

## ACADEMIC SENATE

Circulated: 27 May 2014

Unconfirmed minutes of meeting 14/02 of the Academic Senate of the University of Western Sydney held on Friday 2 May 2014 at 9:30am in the Boardroom, Building AD, at Werrington North.

### Present:

Associate Professor Paul Wormell (Chair)  
Professor Michael Adams  
Professor Janice Aldrich-Wright  
Professor Ian Anderson  
Dr Catherine Attard  
Associate Professor Bronwyn Cole  
Professor Donna Craig  
Ms Sue Craig  
Professor Gabriel Donleavy  
Associate Professor Craig Ellis  
Dr Gu Fang  
Associate Professor Betty Gill  
Professor Barney Glover (VC)  
Ms Tahani Husari  
Professor Maree Johnson  
Mr John Juriansz  
Dr Cindy Kersaitis  
Professor Gregory Kolt  
Mr Angelo Kourtis  
Professor Kerri-Lee Krause  
Associate Professor Alana Lentini

Dr David Mahns  
Ms Shaneen McGlinchey  
Associate Professor Jane Mears  
Dr Terri Mylett  
Associate Professor Janette Perz  
Dr Christopher Peterson  
Dr Awais Piracha  
Associate Professor Anne Power  
Mr Michael Richardson  
Mr Michael Robertson  
Dr Paul Rowland  
Associate Professor Leanne Rylands  
Professor Simeon Simoff  
Professor Michele Simons  
Associate Professor Terry Sloan  
Professor Clive Smallman  
Professor Kate Stevens  
Professor Deborah Stevenson  
Professor Zhong Tao  
Mr Dean Walker

### In Attendance:

Ms Gillian Brown (Secretary)  
Ms Maegan Baker  
Mr David Batten  
Professor Elizabeth Deane  
Mr James Fitzgibbon

Ms Deirdre Lee  
Ms Nicole Malone  
Ms Kate Shane  
Dr Penny Trevor-Jones

### Apologies:

Associate Professor Berice Anning  
Professor James Arvanitakis  
Professor Rhonda Griffiths  
Professor Peter Hutchings  
Mr Terry Mason

Professor Donald McNeill  
Professor Deborah Sweeney  
Ms Maxine Veale  
Dr Greg Whateley

### Absent:

Professor Kevin Dunn  
Professor Annemarie Hennessy  
Professor Scott Holmes

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## **1 PROCEDURAL MATTERS**

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### **1.1 INTRODUCTION, WELCOMES, CONGRATULATIONS, FAREWELLS AND APOLOGIES**

#### **Welcome**

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 University of Western Sydney acknowledges the Darug, Gandangarra and Tharawal peoples and thanks them for their support of its work in Greater Western Sydney.

In particular I acknowledge the Traditional Owners of the land on which we are meeting today, and pay my respects to their Elders, past and present, and to other Aboriginal and Torres Strait Islander people who are here today.”

The Chair thanked the members of Senate for attending, and noted the legislated functions of Senate as a standing committee of the Board of Trustees, the peak forum of the University for academic debate and discourse, and the primary custodian of academic values and standards.

The Chair remarked that Senate is one way of capturing the collective intellect of the University, and engaging the academic community in decision making.

#### **Apologies**

Apologies as listed were noted.

### **1.2 DECLARATIONS OF INTEREST**

Members were requested to declare any interests, in terms of the Conflict of Interest Guidelines, they may have in relation to the items on this agenda.

No declarations of interest were reported.

### **1.3 STARRING OF ITEMS**

Apart from procedural items, items starred on the agenda were:

- 3.1 Report from the Chair
- 3.2 Report from the Vice-Chancellor
- 3.3 PhD Pathway Project
- 3.4 Blended Learning Update
- 3.5 Academic Standards and Regulation, Including The Australian Qualifications Framework (AQF)
- 3.6 Senate Work Plan – *including Academic Forums*
- 3.7 UWS Academic Plan – *including Open University (UK) and Pathways to Success Project*

The following additional items were starred at the meeting:

- 3.10 Review of Academic Senate Standing Committees
- 4.2 Research Committee
- 4.3 Research Studies Committee
- 4.7 Academic Appeals and Integrity Committee

**It was resolved (AS14:02/01):**

*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 ratified.*

The chair acknowledged the considerable amount of work completed by the Senate Standing Committees and Schools in generating the unstarred items on behalf of Senate.

**1.4 ORDER OF BUSINESS**

Item 3.4 Blended Learning Update, was discussed prior to Item 3.3 PhD Pathways Project.

**1.5 OTHER BUSINESS**

The accessibility of agendas and associated papers of Senate Standing Committees was briefly discussed and agreed that the Chair of Senate would confirm availability directly with the requesting member.

