

ACADEMIC SENATE

Circulated: 2 November 2015

Confirmed minutes of meeting 15/05 of the Academic Senate of Western Sydney University held on Friday 23 October 2015 at 9:30am in the Boardroom, Building AD, at Werrington North.

Present:

Associate Professor Paul Wormell (Chair)
Dr Catherine Attard
Dr Matthias Boer
Ms Ellen Brackenreg (Acting PVC Students)
Associate Professor Bronwyn Cole
Professor Kevin Dunn
Associate Professor Craig Ellis
Professor Barney Glover (VC)
Professor Rhonda Griffiths
Professor Scott Holmes
Dr Stephen Janes (Acting Dean of Law)
Associate Professor Alana Lentin
Ms Shaneen McGlinchey
Professor Donald McNeill
Associate Professor Jane Mears

Dr Terri Mylett
Associate Professor Anne Power
Mr Murray Robertson
Associate Professor Leanne Rylands
Dr Elfriede Sangkuhl
Professor Lynette Sheridan Burns (Acting Dean HCA)
Professor Simeon Simoff
Associate Professor Terry Sloan
Professor Deborah Sweeney
Professor Zhong Tao
Ms Lisa Tyson (Acting Librarian)
Ms Maxine Veale
Dr Qinghua Zeng

In Attendance:

Ms Gillian Brown (Secretary)

Ms Deirdre Lee

Apologies:

Professor Michael Adams
Professor Janice Aldrich-Wright
Professor Ian Anderson
Professor James Arvanitakis
Professor MaryAnn Bin-Sallik
Mr Jarrod Bradley
Ms Sue Craig
Ms Ushi Ghoorah-Hurrychurn
Associate Professor Betty Gill
Professor Annemarie Hennessy
Professor Peter Hutchings
Mr John Juriansz
Dr Cindy Kersaitis
Professor Denise Kirkpatrick

Professor Gregory Kolt
Dr David Mahns
Associate Professor Janette Perz
Dr Christopher Peterson
Dr Awais Piracha
Dr Alpha Possamai-Inesedy
Professor Michele Simons
Professor Sheree Smith
Professor Kate Stevens
Associate Professor Linda Taylor
Professor Greg Whateley

Absent:

Professor Donna Craig
Mr Mitchell Klievens

1 PROCEDURAL MATTERS

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, Western Sydney University 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, present and future, and to other Aboriginal and Torres Strait Islander people who are here today.”

The Chair welcomed Ms Lisa Tyson (Acting for the University Librarian), Professor Lynette Sheridan Burns (Acting Dean of the School of Humanities and Communication Arts) and Dr Stephen Janes (Acting Dean of the School of Law).

Apologies

Apologies were noted and accepted.

1.2 DECLARATIONS OF INTEREST

Members were asked 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 (including Assessment Review)
- 3.2 Report from the Vice-Chancellor
- 3.3 Higher Education Standards and Regulation
- 3.5 *Securing Success: Draft Learning and Teaching Plan*
- 3.9 Student Academic Integrity Framework
- 3.10 Review of Academic Senate Standing Committees and the Membership and Self-Review of Academic Senate

It was agreed to star the following additional items:

- 3.6 *Securing Success*
- 3.7 Red Tape Taskforce
- 3.8 Development of 1 Parramatta Square

It was resolved (AS15:05/01):

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

Discussions concerning items 3.6 *Securing Success* and 3.8 *Development of 1 Parramatta Square* occurred as part of the *Report from the Vice-Chancellor* at item 3.2.

1.5 OTHER BUSINESS

There was no other business.

1.6 MINUTES OF THE PREVIOUS MEETING

Senate had before it the unconfirmed minutes of the Senate meeting held on 14 August 2015:

It was resolved (AS15:05/02):

To confirm the minutes of the Senate meeting held on 14 August 2015 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 14 August 2015 and previous meetings had been circulated.

2 BUSINESS ARISING

2 BUSINESS ARISING FROM THE MINUTES OF PREVIOUS MEETINGS

2.1 MINUTE 3.11 - REVISED ASSESSMENT POLICY – Criteria and Standards-Based Assessment

Without discussion it was noted that a revised draft of the *Assessment Policy – Criteria and Standards-Based Assessment*, was approved by Senate Executive Committee via an electronic meeting conducted from 22-24 September 2015. An implementation plan and publishing of the revised policy are being arranged.

