

## ACADEMIC SENATE

Circulated: 13 July 2011

Confirmed minutes of meeting 11/03 of the Academic Senate of the University of Western Sydney held on Friday 24 June 2011 at 9:30am in the Boardroom, Building AD, at Werrington North.

### Present:

Associate Professor Paul Wormell (Chair)	Associate Professor Berice Anning
Professor Bobby Banerjee	Professor John Bartlett
Ms Robyn Benjamin	Professor Stuart Campbell
Professor Andrew Cheetham	Dr Carmel Coady
Mr Robert Coluccio	Dr Sara Denize
Mr Ned Doyle	Professor Kevin Dunn
Associate Professor Craig Ellis	Dr Betty Gill
Mr Elie Hammam	Associate Professor Mary Hawkins
Professor Annemarie Hennessy	Dr Adelma Hills
Professor John Ingleson	Dr Stephen Janes
Professor John Lodewijks	Dr Lauretta Luck
Ms Robyn Moroney	Dr Loshini Naidoo
Dr Swapan Saha	Professor Geoff Scott
Ms Thea Seabrook	Professor Lynette Sheridan Burns
Dr Meg Smith	Professor Deborah Sweeney
Dr Michael Tyler	Professor Margaret Vickers

### In Attendance:

Mr Martin Derby (Secretary)	Ms Deirdre Lee
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### Apologies:

Dr Trevor Bailey	Professor Branko Celler
Dr Bronwyn Cole	Ms Liz Curach
Professor Gabriel Donleavy	Associate Professor Andrew Francis
Professor Rhonda Griffiths	Dr David Low
Mr Terry Mason	Professor Jan Reid
Professor Clive Smallman	

### Absent:

Professor Michael Atherton	Professor Gary Smith
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## 1 PROCEDURAL MATTERS

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### 1.1 INTRODUCTION, WELCOMES, FAREWELLS AND APOLOGIES

The Chair of Academic Senate Associate Professor Paul Wormell chaired the meeting of the Senate, and opened it by reading an Acknowledgment of the Traditional Owners, as follows:

“As a matter of Indigenous cultural protocol and out of recognition that its campuses occupy their traditional lands, the Academic Senate of the University of Western Sydney acknowledges the Darug, Gandangarra and Tharawal peoples and thanks them for their support of the University’s work in Greater Western Sydney.”

It was noted that there were a number of new elected and appointed members whose terms had begun on 1 June 2011, as follows:

- Ms Soumaya Alaouie – Undergraduate student;
- Professor John Bartlett – one of three Heads of School from the College of Health and Science;
- Mr Robert Coluccio – Undergraduate student;
- Professor Kevin Dunn – one of three Heads of School from the College of Arts;
- Mr Elie Hammam – Postgraduate student;
- Professor Gabriel Donleavy – Academic Staff Member from the School of Accounting, and Deputy Chair of Senate;
- Mr Ned Doyle – Academic staff member from the School of Marketing;
- Professor Rhonda Griffiths – one of three Heads of School from the College of Health and Science;
- Associate Professor Mary Hawkins – Academic staff member from the School of Social Sciences;
- Professor Annemarie Hennessy – one of three Heads of School from the College of Health and Science;
- Dr Adelma Hills – one of three Heads of School from the College of Arts;
- Mr Terry Mason – Academic Staff Member from the Badanami Centre for Indigenous Education;
- Dr Loshini Naidoo – Academic Staff Member from the School of Education, and academic staff member from the College of Arts;
- Professor Clive Smallman – one of three Heads of School from the College of Business and Law;
- Dr Michael Tyler – Academic staff member from the School of Psychology; and
- Professor Margaret Vickers – Academic staff member from the College of Business and Law.

It was noted that Dr Laretta Luck was present as the Acting Head of the School of Nursing and Midwifery, and Ms Robyn Benjamin was present as the Acting University Librarian.

On behalf of the Senate, the Chair thanked Ms Thea Seabrook, Registrar, who was retiring on 15 July for her wise and practical advice as a Senate member since November 2004. He acknowledged her common sense and experience, and understanding of what was reasonable, achievable and compassionate, as a great asset to the Senate and the University, and wished her well in retirement.