*Action: Ensure accessibility for Senate members to associated papers of Senate and Senate Committees*

**1.6 MINUTES OF THE PREVIOUS MEETING**

Senate had before it the unconfirmed minutes of the Senate meeting held on 21 February 2014. Members agreed to add the reason item for unstarred item 4.2 *Research Committee* to the minutes and follow this protocol for future minutes. The following has been added to Item 1.3 Starring of Items:

“The following item was unstarred at the meeting **due to the unavailability of the appropriate members to speak to the matters raised in the Research Committee report.**”

**It was resolved (AS14:02/02):**

*To confirm the minutes of the Senate meeting held on 21 February 2014, with the above amendment, 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 February 2014 and previous meetings had been circulated. The following updates were provided:

*Item 3.8 (AS 13:06 6 December 2013) BLENDED LEARNING UPDATE – amended from ‘Completed’ to ‘20 June 2014’ to follow up on availability of all student comments from the iPad evaluation survey.*

*Item 3.3 (AS 14:01 21 February 2014) SENATE WORK PLAN* – the Chair provided updates on the three points included in this action item following discussions with the Vice-Chancellor:

- (1) Review of broad profile of Academic Staff – Discussed with the Vice-Chancellor and several other Senate members at the Executive Strategy Day. The staff profile will be a major focus for attention over the next two years and Senate's interest has been noted. In addition, staff development was seen as a critical element of the overall staffing strategy, and the University cannot meet its goals without it.
- (2) The Vice-Chancellor has introduced initiatives such as Yammer chat sessions, regular messages from the Vice-Chancellor via email and informal discussion groups on each campus to improve communication opportunities for academic staff. Other avenues are also being investigated.
- (3) There were discussions with the Vice-Chancellor and several other Senate members at the Executive Strategy Day regarding the role of academic staff in the new OU enterprise. The governance and staffing arrangements for the OU-based courses are still being developed, in consultation with the Deans. A key component will be the establishment of new e-DAPs based in the Schools. Refer item 3.7.1 *UWS Academic Plan – Open University UK*.

*Item 3.10 (AS 14:01 21 February 2014) REVIEW OF SENATE STANDING COMMITTEES* – It was agreed to add this action item as follows:

*“Timeline for the review of Academic Senate Standing Committees to be provided to Senate.” Due Date – 20 June 2014.*

## **1.8 NOTICES OF MOTION**

In accordance with clause 3.2 of the Standing Orders, Mr Michael Robertson and Ms Tahani Husari gave notice to move the following motions:

### **1.8.1 Selective Sampling Limitations**

Evidence based approaches are widely regarded as the best way to make decisions. To have good reliable evidence, correct sampling is important, and the method of sampling used should never be used to influence the outcomes. The following motion is put forward for endorsement.

*Academic Senate acknowledges that when surveying students, selective sampling methods are sometimes needed. However when selective sampling is used to influence the outcome either For or Against, these results do not represent the opinions of the average student sentiment and therefore Academic Senate rejects evidence that is generated using this process. This does not prevent using selective sampling methods which are designed to promote true and correct survey results.*

### **1.8.2 Partial Online/Blended Learning Survey**

There has been concern raised in the past by the SRC, Student Campus Councils and many individual students that the student survey which showed support for Blended Learning in 2012 was flawed. Concerns centre on the extremely low number of respondents and how that can't appropriately model an entire student body. The following motion is put forward for endorsement.

*Academic Senate requests a survey of the entire student body of UWS regarding their approval or disapproval for 'Partial Online/Blended Learning' to be conducted in semester 2, week 2. The survey is to be paper based, single sided A4 and conducted in Lecture times in a similar way in which SFU surveys are conducted. There will be between 7 – 15 questions which have been carefully designed to gauge students' sentiment regarding Blended Learning and are straightforward and make sense to a person without a university education. There is to be a one sentence, easy to read summary of the definition of Blended Learning which is extremely clear and to the point which will be designed and approved by Senate. This will be printed in a position and in a way in which it is one of the first things that is read by the reader. Questions and Answers will utilise a Likert format.*

It was agreed to refer these motions to the Senate's Education Committee, with the following comments:

- The need to increase student engagement was acknowledged.
- Survey design should be informed by the need to ensure that the student voice is heard.
- Methods of including input from the Student Representative Council and Student Campus Councils need to be explored.

Education Committee will be requested to report back to Senate with appropriate recommendations.

Members thanked Tahani Husari and Michael Robertson for raising these matters.

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## **2 BUSINESS ARISING**

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### **2.1 MINUTE 3.11 – ASSESSMENT POLICY**

Without discussion it was noted that arrangements have been made for the revised *Assessment Policy* to be published on the Policy DDS.

