North campus.

## **Present:**

Associate Professor Paul Wormell (Chair)	Associate Professor Jane Mears
Professor Michael Adams	Dr Olivia Mirza
Professor Simon Barrie	Dr Terri Mylett
Professor Kevin Bell	Ms Julie Onyango
Mr Jack Braithwaite	Dr Christopher Peterson
Ms Lizette Delacy	Professor Carol Reid
Dr Kathleen Dixon	Dr Elfriede Sangkuhl
Professor Kevin Dunn	Associate Professor Surendra Shrestha
Mr Buch Ezidiegwu	Professor Simeon Simoff
Professor Iain Gosbell	Associate Professor Terry Sloan
Associate Professor Deborah Hatcher	Professor Sheree Smith
Professor Scott Holmes	Professor Deborah Sweeney
Dr Kate Huppatz	Associate Professor Linda Taylor
Professor Peter Hutchings	Ms Janice Yane

## **In Attendance:**

Professor Sharon Bell	Associate Professor Gary Dennis
Ms Gillian Brown	Mr Ian Londish
Ms Jody Cameron	Ms Alyssa White (minutes)

## **Apologies:**

Professor James Arvanitakis	Professor Paul James
Associate Professor Matthias Boer	Professor Denise Kirkpatrick
Mr Michael Burgess	Professor Gregory Kolt
Ms Robyn Causley	Associate Professor Alana Lentin
Mr Phil Craig	Associate Professor Julie Old
Mr Andrew Dawkins	Associate Professor Alpana Roy
Associate Professor Paola Escudero	Professor Michele Simons
Professor Barney Glover (VC)	Associate Professor Zhong Tao
Mr Michael Gonzalez	Dr Vivek Thakkar
Professor Annemarie Hennessy	Dr Katina Zammit
Professor Lisa Jackson-Pulver	

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## **1 PROCEDURAL MATTERS**

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### **1.1 INTRODUCTION, WELCOME, AND APOLOGIES**

The Chair of Academic Senate, Associate Professor Paul Wormell, welcomed all members of Academic Senate to the third meeting for 2017.

The Chair opened the meeting by reading an Acknowledgment of the Traditional Owners, paying his respects to their Elders, past, present and future, and extending a warm welcome to all Aboriginal and Torres Strait Islander people attending the meeting.

The Chair welcomed new members, Julie Onyango (elected postgraduate student) and Paul (Buch) Ezidiegwu (elected undergraduate student).

The Chair wished Professor Michael Adams farewell as this meeting marked his final meeting as Dean of Law, with Professor Steven Freeland to take over on the first of July. Senate has benefited greatly from Professor Adams's expertise in governance, and his contribution as chair of the academic governance working party. The Chair also acknowledged the contribution to Senate of Dr Vivek Thakkar who is leaving the University.

### **Apologies**

Apologies were noted and accepted.

## **1.2 DECLARATIONS OF INTEREST**

No declarations of interest were reported. The Chair highlighted the importance of having a Declaration of Interest agenda item at each meeting of a Senate standing committee.

## **1.3 STARRING OF ITEMS**

Senate members were asked which items they wished to be starred for discussion. Apart from procedural items, items already starred on the agenda were:

- 3.1 Report from the Chair
- 3.3 Consultation on the Strategic Plan and Academic Structure
- 3.8.1 Review of Student Misconduct Rule – Misconduct Panel Guidelines
- 3.9 Red Tape Task Force
- 4.6 School/Institute Research and Higher Degree Research Committee Reports
- 4.7 Report and Proposed Retirement of the Academic Governance Working Party

The following additional items were starred:

- 3.2 Report from the Vice-Chancellor
- 3.11.2 Course Advice to Students Policy – Associated Information

Item 3.8.1 *Review of Student Misconduct Rule – Misconduct Panel Guidelines* was unstarred with Senate's approval.