On behalf of the Senate, the Chair thanked Professor Geoff Scott, Pro Vice-Chancellor (Quality) who was retiring from this position. Professor Scott had led the University through two AUQA audits and contributed immensely to quality improvement initiatives and benchmarking, assisting the University to develop its strategies for student transition and retention, and assessment and standards. His work meant that the University was well positioned to cope with the transition to a new tertiary education regulatory regime under TEQSA. On behalf of the Senate, he wished him well in his new role.

Apologies as listed were noted.

## **1.2 DECLARATION OF CONFLICT OF INTEREST**

No members reported any conflict of interest in relation to agenda items.

## **1.3 STARRING OF ITEMS**

It was agreed to star items 3.1 Chair's Report, and 4.4 Education Committee Report, as well as the items already starred, as follows:

- 3.3 Discussion Paper "Leadership and Management Changes"
- 3.4 Quality Management – AUQA Cycle 2 Audit
- 3.5 Academic Senate Work Plan 2010-2011
- 3.7 New Institute for Culture and Society

**It was resolved (AS11:03/01):**

*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 endorsed.*

## **1.4 ORDER OF BUSINESS**

It was agreed to take items 3.4 Quality Management – AUQA Cycle 2 Audit, and 3.7 New Institute for Culture and Society early in the meeting.

## **1.5 OTHER BUSINESS**

There was no other business.

## **1.6 MINUTES OF THE PREVIOUS MEETING**

Without discussion ...

**It was resolved (AS11:03/02):**

*to confirm the minutes of the Senate meeting held on 29 April 2011 as an accurate record.*

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## **2 BUSINESS ARISING**

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### **2 BUSINESS ARISING FROM THE MINUTES OF PREVIOUS MEETING**

#### **2.1 MINUTE 3.7 - ACADEMIC MISCONDUCT POLICY**

Without discussion, it was noted that the amended *Academic Misconduct Policy* had been published on the Policy DDS.

#### **2.2 MINUTE 3.8 - FRAMEWORK FOR LEARNING AND TEACHING POLICIES**

Without discussion, it was noted that arrangements were being made for the *Academic Policies Framework* to be published on the Policy DDS.

### **2.3 MINUTE 3.9 - ASSESSMENT POLICY: CRITERIA AND STANDARDS BASED ASSESSMENT**

Without discussion, it was noted that the revised *Assessment Policy – Criteria and Standards-Based Assessment* had been published on the Policy DDS.

### **2.4 MINUTE 3.10 – ACADEMIC SENATE STANDING COMMITTEES POLICY**

Without discussion, it was noted that the amended *Academic Senate Standing Committees Policy* had been published on the Policy DDS.

### **2.5 MINUTE 3.11 – AWARD COURSES AND UNITS APPROVAL POLICY**

Without discussion, it was noted that the amended *Award Courses and Units Approval Policy* had been published on the Policy DDS.

### **2.6 MINUTE 3.12 – UNIT OUTLINE AND LEARNING GUIDES POLICY**

Without discussion, it was noted arrangements were being made for the amended *Unit Outline and Learning Guides Policy* to be published on the Policy DDS.

### **2.7 MINUTE 3.15 – RESEARCH HIGHER DEGREE POLICIES - MINOR CHANGES**

Without discussion, it was noted arrangements were being made for the amended higher degree policies to be published on the Policy DDS.

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## **3 GENERAL BUSINESS**

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### **3.1 CHAIR'S REPORT**

Senate had before it a written report from the Chair, covering recent activities he had undertaken on behalf of the Senate since 29 April 2011.

The Chair reported that on 23 June 2011, he had attended the Australian Qualifications Framework (AQF) symposium and launch. This had been well attended by representatives from universities, industry and the VET sector. The framework had implications for the structure and nomenclature of postgraduate courses, which would require consideration.

### **3.2 ACADEMIC COMMITTEE ELECTIONS**

Without discussion...

**It was resolved (AS11:03/03):**

*to note that there will not be elections to fill vacant positions on academic committees, pending a review of academic governance arrangements following on from the Vice*

*Chancellor's discussion paper "UWS Leadership and Management Changes". In the interim, committee chairs may coopt individuals to attend meetings, but those individuals would not have voting rights at meetings.*

### **3.3 UWS LEADERSHIP AND MANAGEMENT CHANGES**

Senate had before it the *Academic Governance Policy*, covering the terms of reference and membership of the Academic Senate, and the *Academic Senate Standing Committees Policy*, to assist with consideration of the implications of the Vice-Chancellor's discussion paper "UWS Leadership and Management Changes".