### **2.2 MINUTE 3.13 – DOCTORATE POLICY and RESEARCH MASTERS (HONOURS) POLICY**

Without discussion it was noted that arrangements have been made for the revised *Doctorate Policy and Research Masters (Honours) Policy* to be published on the Policy DDS.

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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 February 2014.

The Chair provided an update on recent developments and reported the following additional matters.

### University Academic Forums

The Chair thanked the Vice-Chancellor for his initiative in establishing these forums, and the interim Deputy Vice-Chancellor (Education) for her contribution to the first forum held on Wednesday 2 April 2014. A summary of possible priorities and actions for Senate was provided by the Chair and discussed under item 3.6 *Senate Work Plan*.

### Course and Unit Approvals Process

Last year the Red Tape Taskforce highlighted the course and unit approval processes as an area for streamlining and clarification. Valuable work has commenced on the processes for developing course proposals, including the analysis of demand and business cases, to provide greater clarity and support for Schools as they prepare proposals for approval. A number of groups are also working on aspects of the approval process to produce the most efficient process for generating and reviewing high-quality course and unit proposals. Senate and its committees can expect proposals for changes to policy and procedure at future meetings.

Members were asked to advise their colleagues to report any difficulties with the approval process to the Course Data Management team in the Academic Registrar's Office, their Associate Pro Vice-Chancellor Education or the Chair of Senate.

### Sector Developments

The Chair noted that the Vice-Chancellor was best placed to provide expert comment on the recently released report of the Commonwealth Government's Commission of Audit.

### Current Priorities

The Chair highlighted several projects including the AQF, Open University, curriculum approvals, academic pathways, PhD Pathways and policy reviews, where he is bringing a Senate perspective and identifying relevant decisions that lie within Senate's purview.

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

The Chair thanked the Vice-Chancellor for providing members with a copy of his report to the 9 April 2014 Board of Trustees meeting.

The Vice-Chancellor made the following comments regarding higher education sector matters in the Commission of Audit report <http://www.ncoa.gov.au/report/index.html>:

- The report was generally supportive of higher education and did not contain the expected proposals for funding cuts.
- The future of the Cooperative Research Centres was in doubt given indications that funding would be centralised to ARC grants.
- A link to the Kemp-Norton report on Demand Driven Funding was provided <http://education.gov.au/report-review-demand-driven-funding-system>, however, the report supported the continuation of the demand driven system without removal of loadings such as low socio economic loading.
- A process for fee deregulation discussions to occur over the next twelve months to increase competition in the sector was included.
- The report agreed that critical research funding is required.

The Vice-Chancellor and other members highlighted the following concerns:

- There were concerns regarding the proposal to change the balance of Commonwealth and student funding from the current 55% by the Commonwealth to a lower figure of 45%.
- It was noted that Australia is already the sixth highest OECD country for contributions required by students to their higher education.
- Concerns were raised regarding the disproportionate significance of any increase in student fees to students in the Greater Western Region. This could become a disincentive to higher education in the Region.
- Concerns were also raised regarding the recommended increase in interest rates on HECs debts and the reduced income threshold for the repayment of HECs debts to commence.
- The report did not include comments on Commonwealth funded positions in private higher education institutions, only a reference to competition in the sector. Members considered that given the limited growth of the domestic market in Australia any private funding would erode the University market share. This highlighted the need to attract further International students.
- The importance of TAFE partnering was endorsed given the impact on other elements of higher education.
- Members noted that Universities Australia was attempting to agree on core principles to provide a response to the Report, although this could be problematic given the diversity of views across the sector.
- A cautious approach following a consultative reform process, including green and white papers, was advocated.

The Chair thanked the Vice-Chancellor for his report.

### **3.3 PHD PATHWAYS PROJECT**

The Associate Pro Vice-Chancellor (Research) Arts, Business and Social Science spoke to the briefing paper on the PhD Pathways Project.

At the Academic Senate meeting on 21 February 2014 the interim Deputy Vice-Chancellor (Research) tabled a *PhD Pathways Project – Briefing Note*, advising Senate that, following an extensive PhD Pathways Review, the University Executive had given in-principle support for the introduction of a two-year PhD Pathways model, subject to robust financial modelling of the implementation of the structure.

Further analysis and financial modelling has now occurred and the University Executive has endorsed the implementation of a two-year Master of Research model, to be introduced for mid-year international admission in 2015 and for domestic admission from 2016. A proposed governance structure and timeline for the development of the Master of Research model was presented to this meeting of Senate.