### **It was resolved (AS17:03/01):**

*That the documents for all unstarred agenda items be noted and, except where alternative action is noted as appropriate, all recommendations contained in those items be approved.*

## **1.4 ORDER OF BUSINESS**

Senate noted that Item 3.3 *Consultation on the Strategic Plan and Academic Structure* would be held over until Professor Sharon Bell's arrival after the break for morning tea.

## **1.5 OTHER BUSINESS**

There was no other business.

## 1.6 MINUTES OF THE PREVIOUS MEETING

The unconfirmed minutes of the Academic Senate meeting held on 21 April 2017 had been circulated.

The following amendments were suggested:

### **Item 4.7 SCHOOL/INSTITUTE RESEARCH AND HIGHER DEGREE RESEARCH COMMITTEE REPORTS**

School of Law – Dr Alpana Roy, Associate Professor from the School of Law, spoke to the report. Law held a successful Research Seminar Series last year. They are looking into why there was an ERA ranking drop and ways of attracting Category 2 and 3 funding, as well as maintaining a focus for Category 1. They are looking at ~~re~~ broadening the range staff involved in HDR supervision, and REDI staff have been assisting with this. Senate was encouraged [by Professor Deborah Sweeney](#) to applaud the School on its introduction of an Impact [and Engagement \(Research\)](#) Officer, and for enthusiastically pursuing the research-impact initiative.

### **Item 6 NEXT MEETING**

The next Academic Senate meeting is arranged for Friday ~~213 April~~ June.

### **It was resolved (AS17:03/02):**

*That Academic Senate confirms the minutes of the Senate meeting held on 21 April, with the above amendments, as an accurate record.*

## 1.7 ACTION SHEET FROM LAST MEETING

To assist members with monitoring the work of Senate, the action sheet from the meeting held on 21 April 2017 and previous meetings had been circulated.

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## 2 BUSINESS ARISING

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### **2.1 Minute 3.10.2 Assessment Policy – Associated Information**

Without comment Senate noted that the revised *Guidelines for Academic Staff – Students Unable to Attend a Compulsory Unit Component* had been published as Associated Information to the above policy on the Policy DDS system.

### **2.2 Minute 3.10.3 Pending Grades and Assessment Policy**

Without comment Senate noted that the minor amendments to the above policy had been published on the Policy DDS system.

### **2.3 Minute 3.10.4 Courses and Units Approvals Policy – Associated Information**

Without comment Senate noted that the minor amendment to the above policy and the revised version of the *Course Approval and Authorities Delegations* had been published on the Policy DDS system.

## **2.4 Minute 3.10.5 Special Consideration Policy – Deferred Exams Procedures – Associated Information**

Without comment Senate noted that arrangements were being made for the minor amendments to the above policy and procedures to be published on the Policy DDS system.

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## **3 GENERAL BUSINESS**

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### **3.1 REPORT FROM THE CHAIR**

Senate had before it a written report from the Chair covering activities undertaken on behalf of the Senate since 21 April 2017. This included the Chair's report to the 16 June 2017 meeting of the Board of Trustees.

The Chair provided an update on reports from the Board Strategy Day and other recent developments, highlighting the following points:

- Internal and external corporate speakers emphasised that an institution has to have a very clear sense of its identity and purpose if it is to do well in challenging times. This University has a very clear Mission, helping people to transform their lives through education and research, and through this to transform their communities.
- The Board received a presentation about the University's reputation with prospective students and those who influence their decisions. The University has a number of strategies to address the disconnect between the attitudes of many prospective students and the very favourable view that many of our current students have of us. These include a focus on our good international rankings; our size; the quality of our student experience; our partnerships; and our successful graduates.
- The Board and Senior Management Conference held extended discussions about the Western Growth project, which is a continuation of a strategic initiative from the 2013 Board Strategy day. This project aims to make the best use of the University's land resources to build a corpus of funds that can be invested for strategic initiatives in teaching and research. Senate members are aware of a range of initiatives that are already under way, including the redevelopment of Westmead; income-generating developments of land at Campbelltown and Werrington; and the new vertical CBD campus in Liverpool.
- The Board and Senior Management Conference also highlighted the importance of the University's Curriculum Renewal project, following presentations by the Pro Vice-Chancellor (Learning Transformations), Professor Simon Barrie.
- The Board received a briefing on the Commonwealth Government's Higher education reform package and its implications for the University, especially the budgetary impact of the so-called efficiency dividend. Some implications are clear; others are still opaque, and much will depend on negotiations with the Senate.
- In his spoken report to the Board, the Chair acknowledged the work of Senate's standing committees, making particular mention of APCAC, Research Committee and Senate Education Committee.