The Chair gave a presentation about the formal roles and responsibilities of Academic Senate and its Standing Committees, relating these to the principal functions of the University.

Academic governance under the auspices of the Senate had a range of functions defined in the *Academic Governance Policy*. These were complementary to the roles performed as part of the University's corporate governance under the Board of Trustees (overall strategy, risk management and financial oversight), and the University's executive management under the Vice Chancellor (allocation and management of resources to meet the University's Mission).

Academic Governance encompassed academic values, standards, policies and quality assurance, oversight of academic risk, and the promotion of academic excellence and integrity of academic programs.

Although there was a separation of powers, senior executive managers were members of the Senate's committees, and in some cases chaired them.

Clearly the Vice-Chancellor's discussion paper had significant implications for academic governance arrangements, and the Board of Trustees would, in due course, be required to approve changes to the *Academic Governance Policy*, and the *Academic Senate Standing Committees Policy*. Further, the changes would require changes to many academic policies which referred to colleges, and delegations to colleges. Particularly important policies like the *Award Courses and Units Approval Policy*, and the *Misconduct – Student Academic Misconduct Policy* would need substantial change.

He had been asked by the Vice Chancellor to assist with preparing the necessary policy changes.

There were clearly a number of possible approaches to how academic governance arrangements might be reconfigured. The AUQA audit report, when it became available, might provide guidance.

One specific change that had emerged from the audit would be to rename "Academic Standards and Integrity" committees as "Integrity and Appeals" committees, and he had discussed this with the Associate Deans (Academic).

It was possible that the proposed Pro Vice-Chancellor (Students) portfolio might include management of all forms of student misconduct and appeals; however, this would be a matter for the Vice-Chancellor to determine.

Possible models / options for the structure of committees included:

- Grouping several schools into “disciplines” and establishing committees for those “disciplines” analogous to the current college committees. However, it was not apparent that “discipline” committees would have the same authority as the current college committees (which were chaired by college staff with formal management roles). In any case, it might not be appropriate to develop structures that appeared to undermine the intent of the Vice-Chancellor’s paper, which was to devolve greater responsibilities to schools.
- The further development of school-level governance committees, to include school research committees. The current terms of reference for the School Academic Committees (SACs) and the Badanami Academic Committee covered research, but it was unlikely that they had time to devote to research issues. Some schools already had research committees which were not part of the formal academic governance structure.
- The re-introduction of something like the former “Courses Approvals Committee”.
- The utilisation of more expert advisory committees, modelled on those established by the Chair of the Education Committee.

Whatever models were chosen, academic governance would need to be strengthened at the school level, to match the new status and responsibilities of the schools, and this implied a need to strengthen academic-governance capacity and culture at the school-level, to match the increased responsibilities. Committees would have to be adequately resourced.

The current higher-level standing committees (Education Committee, Research Studies Committee, and Research Committee) would become quite large, if they had representatives from all ten schools.

In discussion, the following points were made:

- Clearer guidelines and procedures would better enable schools, and school committees, to manage academic processes like approving student results, and course and unit approvals. Then, the workload for higher level committees would reduce, and they would be able to exercise oversight, rather than duplicate the processes undertaken at the school level. For academic quality assurance to be exercised at the University-level, by the Senate, it was imperative that capabilities were developed at the unit level, and that the University avoid the tendency to over-centralise. The principles of subsidiarity should be observed, with the Senate managing risks, and reviewing reports on exceptions, rather than having direct operational involvement in academic processes.
- Academic Senate needed to have all the Deans of Schools as members, as it was imperative that the budget holders and resource managers were part of academic decision making. As a general principle, there should be a greater number of elected than appointed members of the Senate.
- Continuing work to develop the SACs to work more effectively was preferable to clustering schools to form artificial committees which

might prove to be “lame ducks”. However, AUQA had been somewhat critical of some SACs which, hitherto, had not been adequately resourced by the University.