Members made the following comments:

- A decision regarding the continuation of end-on honours has not yet been communicated. Deans are still considering this and have requested further detailed information.
- A state-of-the-art program for English for Academic Purposes and relevant skills training, similar to Macquarie University's 'Centre for English for Academic Purposes', is required for this course to be successful. It is intended to include this content within the Research Methods A and B units.
- Members noted that general research subjects were proposed for half of the first year course structure. Flexibility in this course structure would be required for prospective Mathematics PhD students.
- Members noted that a summary report had been provided to two sub-committees of Senate, Research Committee and Research Studies Committee, but this report was not made available to Senate members. This information was considered necessary for members to make an informed academic judgement on the recommendations. This raised the more general question of ensuring that Senate papers provided adequate information on which to make academic decisions.
- Members were interested in the academic assumptions used in the model to clarify matters such as the effect on School of Business students who progress directly to PhD, PhD completion rates and methods for addressing students joining from outside universities.
- The introduction of an International cohort in 2015 prior to the domestic introduction in 2016 was discussed. This was influenced by the experience of Macquarie University, where there had been an immediate increase, especially in the International student load.
- Members advocated a careful consideration of the timing to ensure a well prepared program. Is three months sufficient time to have a robust program in place?
- Members recognised the advantages and market benefits of developing interdisciplinary units across Schools and Institutes.
- Members agreed that growth in the higher degree research area is required and an overall need to be more viable in the Honours area. There was enthusiastic support, in principle, for the two-year Master of Research model.

It was agreed that the PhD Pathways Program was worth exploring – and exploring quickly – but that a more detailed paper was required for further consideration.

The following recommendation was not supported:

It is recommended:

That Academic Senate endorse the consultation and governance arrangements, and the timeline for developing the course and unit proposals for a Master of Research degree, to be introduced for mid-year international admission in 2015 and for domestic admission from 2016.

*Action: Members requested further consideration by the Project Team and a report including details on the ownership of units, timing of implementation, assumptions regarding academic matters used in the Business Case, anticipated effect on existing PhD students and amended Terms of Reference for the steering committee.*

**It was resolved (AS14:02/03):**

*That Academic Senate approves the establishment of a Master of Research Steering Committee, reporting to Academic Senate.*

### **3.4 BLENDED LEARNING UPDATE**

The Interim Deputy Vice-Chancellor (Education) provided a brief update on the Blended Learning Strategy.

The work to convert units to a blended mode has continued in 2014, and will be reported in the quarterly status reports. Monthly Blended Learning forums will be held through 2014 showcasing best practice of teaching in a blended mode.

The evaluation process and a report on 2013 has been completed and is available at [http://www.uws.edu.au/qilt/qilt/blended\\_learning/uws\\_internal\\_reports](http://www.uws.edu.au/qilt/qilt/blended_learning/uws_internal_reports) Discussions have highlighted the need to broaden the iPad survey and further feedback will be solicited from students and staff for the mid-point evaluation.

Members were requested to advise colleagues that vacancies remain for student members on several School Academic Committees and expressions of interest will be requested shortly.

The Blended Learning Strategy has now moved into the appropriate organisational units within the University, and this standing agenda item will not appear on the next Senate meeting agenda. Relevant updates will continue to be reflected in the Education Committee reports to Senate.

### **3.5 HIGHER EDUCATION STANDARDS AND REGULATION, INCLUDING THE AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)**

The University is required to ensure that all UWS award courses comply with the revised Australian Qualifications Framework (AQF), which is currently a requirement of the Higher Education Threshold Standards. From 1 January 2015, all new enrolments must be in qualifications that meet the requirements of the AQF.

The Chair spoke to his paper, containing a report on recent announcements about the role of the Tertiary Education Quality and Standards Agency (TEQSA); the release on 23 April of the Consultation Draft of the proposed Higher Education Standards Framework; and a report on the University's progress towards AQF compliance. Members were encouraged to share this paper with their colleagues.

The Chair commented that, despite the Commonwealth's deregulatory thrust, the Higher Education Threshold Standards and the AQF remain in place, and TEQSA still has its full powers to regulate. In practical terms, the AQF is the highest priority for Senate, and courses that remain to be addressed from an AQF perspective are being reviewed. Members were requested to direct any questions to the Chair, Sharon Short (Course Quality Project Officer), or their relevant Associate PVC Education.

Members of Senate and its Standing Committees were invited to provide expert comment and feedback on the Consultation Draft to Trish Mullins who is co-ordinating the University's overall response.

### 3.6 SENATE WORK PLAN

At the 21 February 2014 meeting members indicated their support for the Senate Work Plan and proposed working priorities as follows:

- Contribution to addressing national Higher Education Standards, including AQF requirements.
- Enhanced communication with the academic community, including University Academic Forums.
- Engagement with University-wide projects, including *Our Future Program*, Open University UK and PhD Pathways projects.
- Contribution to academic risk management, including assessment and research standards and integrity.