2.2 MINUTE 3.13 REVISED MEMBERSHIP OF GRADUATE RESEARCH SCHOOL ACADEMIC COMMITTEE

Without discussion it was noted that the revised membership of the Graduate Research School Academic Committee had been published on the Academic Senate web pages.

3 GENERAL BUSINESS

3.1 REPORT FROM THE CHAIR

3.1.1 Report from the Chair

Senate had before it a written report from the Chair covering activities undertaken on behalf of the Senate since 14 August 2015.

The Chair provided an update on recent developments not reported in other agenda items, and advised the following additional matters:

- Finalising the review of the *Progression and Unsatisfactory Academic Progress Policy* which proposes a more interventionist approach than before, aligning with the University's overall work on the student experience and lifecycle, and using the emerging framework of student analytics.
- Meeting with School Academic Committees, noting their focus on key aspects of managing and assuring the quality for our academic programs, and receiving valuable suggestions for improving policies and processes. The question of Indigenous student representation on School Academic Committees and some broader questions about Aboriginal and Torres Strait Islander representation on our governance committees have been raised. This will be discussed with the incoming Pro Vice-Chancellor (Engagement and Aboriginal and Torres Strait Islander Leadership), Professor Lisa Jackson Pulver, at the earliest opportunity.
- Approval of the Higher Education Standards Framework and adoption by the University as a comprehensive scaffold which fits very well with the University's approach to the student lifecycle.
- Members were encouraged to respond on behalf of their disciplines to proposed changes to the Higher School Certificate around English, Mathematics and the Sciences.

3.1.2 Assessment Review

Assessment quality, standards, relevance and integrity are attracting close attention across the higher education sector, especially in regard to the rapidly expanding use of digital technologies. The quality and integrity of assessment underpin the standards and reputation of the University's academic awards, and should be the focus of close attention by Academic Senate and its standing committees.

The Chair of Academic Senate will chair this review and the proposed Terms of Reference were provided for members' information and comment. Staff and student members were invited to suggest sources of information and expertise for the Assessment Review, to ensure that it makes good use of the University's resources and avoids duplication of other activities.

Members suggested that the review should consider whether, in the context of criteria and standards based assessment, there are still some broad expectations of the types and number of grades awarded (e.g., would it be anomalous if a unit never awarded a High Distinction?), and the extent to which the application of these grades through policies and procedures reflects best practice.

Members were requested to provide feedback concerning the best method of capturing the comments of individuals and student perspectives on assessment. The substantial size of the project, requiring specific resourcing, was recognised. Ongoing reporting to Senate will be provided.

3.2 REPORT FROM THE VICE-CHANCELLOR

A copy of the Vice-Chancellor's report to the 9 September 2015 meeting of the Board of Trustees had been provided to members. The Vice-Chancellor provided an update on major initiatives and commented on relevant developments, including:

- Assessment Review:
 - The initiative of the Assessment Review was commended given the current focus on quality assurance in the higher education sector.
 - The Review will reassure staff, students and the public of the University's commitment to quality and give confidence in the integrity of the University's qualifications.
- Universities Australia
 - The 2015 Universities Australia policy statement has been released providing advice to the Government prior to the next Federal election. This statement resets the narrative following the official postponement of deregulation in the higher education sector.
 - The policy advocates alignment of resources to support the recent focus by the Minister of Education and Training on research and innovation.
- Flexible Workspaces – the management of space has become a major complicated and expensive consideration for all universities and there is a significant trend towards more flexible use of spaces. Recent benchmarking with Deakin University highlighted some improved and efficient methods of utilising space which will be discussed in a range of forums. The intention is to develop attractive, workable, enjoyable spaces which also provide efficiencies in the allocation of university resources.