- The management of ethics applications which were currently considered by college peer review committees would be problematical without the college structures. It would not be appropriate for each school to have a peer review committee, as ethics applications were limited to a few discipline areas. Here, a case might be made for several pan-school committees – say one for Health and Medical Science, and the other covering Social Sciences and Psychology. It was suggested that management of ethics applications posed significant risks, and should not be left to schools to determine.
- Staff in research institutes, centres and groups were not currently well represented on academic governance committees.
- Although PDP leave applications and academic staff promotions were not covered by Senate-approved policies, the restructure meant that potentially, more committees would need to be established to manage these processes.
- The University’s professoriate might be given a formal role in academic governance.
- The Vice-Chancellor’s discussion paper did not make it clear how school roles and sub-structures would change. Policies currently provided roles and responsibilities for Heads of Program, and the University had developed the Associate Head of School (Learning and Teaching) role. These staff had formed effective networks, and it would be unfortunate if these were to be lost as a consequence of a restructure.

The Chair thanked Senate members for their contributions to a thoughtful and worthwhile discussion, and asked that members responding to the Vice Chancellor’s request for comments on the discussion paper copy him in on any comments relating to academic governance arrangements.

### **3.4 QUALITY MANAGEMENT - AUQA CYCLE 2**

The Pro Vice-Chancellor (Quality) reported on outcomes from the 8 -12 May 2011 AUQA audit, highlighting the oral feedback received from the auditors. The auditors’ written report had not yet been sent to the University.

The auditors had been impressed by the commitment of the University to growth and excellence, and the enthusiasm of the 265 staff they had met. They had identified reconciling growth with sustaining quality and standards as a key challenge for the University.

Although commendations, affirmations and recommendations had not yet been conveyed to the University, areas that attracted positive feedback had included UWSCollege, the University’s approaches to student transition, the work being undertaken with secondary schools, and the concept of Learning Guides. The developing standards framework had been well received.

However, the auditors had also noted some inconsistencies with the implementation of good assessment practices, identifying, for example, the patchiness of some Learning Guides, and feedback on assessment tasks to students. It appeared likely that the auditors would be critical of deficiencies

with the University's IT infrastructure, and had questioned the ownership and leadership of the University's engagement initiatives.

Looking to the future, the Pro Vice-Chancellor (Quality) said that the University had developed into an organisation with a capacity to manage change. Staff groupings and networks involving Associate Deans, Heads of Programs, and Associate Heads of School (Learning and Teaching) were in place to work together, to leverage change. UWS was increasingly recognised within the sector as an institution that had something to offer, as evidenced by the receipt of invitations to give keynote addresses at conferences. The University appeared to be well prepared for the new regulatory environment under TEQSA, which, following the passage of legislation through the Federal Parliament, was now recruiting commissioners.

He and Professor Kerri-Lee Krause, Pro Vice-Chancellor (Education) designate, were hosting a national TEQSA summit on 4 July, and this would be a discussion of academic standards. It was agreed that the TEQSA discussion paper "Developing a Framework for Teaching and Learning Standards in Australian Higher Education and the role of TEQSA" should be circulated to Senate members.

Learning and Teaching Standards were likely to be a critical focus for the sector over the next few years, and as the University expanded, new staff taking on leadership positions would need to be familiar with the University's approach.

It was suggested that participation in the Tertiary Education Leadership Program would be beneficial for new leaders.

### **3.5 ACADEMIC SENATE WORK PLAN 2010-2011**

Senate had before it the current Academic Senate Work Plan. The Chair noted that Plan would evolve over the next few months, following on from the likely structural changes described in the Vice-Chancellor's discussion paper.

### **3.6 RESEARCH HIGHER DEGREE SCHOLARSHIP POLICY - AUSTRALIAN CITIZENS AND PERMANENT RESIDENTS**

Without discussion...

#### **It was resolved (AS11:03/04):**

*to approve the proposed amendments to the Research Higher Degree Scholarship Policy - Australian Citizens and Permanent Residents, effective from the date of publication of the revised Policy.*

### **3.7 NEW INSTITUTE FOR CULTURE AND SOCIETY**

The Deputy Vice-Chancellor (Academic and Research) reported on the new Institute for Culture and Society, approved by the 8 June 2011 Board of Trustees meeting. Following the external Research Landscape Review in

2009, the Board had supported the establishment of a small number of research institutes as the means to concentrate research.

The Institute for Culture and Society, and the Hawkesbury Institute of Environment, had been approved, while proposals for further institutes (cognitive sciences, engineering, and health) were still under consideration.

The intention was to bring together researchers from within schools and research groupings to facilitate research collaborations. For example, many staff from the existing Centre for Cultural Research would become part of the new Institute for Culture and Society, but there were other humanities and social sciences academic staff in schools and other research centres who had been successful in winning research grants, and who might be well placed in the new Institute. Staff were being consulted and this would continue over the next few months before they were notified about placement in the Institute. No staff would have automatic membership of the Institute.