The first of the Academic Forums “The Future of Higher Education”, co-sponsored by the Vice-Chancellor, was held on 2 April 2014. The collated outcomes and proposals by the participant groups were provided to members before the meeting and a set of themes and proposed actions for Senate’s consideration and endorsement were tabled at the meeting.

Five elements were highlighted and members’ comments and suggestions are listed under each element below:

- Use the perspectives from the Forum as inputs to UWS strategic planning – this item lies within the University Executive’s area of responsibility and these perspectives will be reviewed at the Board of Trustees Strategy Day in June.
- Improve students’ digital literacies.
  - Seek feedback and ideas from the student body.
  - Advertise and expand workshops through campus Libraries.
  - Student support modules online to cover areas such as printing in the library.

Ensure that iPad usage is covered in tutorials, especially for first-year students. No paper Unit Outlines to be provided.

- Provide cultural awareness training in dealing with the particular cohort(s) we encounter at UWS.
  - Seek input from Equity and Diversity.
  - Work is underway developing a prototype for cultural awareness training for staff. Schools to contact Melissa Williams to engage in this training.
  - Scaffold curriculums with embedded cultural awareness and design courses with cultural safety. Two cohorts to consider are indigenous and mature aged women.

The recent transfer of courses and staff from Badanami to the School of Social Sciences and Psychology has highlighted some concerns, including the importance of cultural awareness in the School. The Vice-Chancellor commented that consideration is being given to appointing a Pro Vice-Chancellor position for Aboriginal and Torres Strait Islander matters.

- Promote interdisciplinarity in teaching and research, and develop undergraduate and research courses that reflect this.
  - Development of processes with full information provided to Senate providing clarity for informed decisions.
  - Advice to be sought from Senate's Standing Committees - Academic Planning and Course Approvals Committee, Research Committee and Research Studies Committee.
- Ensure consistency and compatibility of systems for UWS-wide digital/blended learning.
  - This is being addressed through a committee with a reporting line to Senate Education Committee.

Members also suggested that metrics need to be established so that Senate can recognise improvements in addressing the human dimensions of the elements highlighted in the Forum. The *MyVoice* Project was acknowledged as covering this aspect and [the Vice-Chancellor advised the intention to rerun the MyVoice Staff Engagement Survey during 2015.](#) An update on the progress by the working groups within this project ~~was~~ will be provided, as foreshadowed, at *Item 3.11 MyVoice Project*.

*Action: Provide comments to the Director, Office of Organisational Development for an update at the next meeting of Senate.*

*Action: Follow up these priorities from the Academic Forum, with reporting to future Senate meetings.*

### **3.7 UWS ACADEMIC PROGRAM PLANNING**

At the 6 December 2013 meeting the interim Pro Vice-Chancellor (Engagement, Strategy and Quality) provided information on the methodology proposed as part of the "Academic Program and Pathways" activity stream of the *Our Future Program*. Mining and analysis of student data is providing information on student churn (migration between courses) and attrition. International and domestic career growth studies have also been consulted. This career growth data, along with geographical information about offers made in 2013, are assisting in identifying potential opportunity areas and strategies.

#### **3.7.1 Open University UK**

The Open University UK (OU) partnership will also contribute to the overall Academic Program Plan and Academic Senate will have a crucial role to play in the partnership, approving the courses based on OU curricula through the usual academic governance process. At the 21 February 2014 Senate members provided valuable comments on this project.

Professor Liz Deane (Director Learning and Teaching) provided members with an update on this project. Three bachelor degrees have been identified, to be offered in a full time and part time mode in the Humanities and Communication Arts, Business, and Social Sciences and Psychology disciplines. A suite of postgraduate courses has also been chosen, mainly in the area of Computing, Engineering and Mathematics. These represent approximately 48 OU modules, which as previously advised, are structured differently from UWS units and courses.

The position description for the new e-DAP positions within Schools has been developed and work will now progress to approving the OU-based courses and units

through Senate's normal committee processes. The project team are visiting the School Academic Committees to discuss this project.

Funding support is being established to recognise the challenges for Schools in the rapid introduction of this initiative. Sector changes make it important to move to a high-quality online suite of programs and some UWS courses are being investigated for offering both online and on campus.