A document from a group of academic staff in the School of Humanities and Communication Arts (HCA) was tabled at the meeting and generated the following comments:

- Many work spaces at the University require upgrading but this will take place over the next few years.
- There are differing building constraints to be considered in each particular area, including heritage listing requirements.
- 1 PSQ has been planned broadly but details of some aspects of the staff working spaces are yet to be finalised.
- The use of Kingswood campus is to be intensified and invigorated and this will be influenced by the vacating of the Werrington North campus.
- The temporary space for the staff from HCA, currently occupying Building C on the Kingswood campus, is intended to be a high quality work space with some office and quiet confidential spaces. Capital Works and Facilities have been asked to work closely with affected staff.
- An open forum is being held on Tuesday 10 November at the Kingswood campus to present and discuss plans for the HCA staff relocation.
- Criticism of the lack of consultation was regretted and a continued positive dialogue is anticipated.
- Members expressed concerns regarding a lack of confidential and accessible space for pastoral care and discussions with students. The commitment of the University to our students' needs was confirmed with examples of successful changes to workspace types at other Universities cited, including those with similar demographics.

- A lack of adequate and secure storage was a concern for members, including recognition of regulations regarding statutory requirements for the retention of sensitive research documents.
- Efficient completion of tasks may be more difficult in a noisier environment where distractions and disruptions may be increased.
- There may be equity issues between groups working in very different work spaces due to the longevity of the project.
- Concerns were expressed that high-quality researchers may not be attracted to more open-space areas and may be deterred by not having an office. There was a suggestion about office sharing.
- The University has a clear need to make the maximum use of space, with a blend between offices and more flexible spaces, which address concerns to the satisfaction of most staff.

The documentation of concerns was commended and a commitment for a response to all concerns, with an attempt to resolve most, undertaken.

3.3 HIGHER EDUCATION STANDARDS AND REGULATION

The Commonwealth Parliament has now approved the *Higher Education Standards Framework (Threshold Standards) 2015*, to take effect from 1 January 2017. The Chair reported to the 14 August 2015 meeting of Academic Senate that it is proposed to adopt the Framework as soon as possible, starting with updating the University's academic policies to ensure that they are aligned with the Framework, which is available at:

<https://www.comlaw.gov.au/Details/F2015L01639/c4f3ee84-99c9-4892-ad66-d46662c577ff>

The Academic Governance Working Party is being reconvened to consider a range of issues including the Higher Education Standards Framework, which includes a revised set of standards for academic governance. Existing members have been invited to continue, and further expressions of interest were invited from Academic Senate members.

3.4 SENATE WORK PLAN

At the 13 February 2015 meeting Senate members indicated their support for a set of working priorities to give shape, context and focus to the overall Work Plan for 2015.

The details of the Senate Work Plan will be strongly influenced by the implementation and action plans for *Securing Success*, some of which are currently being developed. The Pro Vice-Chancellor (Education), Associate Professor Bronwyn Cole, is leading the development of the new *Learning and Teaching Plan* [Refer Item 3.5].

The Senate Work Plan is continuing to develop in response to the *Securing Success* implementation plans and their areas of focus for 2015. An updated Work Plan, including progress to date, was provided with a set of relevant strategic risks and *Securing Success* desktop indicators [Refer Item 3.6].

3.5 SECURING SUCCESS: DRAFT LEARNING AND TEACHING PLAN

As indicated above, the Senate Work Plan will be strongly influenced by the implementation and action plans for *Securing Success*, including the *Learning and Teaching Plan*. *The Learning and Teaching Plan* represents a blueprint to guide

strategic planning and implementation to assist in achieving the goals and objectives of the University. It focusses on initiatives intended to enhance the design, quality and delivery of undergraduate and postgraduate coursework programs for students at the University.

The Pro Vice-Chancellor (Education) introduced a first draft of the *Learning and Teaching Plan* to members, seeking feedback and comments. Members provided the following comments:

- It was acknowledged that the principles underpinning the Plan relate to the emotional, cognitive and intellectual engagement of students.
- The Plan should include references to student-led learning and transformational relationships with students.
- Students value face-to-face interactions, and learning experiences on campus need to be distinctive from those that are available online.
- The Plan should refer to research on and evaluation of teaching to ensure that it reflects leading pedagogical practices. Relying solely on online data for student feedback can skew results, and focus groups may be more appropriate in some cases.
- The Plan envisages students working in enriched spaces where they will be seamlessly engaged in learning.
- Learning spaces should remain constantly contemporary, and they should also be discipline-appropriate; for example, provision of computer laboratories for accounting tutorials which require instruction in the use of proprietary software.
- There should be provision of both technologically advanced spaces and reflective spaces to build critical thinking capacity.
- Innovation spaces should be provided for staff learning. Comparable spaces at the University of South Australia were cited as an example.
- Learning designs should articulate the achievement of graduate attributes on completion of awards, and these attributes should be communicated clearly to students.
- Assessment tasks need to be relevant, and their relevance needs to be well explained to students.
- Work integrated learning opportunities should be included in all undergraduate and postgraduate coursework awards.
- The Plan should refer to the inclusion of experience with personal interactions and team-building skills.
- The current support programs for first-year students should be adapted to provide ongoing support strategies for second-year students.
- English language support programs should include conversational and general English reading strategies. The value of English literature and debating was highlighted in discussion. There needs to be a distinctive 'Western Sydney' aspect to the plan, and there should be links to brand statements such as 'ambition unlimited'.
- The preamble should refer to "learning outcomes that give our students the capacity to succeed in an uncertain future" noting factors such as employment, cultural and accommodation as sources of uncertainty.

Following consultation and approval of the Learning and Teaching Plan 2016-2020 schools will develop more targeted and school-focussed initiatives. The draft plan is available for comment at http://www.westernsydney.edu.au/landtplan_draft.

3.6 SECURING SUCCESS

The *Securing Success 2015 - 2020 Strategic Plan* represents the cornerstone of the University's strategic planning process. Endorsed by the Board of Trustees in February 2015, it presents the strategic goals and objectives of the University. The 26 August 2015 *Securing Success* Dashboard was provided to members for information and comment.

It was noted that the dashboard indicators may be refined on the basis of experience, and a member requested that further consideration be given to the Work Health and Safety indicator. In discussion it was noted that any Work Health and Safety concerns should be raised through the appropriate channels.

3.7 RED TAPE TASKFORCE

The Red Tape Taskforce 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.

A report and update on the progress on several of the priority areas identified by the Taskforce was provided at the 24 April meeting of Senate, and an update on the progress with individual projects at the 14 August meeting of Senate.

This ongoing program continues to look at the efficiency of business processes and operate as a reference group to provide advice about opportunities and priorities for improving efficiency.

Members are requested to advise the Project Office of any efficiency projects currently underway to ensure duplication does not occur.

3.8 DEVELOPMENT OF 1 PARRAMATTA SQUARE

At the 19 June 2014 meeting the Vice-Chancellor and President recommended that the development of the new Parramatta City Campus (1PSQ) be included as a standing item on Senate agenda papers to afford members the opportunity for academic debate regarding this project.

Members welcomed increased consultation with the schools to ensure clear communication and wide discussion, and noted the roles of the School Academic Committees, Senate Education Committee, which has previously discussed models for new University teaching spaces, and Academic Senate itself. It has been recognised that additional room is needed in 1PSQ and an additional floor in the building has been set aside for use by the University.

The following additional comments were provided by members:

- Learning spaces need to be discipline-appropriate, including careful consideration of the teaching needs for the revised Bachelor of Business

course at 1PSQ. Whilst the general floor plan and fit-out have been finalised, four sub-groups of the working party are addressing the teaching and learning spaces. Increased representation on the working parties is welcomed, along with comments regarding matters big and small.

- Consultation with students was encouraged.
- Scoping and research into the use of flexible areas was recommended to ensure evidence-based decision making.
- The concept of 'flexible' work areas will have to be sufficiently flexible to suit a very wide range of teaching and learning and staff needs.

Members were asked to continue to document any concerns and were encouraged to attend a forum on 10 November to discuss teaching, learning and work spaces.

3.9 STUDENT ACADEMIC INTEGRITY FRAMEWORK

Following discussion by Academic Senate at the 19 June 2015 and previous meetings, a revised draft of the *Student Misconduct Rule* was endorsed by Senate and approved by the Board of Trustees at its meeting on 9 September 2015.

The Student Misconduct Rule Working Group recognised the imperative that it should not be onerous to engage with the Rule and its procedures, whilst recognising that this task is critical to the integrity of the University's academic programs. Members noted that serious allegations will be investigated using this formal process.