In discussion, the following points were made:

- Universities faced cultural and organisational challenges in seeking to integrate their research centres / institutes with the learning and teaching offered by schools and disciplines. The University should look at what other universities had done.
- In psychology, professional accreditation required that undergraduates be taught research from the outset, so a close relationship between researchers and teaching staff was critical. However, there was a danger that lectures by experienced researchers delivered to undergraduates might not be effective if the subject matter was esoteric and specialised.
- The University did not have enough staff who could offer supervision to honours candidates, and this constrained the development of researchers who might aspire to membership of the institutes.
- Sometimes facilities owned by research institutes / centres were under-utilised, and it would be desirable if they were made available for teaching as well.
- Experience with some of the 2010 applications for ARC Discovery grants indicated that areas of the University were effectively competing between themselves. Better networking – which research institutes were designed to achieve – would help to prevent this happening in future.

The Chair thanked members for their contributions to an important discussion on the place of research within the University.

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

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### **4.1 SENATE EXECUTIVE COMMITTEE**

Without discussion...

**It was resolved (AS11:03/05):**

*to note the minutes of the 27 May 2011 Senate Executive Committee meeting.*

#### **4.2 RESEARCH COMMITTEE**

Without discussion...

**It was resolved (AS11:03/06):**

*to note the minutes of the 5 April 2011 Research Committee meeting.*

#### **4.3 RESEARCH STUDIES COMMITTEE**

Without discussion...

**It was resolved (AS11:03/07):**

*to note the minutes of the Research Studies Committee meeting held on 7 June 2011.*

#### **4.4 EDUCATION COMMITTEE**

In response to a question about the implementation of the proposed *Academic Records Issuance Policy* that the Education Committee had sent out for comments, the Registrar said that the policy included, for the first time, reference to “completion letters.” These were urgently required by graduands seeking membership of professional bodies, prior to graduation, to enable them to take up employment.

Hitherto, there was no formal authority for, or control over, the despatch of these letters to students, and the University was potentially exposed to risk by the differing approaches used within academic units. These letters should be issued by the Registrar.

**It was resolved (AS11:03/08):**

*to note the reports of the Education Committee meetings held on 3 May and 6 June 2011.*

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

**AS11/03-4.5**

Without discussion...

**It was resolved (AS11:03/09):**

*to note the report of the Academic Planning and Courses Approvals Committee meeting held on 18 May 2011 and ratify the recommendations contained therein, as follows:*

**(APCAC11:03/09)**

*To approve the major course variation to 4661 Bachelor of Health Science/Master of Podiatric Medicine and 4666 Bachelor of Health Science (Honours)/Master of Podiatric Medicine consisting of changes to the admission requirements and special requirements and to update course structure to include 1H and 2H sessions to commence in Autumn 2012. TRIM reference: D11/105092.*

**(APCAC11:03/10)**

*To approve the major course variation to 4662 Bachelor of Health Science/Master of Physiotherapy and 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy consisting of changes to the course structure, special requirements and admission requirements to commence in Autumn 2012. TRIM reference: D11/158031.*

**(APCAC11:03/11)**

*To approve the major course variation to 4665 Master of Podiatric Medicine consisting of changes to admission criteria and special requirements and to update structure to include 1H and 2H sessions to commence in Autumn 2012. TRIM reference: D11/107734*

**(APCAC11:03/12)**

*To approve the major course variation to 4667 Master of Physiotherapy, consisting of changes to the course structure, special requirements and admission requirements to commence in Autumn 2012. TRIM reference: D11/164312*

**(APCAC11: 05/83):**

*To approve the introduction of the new course 3675 Bachelor of Science to commence in Autumn 2012 at the Campbelltown, Hawkesbury and Parramatta campuses. TRIM reference: D11/214117*

**(APCAC11: 05/84):**

*To approve the introduction of the new course 3676 Bachelor of Science (Chemistry) to commence in Autumn 2012 at the Campbelltown and Parramatta campuses. TRIM reference: D11/214117*

**(APCAC11: 05/85):**

*To approve the introduction of the new course 3677 Bachelor of Science (Biological Science) to commence in Autumn 2012 at the Campbelltown, Hawkesbury and Parramatta campuses. TRIM reference: D11/214117*