Members' questions generated the following comments:

- Separate support staff will be sought for the online courses and expressions of interest will be requested from existing staff. Staff training will be required and OU have been approached for their online development training material.
- It is planned to make the staff development module suite available through Blackboard (vUWS) so that all academic staff can have access to it.
- The Vice-Chancellor indicated that further resourcing needs are expected, with induction and support to manage the curriculum accreditation process.
- The business model recognises both the OU approach and the UWS online School-centred model supported by an EFTSL allocation.
- The integration of the online tutors into the culture of Schools was recognised as being important, and the team undertook to investigate methods of addressing this.
- The transfer of the online tutors' skills to other staff within Schools was also suggested as a valuable staff development process.
- The OU modules have been chosen to fill gaps in the current courses offered by UWS, so that the content does not overlap.
- Units based on OU modules will be available to current UWS students, reducing the need for cross institutional study.

### **3.7.2 Pathways to Success Project**

This item was introduced by the Pro Vice-Chancellor (Students and International) with a brief presentation by Ms Kate Shane (Senior Project Manager, Our Future Program).

The Pathways to Success project has been established to challenge the traditional ATAR-based student selection process, and to develop a broader framework of admission criteria, building pathways for wider participation in university study, especially considering socio-economically disadvantaged groups.

The presentation provided context for the members of Senate when future recommendations for amendments to Academic Policies and Admission Requirements in several bachelor degrees are presented for consideration later this year.

The project is identifying appropriate academic thresholds and indicators of success. By clarifying the skills and knowledge required to succeed at university, entry requirements can be clearly communicated to potential students, integrated pathways identified and support mechanisms developed.

The first priority is expanding programs that allow prospective students to demonstrate exceptional merit in particular disciplines, and identified cohort schemes. The senior Pathways project officers are working with DAPs, academic staff and other colleagues to develop an expanded set of appropriate admission criteria for bachelor degree programs from 2015. The need for fast-tracked approval of some changes to admission criteria was foreshadowed.

Members acknowledged the importance of this project in positioning UWS in the competitive higher education market. A framework will be established for School-based initiatives, and a web page and admission rubrics are under development.

Members also recommended that any potential conflicts of interest are clearly addressed to ensure the integrity of the admission processes.

The Vice-Chancellor recognised the impressive work to date and highlighted the need to work quickly in the current sector environment.

### **3.8 ACADEMIC YEAR REVIEW**

At the 6 December 2013 meeting the interim Pro Vice-Chancellor (Engagement, Strategy and Quality) led discussions on the evaluation process for the Summer 2013/2014 program including forward planning for an expanded Summer program in 2014/2015.

A detailed evaluation of the Summer 2013/2014 program has been completed and an update will be provided to Senate at the next meeting to discuss options for providing an expanded Summer program in 2014/2015.

### **3.9 RED TAPE TASKFORCE**

The Red Tape Taskforce has been established to review a range of administrative tasks required in support of teaching and research programs. This is an initiative of the Board of Trustees, and is an opportunity to free up academic time currently spent on administration, while improving efficiencies and processes.

This matter was considered at the 26 February 2014 Board of Trustees meeting. It is anticipated that Academic Senate will be asked to make a range of decisions about academic policies and procedures in response to reports from the Taskforce. A further update will be provided at the 20 June 2014 meeting of Academic Senate.

### **3.10 REVIEW OF ACADEMIC SENATE STANDING COMMITTEES**

On 16 August 2013 Academic Senate endorsed a review of the membership, terms of reference and reporting arrangements for Academic Senate's Standing Committees, including the changes that have been made since January 2012, to identify any further changes that would improve their operation and the flow of information between the committees and Academic Senate.

The review will commence with the research-focussed committees to facilitate more inclusive committees across the Schools and Institutes. Another priority, identified by the Red Tape Taskforce, is to review the roles and delegations of the committees that are responsible for unit and course approvals.

This matter was discussed at the Senate Executive Committee meeting held on 21 February 2014 and members supported the proposal for an expanded Research Studies Committee with additional academic staff. Expanding the membership of the Research Committee to ensure interaction with both School and Institute staff was also considered desirable to promote the University's research culture. At this meeting, members requested early notification of the proposed revised membership and terms of reference for comment.

Further advice and recommendations will be presented to the 20 June 2014 meeting of Academic Senate.

### 3.11 MYVOICE PROJECT

At the 21 February 2014 meeting of Academic Senate the Chair reported that several projects on engagement and communication with the wider University community are being developed in response to the 2012 *MyVoice* Staff Engagement Survey, and Senate is well-placed to contribute to them, given its university-wide role perspective, and its role in decision making.

Eight Working Groups were established in May 2013 following the inaugural 2012 *MyVoice* survey. These working groups are identifying and implementing ideas to address key areas for improvement at the University-wide level. Each Working Group is sponsored by a member of the UWS Executive and/or a Dean who will provide mentoring and guidance to the group. These eight groups are:

- Senior Management Communication Working Group
- Inclusive Decision Making Working Group
- Cross Unit Collaboration Working Group
- Recruitment and Selection Working Group
- Supporting New Staff Working Group
- Career Development for Academic Staff Working Group
- Career Development for Professional Staff Working Group
- Responding to Workplace Bullying Working Group

Members of Senate are contributing to several of these Working Parties, and updates will be presented to future meetings.