It was noted that a topic for future discussion of Senate would be:

- The future of employment, work options, and our degree programs.

### **3.2 REPORT FROM THE VICE-CHANCELLOR**

Senate had before it a written report from the Vice-Chancellor covering activities undertaken since 21 April 2017. Professor Scott Holmes provided a verbal update on the recent Strategy Day and further information on the written report for Senate.

### **3.3 CONSULTATION ON THE STRATEGIC PLAN AND ACADEMIC STRUCTURE**

At its 5 April 2017 meeting, the Board of Trustees endorsed a proposal to commence a consultation process with the University community, with regard to a review of the University's strategic plan and academic structure. To assist the consultation process, a discussion paper was prepared to guide the consultation phase for the possible revision of the strategic plan, provide some options for alternative academic structures for Western Sydney University, and to invite commentary from the University community. The first consultation phase closed on 5 June 2017.

A draft green paper had been circulated, outlining the consultation process and providing a synthesis of key issues arising from submissions and discussions to date. The paper did not aim to propose outcomes, but rather to canvass possibilities and seek advice and suggestions to inform the framing of the most appropriate and innovative solutions.

The Deputy Vice-Chancellor (Strategy and Planning), Professor Sharon Bell, introduced the draft green paper, gave an update on the consultation to date, and invited questions and comments from members of Academic Senate. A summary of questions and answers follows, with grateful acknowledgement of Professor Bell for access to her own notes of the discussion.

**Q.** *You have talked about structures that enable innovation but what about structures that hinder it?*

**A.** The important factors here are not so much about structures but more about governance and decision making. Concerns that have been raised about changing towards a college or faculty structure are centred on the ability to make decisions. The flat structure of Warwick University has been identified as promoting innovation, but it is largely supported by effective decision making from central committees and investment in innovation at the periphery.

**Q.** *Structure is only as good as what's done with it. Are you looking at allocation of resources?*

**A.** Delegations go hand in hand with resources and, whatever the structure, the University is in an environment of limited resources.

**Q.** *With a proposed Faculties model, how would the situation be different? Would it just be an extra layer of decision making?*

**A.** The intention is not to overload the University with levels of decision making, but to support and enable communities of practice operating within schools. Faculties are not a given in this consultation, and we are looking at designs that will promote links between schools, and better link academic staff with the Shared Services model.

**Q.** *With the Shared Services model, schools may have limited access to resources, particularly student support. Previously such resources have been 'in-house' and*

*centralising some services has meant longer wait times, which can make issues worse. How would this be addressed?*

**A.** The intended outcome is one that is better for students and staff, which is critically linked to the provision of resources and services. Harnessing innovation through Shared Services should allow better access to resources.

**Q.** *We think about the future of work for our students but what about the future of work for staff? Of the three views of (1) corporate is king, (2) the company cares, and (3) small is better, Warwick University appears to have adopted a mix of (2) and (3). How do we make this work for structures of the future?*

**A.** Universities that developed during corporatisation of the higher education sector have different cultures from older universities, which means that structures that work for other universities may not apply to all. For example, the American elite community college system may not be able to be replicated in Australia due to differences in demography and concentrations of wealth. The structure should be appropriate to context.

**Q.** *“Company cares” is represented through the student-centred approach. If we take resources away from those close to the students, are we running the risk of not delivering on this promise?*

**A.** The banking sector, for example, moved away from branches due to the perceived transactional nature of their business, which is similar to the way many students are viewing education. However, banks subsequently discovered that professional relationships, and problem solving with people who are accountable and whom they trust, is critical to their business.