**(APCAC11: 05/86):**

*To approve the introduction of the new course 3678 Bachelor of Science (Nutrition & Food Science) to commence in Autumn 2012 at the Hawkesbury campus. TRIM reference: D11/214117*

**(APCAC11: 05/87):**

*To approve the introduction of the new course 3679 Bachelor of Science (Mathematical Science) to commence in Autumn 2012 at the Campbelltown and Parramatta campuses. TRIM reference: D11/214117*

**(APCAC11: 05/88):**

*To approve the introduction of the new course 3680 Bachelor of Science (Environmental Science) to commence in Autumn 2012 at the Hawkesbury campus. TRIM reference: D11/214117*

**(APCAC11: 05/89):**

*To approve the introduction of the new course 3681 Bachelor of Science (Zoology) to commence in Autumn 2012 at the Hawkesbury campus. TRIM reference: D11/214117*

**(APCAC11: 05/90):**

*To approve the major course variation to 3589 Bachelor of Science (Forensic Science) consisting of variation to course structure to commence in 2012. TRIM reference: D11/214117*

**(APCAC11: 05/91):**

*To approve the introduction of the new course 3673 Bachelor of Medical Science to commence in Autumn 2012 at the Campbelltown and Hawkesbury campuses. TRIM reference: D11/213651*

**(APCAC11: 05/92):**

*To approve the introduction of the new course 3674 Bachelor of Medical Science (Nanotechnology) to commence in Autumn 2012 at the Campbelltown campus. TRIM reference: D11/213651*

**(APCAC11: 05/93):**

*To approve the introduction of the new course 3672 Bachelor of Natural Science (Environment & Health) to commence in Autumn 2012 at the Hawkesbury. TRIM reference: D11/212265*

**(APCAC11: 05/94):**

*To approve the introduction of the new course 3671 Bachelor of Natural Science (Environmental Management) to commence in Autumn 2012 at the Hawkesbury campus. TRIM reference: D11/212265*

**(APCAC11: 05/95):**

*To approve the introduction of the new course 3670 Bachelor of Natural Science (Animal Science) to commence in Autumn 2012 at the Hawkesbury campus. TRIM reference: D11/212265*

**(APCAC11: 05/96):**

*To approve the introduction of the new course 3669 Bachelor of Natural Science (Sustainable Agriculture & Food Security) to commence in Autumn 2012 at the Hawkesbury campus. TRIM reference: D11/212265*

**(APCAC11:03/13)**

*To approve the articulation pathways 11L0013, with provider TAFENSW.*

**(APCAC11:03/14)**

*To approve the articulation pathways 11L0014, with provider TAFENSW.*

**(APCAC11:03/15)**

*To approve the articulation pathways 11L0015, with provider TAFENSW.*

**(APCAC11:03/16)**

*To approve the articulation pathways 11L0016, with provider TAFENSW.*

**(APCAC11:03/17)**

*To approve the articulation pathways 11L0017, with provider TAFENSW.*

**(APCAC11:03/18)**

*To approve the articulation pathways 11L0018, with provider TAFENSW.*

**(APCAC11:03/19)**

*To approve the articulation pathways 11L0019, with provider TAFENSW.*

**(APCAC11:03/20)**

*To approve the articulation pathways 11L0020, with provider TAFENSW.*

**(APCAC11:03/21)**

*To approve the major course variation to 7003 Diploma in Science consisting of variation to course structure to commence in Term 1 2012. TRIM reference: D11/93614*

**(APCAC11:03/22)**

*To approve the minor unit variation to 900032 Mathematics (UWSC) consisting of changes to contact person, courses to include unit and unit content to commence in Term 2. TRIM reference: D11/200899*

**(APCAC11:03/23)**

*To approve the minor variation to 700044 Mathematics (UWSCFS) consisting of changes to contact person, courses to include unit and assessment to commence in Term 2 2011. TRIM reference: D11/200795*

#### **4.6 BOARD OF TRUSTEES**

The Board of Trustees most recent meeting was held on 8 June 2011.

The next meeting was scheduled for 21 September 2011. 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 was arranged for Friday 19 August 2011

Senate meeting dates for the remainder of 2011 are as follows:

- Friday 19 August 2011
- Friday 28 October 2011
- Friday 9 December 2011 (provisional meeting - to be held if necessary)

All the meetings start at 9.30 AM, and will be held in the Board Room, Building AD, at Werrington North