### 3.12 ACADEMIC POLICY REVIEW

This standing agenda item has been introduced in line with item four of the Academic Senate Work Plan - **Develop and review academic policy**. Members of Academic Senate agreed to the following priority listing for 2014:

<b>Policy</b>	<b>Comment</b>
<i>Admissions</i>	Due for periodic review. Need to consider the outcomes of the Academic Programs and Pathways Project.
<i>Award Courses and Units Approvals</i>	Due for periodic review. Need to consider the outcomes of Red Tape Report
<i>Misconduct – Student Academic Misconduct</i>	Need to consider the proposed <i>Student Misconduct Rule</i> , which if adopted, would replace

	the current policy.
<i>Progression and Unsatisfactory Academic Progress</i>	To be managed via new Academic Policy Advisory Group.
<i>Special Consideration</i>	Being managed by Working Party.
<i>Teaching and Learning Fundamental Code</i>	Due for periodic review. This is an important framework for understanding staff and student responsibilities in the learning and teaching environment.

A core working group has been established to ensure good alignment between the reviews of various policies. Other members with appropriate expertise and interests will be co-opted to contribute to reviews of individual policies.

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

### 3.13 AWARDS OF THE UNIVERSITY MEDAL

The following students were awarded the University Medal at the April 2014 Graduation ceremonies, as approved by the Chair of Academic Senate, on behalf of the Senate.

- Estrella PEARCE (SID 16380312) Bachelor of Social Science, Honours Class 1
- Vanessa NIEVAS (SID 15748326) Bachelor of Social Science, Honours Class 1
- Wayne ARDLEY (SID 17033190) Bachelor of Social Work, Honours Class 1
- Kristy DAWSON (SID 17036203) Bachelor of Psychology, Honours Class 1
- Brittany WILCOCKSON (SID 16774647) Bachelor of Psychology, Honours Class 1
- Brooke VAN ZANDEN (SID 16716461) Bachelor of Arts (Psychology), Honours Class 1
- Jarrod PYNT (SID 15760311) Bachelor of Science, Honours Class 1
- Mohamad SAMOUR (SID 16965876) Bachelor of Medical Science, Honours Class 1
- Christopher FULHAM (SID 16740671) Bachelor of Music, Honours Class 1
- Misty McPHAIL (SID 17046725) Bachelor of Arts, Honours Class 1
- Mark O'TOOLE (SID 16776601) Bachelor of Arts, Honours Class 1
- Andy THAI (SID 16948570) Bachelor of Design (Visual Communication), Honours Class 1
- Catherine GOLDEN (SID 10070680) Bachelor of Music, Honours Class 1
- Shafquat HUSSAIN (SID 16793011) Bachelor of Information Technology, Honours Class 1
- Dane GRIFFIN (SID 16556544) Bachelor of Engineering, Honours Class 1

#### **It was resolved (AS14:02/04):**

*That Academic Senate notes the awards of the University Medal, approved by the Chair of Academic Senate, on behalf of the Senate.*

### 3.14 POSTHUMOUS AWARDS

Without discussion...

**It was resolved (AS14:02/05):**

*That Senate note the award of the Bachelors degree 1651 Bachelor of Arts (Pathway to Teaching Primary) posthumously to Owen John Fitzpatrick SID 13299167.*

*That Senate note the award of the Bachelors degree 2739 Bachelor of Business and Commerce posthumously to Costas Papadopoulos SID 16996289 at the September 2013 graduation ceremonies.*

*That Senate note the award of the Masters degree OB42 Master of Psychology (Forensic Psychology) posthumously to Toni Quayle SID 97425944 at the September 2013 graduation ceremonies.*

*That Senate note the award of the Bachelors degree 1662 Bachelor of Policing posthumously to Urszule Mullaly SID 17286969.*

*That Senate note the award of the Bachelors degree 1671 Bachelor of Social Science (Pathway to Early Childhood Teaching) posthumously to Natasha Fragna SID 17258920.*

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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 (AS14:02/06):**

*That Academic Senate note the 2013 Annual Report of the Senate Executive Committee.*

*That Academic Senate note the reports of the Senate Executive Committee electronic meetings conducted between 17 and 20 December 2013, 25 and 26 March 2014, 31 March and 2 April 2014, 3 and 4 April 2014 and the face-to-face meetings on 12 February 2014 and 21 March 2014.*

### **4.2 RESEARCH COMMITTEE**

Members noted a lack of detail regarding 2013 research funding in the Committee's Annual Report. As financial matters do not lie within the Academic Senate's purview, members were referred to the Deputy Vice-Chancellor (Research and Development) to access this information to assist with planning for 2014.