**Q.** *What would the role of the University Research Institutes be in a Faculty structure?*

**A.** There are different opinions on where the Institutes would sit and how they would integrate with the schools. We have to think about what research areas the University is going to excel in and what these will communicate to the outside world.

**Q.** *There are informal structures below the Dean level focused around teaching groups, which leads to a matrix model of performance based on supervisor review and teaching programs. Institutes have thematic structures analogous to this school structure.*

**A.** Research leadership has focused on encouraging and supporting collaboration, which is more based on culture than structure. A key question is to consider the distinctive features of decision making and how we incorporate these into a governance model.

**Q.** *What problem is the University trying to solve through this restructure? In 2012, we were told that the change to a flat structure would promote efficiency and cut costs.*

**A.** When he arrived, the Vice-Chancellor committed to the structure he inherited but was not sure it was the best structure. The purpose of the current consultation is to look at what works and what doesn't. There is an idea that new Vice-Chancellors inevitably restructure a university, but that's not what this is about. This is about working out if we have appropriate structures in place.

**Q.** *Structure is very important and many problems have arisen from structural issues. The current School structure informed the curriculum and there is little collaboration between schools. There is some dynamism in substructures that*

*allows schools to make decisions through internal meetings, rather than seeking approval from multiple levels.*

- A. Porosity is a critical issue. Does governance make walls or break them down? There may be more value in opening windows and doors to other areas rather than abolishing the subsystems.
- Q. *There are dynamic systems within the Schools, rather than solid structures, which can be project-based and can shift on an as-needs basis. Changing structures could adversely affect this.*
- A. Identifying communities of practice does not mean they will be set in stone, but there is value in articulating these structures and their implications.

The Chair thanked members for their thoughtful comments and questions, and Professor Bell for her presentation, answers and discussion. He noted that Senate will receive further updates throughout the process.

### **3.4 HIGHER EDUCATION STANDARDS AND REGULATION**

*[Securing Success: 6.16 Aspire to the highest standards of university governance and accountability]*

#### **3.4.1 Educational Compliance Update**

The revised *Higher Education Standards Framework (Threshold Standards) 2015* commenced from 1 January 2017 as a legislative instrument, and re-registration of the University to ensure it meets these standards is due in May 2018.

A paper was circulated to provide Academic Senate with an update of the progress on:

- implementation of the HESF 2015 Compliance Action Plan, and
- the University's renewal of registration with TEQSA.

Senate noted the report without comment.

#### **3.4.2 The Academy Review**

Established in 2014, The Academy at Western Sydney University was designed to provide high-achieving students with a bespoke learning and leadership experience. The intent was that through advanced coursework, extracurricular civic engagement, leadership programs and professional development, a community of scholars would be created benefitting the students and the wider population. Its overarching goal was to provide graduates with skills that they cannot gain elsewhere while setting the University apart as a cutting-edge institution with an increased market share in the 80-plus ATAR market.

The review is a mixed quantitative and qualitative assessment of the performance and future direction of The Academy. It shows that The Academy has had a demonstrable impact on the attraction and retention of high-achieving students at the University and includes recommendations that will potentially increase the efficacy of the staff's work. The review document was provided for Senate's information.

Senate noted the report without comment.

### **3.5 SENATE WORK PLAN**

*[Securing Success: 6.5 Promote inclusive and participatory decision-making; 6.7 Foster a strong culture and track record of successful renewal and innovation,*

*achieved through the determination, creativity and hard work of all staff; 6.16 Aspire to the highest standards of university governance and accountability]*

The latest revised draft Senate Work Plan was provided to members, who were advised that the Chair would welcome comments and advice from members to assist with further development of the Plan.

### **3.6 TRANSFORMING WESTERN SYDNEY UNIVERSITY**

On Thursday 21 July 2016 the Vice-Chancellor provided Academic Senate with an overview of the University's current performance and financial position and key future strategic initiatives. Transforming Western Sydney University (TWSU) is a suite of these related strategic initiatives organised into five thematic areas, to enact the *Securing Success* strategies. This is a standing agenda item for Academic Senate, but there was no report on this occasion.

### **3.7 RESEARCH**

#### **3.7.1 2016 Review of the Research Institutes and Groups**

A paper on the 2016 review was provided and noted without comment.

### **3.8 LEARNING AND TEACHING**

#### **3.8.1 Review of Student Misconduct Rule – Misconduct Panel Guidelines**

The Student Misconduct Panel Guidelines were published on 1 January 2016 to coincide with the new *Student Misconduct Rule*. The Guidelines were reviewed in September 2016 following the first full session of application of the *Rule*.

The revised version of the Guidelines had been circulated. Without discussion ...

#### **It was resolved (AS17:03/03):**

*That Academic Senate endorses the revised Student Misconduct Panel Guidelines.*

#### **3.8.2 Potential Changes to MBBS Selection Procedures**

Each year, the School of Medicine receives over 3,500 applications for 100 Commonwealth Supported Places in the MBBS course. Selecting the best applicants to medical programs is a high-stakes process which should be rigorous and based on best practice and evidence. Procedures must also be defensible should a claim arise.

The Western Sydney School of Medicine uses the Undergraduate Medical Admissions Test (UMAT) in the first stage of a three-stage selection process for domestic applicants. The Australian Council for Education Research (ACER) develops and delivers the UMAT under contract from the Consortium. This contract is due to expire in 2018.

Senate noted this advice without comment.

### **3.9 Red Tape Task Force**

The Red Tape Task Force (RTTF) was established to review a range of administrative tasks required in support of teaching and research programs. This initiative of the Board



of Trustees aimed to identify opportunities to free up academic time currently spent on administration, while improving efficiencies and processes.

An update on the current projects was provided by the Chair, who highlighted the post-implementation review of a number of earlier projects, looking at improved efficiencies and the removal of unnecessary, duplicated and/or frustrating processes. It was noted that any comments about projects can be sent to the Chair offline if preferred.

### 3.10 ACADEMIC STRUCTURES REVIEW

Please see the discussion at agenda item 3.3 Consultation on the *Strategic Plan and Academic Structure*. A further update will be provided at the 18 August 2017 meeting of Academic Senate.

### 3.11 ACADEMIC POLICY REVIEW

#### 3.11.1 Academic Policy Advisory Group (APAG)

An update on the academic policies prioritised for consideration and progress to date by the Academic Policy Advisory Group (APAG) is listed below.

<b>Policy</b>	<b>Status</b>
<i>Advanced Standing Policy</i>	The revised version approved by Academic Senate on 21 October 2016 has been published. The implementation plan was discussed at 24 May APAG meeting.
<i>Articulation Pathways Policy</i>	The 26 October 2016 APAG meeting discussed a proposed new version of the <i>Articulations Policy and Procedures</i> . This version was further amended to align with the new Partnerships and Pathways Framework. Consultation has occurred and the policy, procedures and a Delegations document will be provided to the August 2017 meeting of Senate for consideration.
<i>Course Design Policy</i>	The Terms of Reference and membership for the Working Party have been agreed noting that this work will be heavily influenced by the TWSU curriculum transformation project. Amendments to the <i>Postgraduate Coursework Policy</i> regarding Graduate Certificates are being investigated by OQP for any necessary compliance updates.
<i>Disruption to Studies Policy (renamed from Special Consideration Policy)</i>	The new <i>Disruption to Studies Policy</i> and associated guidelines were approved at the 21 October 2016 meeting of Academic Senate. An implementation plan is being devised which may involve alignment of some other processes.
<i>Lecture Recording Policy Review</i>	A draft revised <i>Educational Video Policy</i> was discussed at the 24 May APAG meeting. Development is continuing via LaTTe.
<i>Progression and Unsatisfactory Academic Progress</i>	A revised <i>Progression Policy</i> was agreed at the 16 February meeting of APAG and endorsed at the 7 March meeting of Education Committee. Further consultation with SACs and via the Policy DDS is currently underway.