There was also a request for wider dissemination of the response to the discipline-based research thresholds paper for schools, and information about Deans' key performance indicators and research strategies. This request will be forwarded to the Deputy Vice-Chancellor (Research and Development).

*Action: The following items were raised for discussion with the DVC (Research and Development):*

- *Review of 2013 Research funding to assist with 2014 planning.*
- *Wider dissemination of the discipline-based research thresholds paper*

- *Deans' KPIs and research strategies*

**It was resolved (AS14:02/07):**

*That Academic Senate note the 2013 Annual Report of the Research Committee.*

*That Academic Senate notes the minutes of the 3 December 2013 and 4 February 2014 Research Committee meetings and ratifies the recommendations to Academic Senate contained therein.*

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

Members raised concerns regarding point two under 2. *Achievements and Major Activities* in the 2013 Annual Report, and asked for further information about the establishment of a process for the quarterly enrolment of HDR candidates.

*Action: Request further information from the Research Studies Committee about changes to the enrolment arrangements for HDR candidates.*

Concerns were raised regarding the change to the process for the addition or removal of supervisors from a higher degree research candidate's panel, as proposed at the 4 March 2014 below:

"The ARO discussed the existing approval process for the addition or removal of supervisors from the HDR candidate's panels. The ARO propose that the delegation process be streamlined to encourage a faster processing of VOC forms, by removing some of the approvals and now only referring to the HDR Director and the supervisor who is being changed, as the delegated approver for the request. The entire panel (including those being removed) will then be notified by automated response, after the changes are made.

Further discussion to be had about this at the HDR Forum on 14<sup>th</sup> March 2014 before this action will be taken."

Members requested the reasoning behind this change and suggested that this could be used by students as a way of extending their candidature.

*Action: Request from the Research Studies Committee the reasoning behind this change and note that this could be used by students as a way of extending their candidature.*

In response to a member's question the Chair reported that the Masters (Honours) degrees are being renamed to meet AQF requirements. A member asked how these degrees would be recognised in the PhD Pathways program.

*Action: Renaming of the Masters (Honours) degrees (any suggestions to Chair) and provide information on how these courses will be recognised in the PhD Pathways program.*

**It was resolved (AS14:02/08):**

*That Academic Senate note the 2013 Annual Report of the Research Studies Committee.*

*That Academic Senate note the minutes of the 3 December 2013, 4 February 2014 and 4 March 2014 Research Studies Committee meetings.*

#### **4.4 EDUCATION and ASSESSMENT COMMITTEES (incorporating Student Experience and Engagement Committee)**

Without discussion...

##### **It was resolved (AS14:02/09):**

*That Academic Senate notes the combined report of the Education Committee meetings held on 3 March and 7 April 2014.*

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

Without discussion...

##### **It was resolved (AS14:02/10):**

*That Academic Senate note the report of the 16 April 2014 Academic Planning and Courses Approvals Committee meeting and ratify the recommendations contained therein.*

#### **4.6 BACHELOR (HONOURS) COMMITTEE**

Without discussion...

##### **It was resolved (AS14:02/11):**

*That Academic Senate note the 2013 Annual Report of the Bachelor (Honours) Committee.*

*That Academic Senate notes the minutes of the 17 February 2014 meeting and the reports of the Bachelor (Honours) Committee e-meetings held from 18 to 20 December 2013 and 4 to 7 April 2014.*

#### **4.7 ACADEMIC APPEALS AND INTEGRITY COMMITTEE**

Members recorded the high level of upheld progression appeals and expressed concern for those students who did not appeal their exclusion or conditional enrolment. The basis for the current appeal process was discussed, and the *Progression and Unsatisfactory Progress Policy* is under review.

##### **It was resolved (AS14:02/12):**

*That Academic Senate note the 2013 Annual Report of the Academic Appeals and Integrity Committee*

#### **4.8 UWS COLLEGE ACADEMIC COMMITTEE**

Without discussion...

**It was resolved (AS14:02/13):**

*That Academic Senate note the report of the 1 April 2014  
UWSCollege Academic Committee meeting.*

**4.8 BOARD OF TRUSTEES**

The Board of Trustees met on 26 February and 9 April 2014.

The next meeting is scheduled for 3 June 2014. 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 20 June 2014. Senate meeting dates for 2014 are as follows:

- Friday 20 June
- Friday 15 August
- Friday 24 October
- Friday 5 December

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