Members are invited to submit expressions of interest in contributing to the review of particular academic policies (please submit these to [Gillian.Brown@westernsydney.edu.au](mailto:Gillian.Brown@westernsydney.edu.au)).

### **3.11.2 Course Advice to Students Policy – Associated Information**

The *Course Advice to Students Policy* was endorsed by Education Committee on the 8 March 2016 and approved by Academic Senate on 22 April 2016. Feedback received indicated that staff would welcome some guidance on what to discuss with students identified as being 'at risk'. APAG discussed a draft document, provided by Student Participation and Success, at its 24 May 2017 meeting and the document was endorsed at the 6 June 2017 meeting of Education Committee.

The Chair noted some editorial changes received from a member unable to attend, and Senate agreed to these changes.

#### **It was resolved (AS17:03/04):**

*That Academic Senate approves the Guide to Assisting At Risk Students, with editorial changes, as an associated document to the Course Advice to Students Policy from the date of publication.*

### **3.11.3 Admissions Policy**

Senate Education Committee had endorsed a change to the Deferment option in the *Admissions Policy* clause (43)b, to facilitate excluding the availability of deferring an offer to course 4684 Bachelor of Midwifery, due to the impact on clinical placements.

Without discussion ...

#### **It was resolved (AS17:03/05):**

*That Academic Senate approves the minor amendment to the Admissions Policy to include exclusions to the deferment of an offer.*

### **3.11.4 Honours in Bachelor Awards Policy**

Senate Education Committee had endorsed some minor amendments to the *Honours in Bachelor Awards Policy* to remove reference to the retired Bachelor (Honours) Committee, update some committee references, and improve the alignment with other policies.

Without discussion ...

#### **It was resolved (AS17:03/06):**

*That Academic Senate approves the revised Honours in Bachelor Awards Policy from the date of publication.*

## **3.12 AWARDS OF THE UNIVERSITY MEDAL AND POSTHUMOUS AWARDS**

There were no awards for noting at this meeting.

## **3.13 APPROVAL OF SCHOLARSHIPS**

Academic Senate was requested to consider the following proposal for amendment to a University Funded Scholarship prepared by the Office of Advancement and Alumni:

- Vice-Chancellor's Academic Excellence International Student Scholarship.

Without discussion ...

**It was resolved (AS17:03/07):**

*That Academic Senate approves amendments to the following Scholarship:  
Vice-Chancellor's Academic Excellence International Student Scholarship.*

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## **4 REPORTS AND RECOMMENDATIONS FROM SENATE COMMITTEES**

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Items 4.1 – 4.7 provide an overview of the matters dealt with by Senate standing committees.

### **4.1 SENATE EXECUTIVE COMMITTEE**

The Senate Executive Committee (SEC) conducted an electronic meeting from 29 May to 5 June 2017. The report of this meeting was circulated with the agenda papers.

Without discussion ...

**It was resolved (AS17:03/08):**

*That Academic Senate notes the report of the electronic meeting conducted from 29 May to 5 June 2017.*

### **4.2 RESEARCH COMMITTEE**

The Research Committee met on 8 June 2017. The minutes of this meeting were circulated as a late paper.

Without discussion ...

**It was resolved (AS17:03/09):**

*That Academic Senate notes the minutes of the meeting held on 8 June 2017 and ratifies the recommendations contained therein.*

### **4.3 RESEARCH STUDIES COMMITTEE**

The Research Studies Committee met on 18 April and 16 May 2017. The minutes of these meetings were circulated with the agenda papers.

Without discussion ...

**It was resolved (AS17:03/10):**

*That Academic Senate notes the minutes of the 18 April 2017 and 16 May 2017 meetings of the Research Studies Committee.*

#### **4.4 EDUCATION and ASSESSMENT COMMITTEES**

The Education Committee met on 4 April and 6 June 2017, and the Assessment Committee met on 2 May 2017. The minutes of these meetings were circulated with the agenda papers.

Without discussion ...

##### **It was resolved (AS17:03/11):**

*That Academic Senate notes the minutes of the Education Committee meetings on 4 April and 6 June 2017, and the minutes of the Assessment Committee meeting on 2 May 2017.*

#### **4.5 ACADEMIC PLANNING AND COURSES APPROVALS COMMITTEE**

The Academic Planning and Courses Approvals Committee (APCAC) met on 27 April and 23 May 2017. The reports of these meetings were circulated with the agenda papers. The Academic Planning and Courses Approvals Committee (APCAC) held an e-meeting from 14 June to 19 June 2017; the report of this meeting was provided as a late paper.

Without discussion ...

##### **It was resolved (AS17:03/12):**

*That Academic Senate notes the reports of the meetings on 27 April and 23 May 2017 and the e-meeting from 14 June to 19 June 2017 of the Academic Planning and Courses Approvals Committee and approves the recommendations contained therein.*

#### **4.6 SCHOOL/INSTITUTE RESEARCH AND HIGHER DEGREE RESEARCH COMMITTEE REPORTS**

The 2016 Annual Reports for the following School/Institute Research and Higher Degree Research Committees were presented:

- School of Nursing and Midwifery – Associate Professor Deborah Hatcher, Dean of the School, spoke to the report. It was noted that there has been a focusing of the School's research into four key areas, to help support academic staff and build capacity within the School. Highlights of the past year include the staff contributions to an international conference held at the University. The School is taking a proactive approach to mentoring of Early Career Researchers giving opportunities for Level A, B and C staff to participate in the Committee and learning the importance of good governance.
- School of Humanities and Communication Arts – Professor Peter Hutchings, Dean of the School, spoke to the report. The breadth of the committee membership was noted, including two HDR students. The School has had success in attracting grants, including a Discovery Grant in partnership with the University of Sydney. Category 2 and 3 funding has been significant, and is a particular focus of the School. There will be work this year on HDR admission challenges for International students.

The Chair invited members, Schools and Institutes to comment on the

appropriateness and workability of the current membership arrangements for the Research and Higher Degree Research Committees.

- School of Education – Professor Carol Reid spoke to the report and presented some PowerPoint slides to members. It was noted that the clear shift from a focus publications to social impact is critical for the School.
- School of Computing, Engineering and Mathematics – Professor Simeon Simoff agreed to present his School's report at the next Senate meeting.
- School of Science and Health – Associate Professor Gary Dennis, Director, Research for the School, spoke to the report. The School has noted the work and positive impact of the Theme Champions. The importance of small-scale industry engagement funds was highlighted as helping to build relationships and start conversations with industry.

**It was resolved (AS17:03/13):**

*That Academic Senate notes the 2016 Annual Reports of the Research and Higher Degree Committees of the School of Business, School of Law, School of Medicine, School of Nursing and Midwifery, School of Social Sciences and Psychology, School of Humanities and Communication Arts, School of Education, School of Science and Health, and the Institute for Culture and Society, the Hawkesbury Institute for the Environment, and the MARCS Institute.*

**4.7 REPORT AND PROPOSED RETIREMENT OF THE ACADEMIC GOVERNANCE WORKING PARTY**

This item was held over to the August meeting due to time constraints.

**4.8 THE COLLEGE ACADEMIC COMMITTEE**

The College Academic Committee met face to face on 21 April 2017. The minutes of this meeting were circulated with the agenda papers.

**4.9 BOARD OF TRUSTEES**

The Board of Trustees met on 16 June 2017.

The next meeting of the Board of Trustees is scheduled for 9 August 2017. Summaries of Board of Trustees meetings, and minutes of Board of Trustees meetings, are available on the web-site at: <http://www.uws.edu.au/boardoftrustees>.

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**5 FOR INFORMATION**

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No items.

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**6 NEXT MEETING**

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The next Academic Senate meeting is arranged for *Friday 18 August 2017*. This meeting will be held in the Board Room, Building AD Werrington North Campus.

The Academic Senate meeting dates for 2017 are as follow:

- Friday 20 October – Board Room Building AD Werrington North campus
- Friday 8 December – To be Advised

Meetings commence at 9:30am and conclude by 12:30pm.