The Academic Integrity Working Party has commenced the development of the University's academic integrity and honesty framework, including educative approaches, and appropriate terminology, thresholds and procedures for dealing with less substantial matters. Draft *Student Misconduct Rule* process maps had been provided and the draft *Guidelines for Dealing with Allegations of Inappropriate Behaviour* were tabled at the meeting.

The Chair of the Working Party, Associate Professor Craig Ellis, introduced the documents for discussion and members provided the following comments:

- The new term "inappropriate behaviour" has been proposed for what was formerly known as "minor misconduct", and for which educative and remedial responses would be appropriate. The term was agreed, noting its distinction from the term 'misconduct' as used in the *Student Misconduct Rule*.
- It was noted that the provisions of 9(f) covered procedural fairness. However, members suggested that Guidelines should refer to the possibility that an allegation may be dismissed.
- It was suggested that an allegation should be referred to as "admitted behaviour" once it has been identified as such.
- Provision of a clause or other guidance to staff covering a professional judgement as to whether an allegation constitutes "inappropriate behaviour" was recommended.
- The Guidelines should ensure that initial informal discussions about a possible allegation will not prejudice its escalation through the Guidelines or Rule, if this is appropriate.

- Advice and training for staff members was considered to be extremely important.
- Clear provisions for student support were welcomed.

An integrity framework document which is student-facing and contains more detail will be provided at a future Senate meeting. This document will also cover preventative measures for academic misconduct and inappropriate behaviour. This document will be distributed widely for comment.

3.9 REVIEW OF ACADEMIC SENATE STANDING COMMITTEES AND THE MEMBERSHIP AND SELF-REVIEW OF ACADEMIC SENATE

3.10.1 Review of Academic Senate Standing Committees

Academic Senate's Standing Committees are being reviewed progressively, to identify any changes that would improve their operation and the flow of information between the committees and Senate.

Members noted the work to date, outlined in a provided paper, on the course and unit approval committees and associated processes and delegations through the Course Approval Process Review Working Party. This working party is chaired by the Pro Vice-Chancellor (Education) and is taking account of the recommendations from the Red Tape Taskforce. The Working Party will recommend changes to committee structures and delegations, and to the *Award Courses and Units Approvals Policy*, for consideration by Education Committee and Senate.

3.10.2 Self-Review of Academic Senate

The draft Senate Work Plan proposes that a self-review of Academic Senate occurs in the second half of 2015, following the Performance Review of the Board of Trustees and its other standing committees, and informed by benchmarking with other academic boards and senates.

A draft survey instrument for Academic Senate members and a proposal developed by the Office of Governance Services was provided for consideration by Senate. As the meeting had become inquorate at this time, it was agreed to circulate the survey instrument electronically, with the following amendments recommended at the meeting, for endorsement by Senate members:

- Addition of the point under a fifth heading '*Impact*' of – "Senate influences University academic strategy".
- Addition of a general comment box at the end of the survey.

Action: Circulate this item via an electronic meeting for consideration by Senate members.

3.10.3 Membership of Senate

Some adjustments to the membership of Senate as listed in the *Academic Governance Policy* are required in response to future changes in the University's structure and executive staffing arrangements in 2016. A paper outlining these changes was provided with one position yet to be confirmed.

Members noted that a good balance between ex-officio and elected positions remained. However, as the meeting had become inquorate at this time, it was agreed to circulate the revised *Academic Governance Policy* electronically for endorsement, following confirmation of all amended positions.

Action: Circulate this item via an electronic meeting for consideration by Senate members.

3.11 ACADEMIC SENATE ELECTIONS

Nominations for elected School and Research Institute positions opened on 7 September 2015 and, following the close of nominations on 25 September, ten positions were declared elected unopposed, six ballots were to be conducted and three positions remained vacant. Results of the Ballots will be declared by Wednesday 30 October. The term of office for newly elected members will be 1 January 2016 to 31 December 2017.

Results to date are available on the [University Elections](#) webpage.

The Notice of Election and nominations for the positions of Chair and Deputy Chair of Senate will be held during the month of November 2015. If a ballot is required for either position, that ballot will be conducted in January 2016. The term of office for these positions will be from 1 February 2016 to 31 January 2018.

A paper regarding the Academic Senate Elections results and any forthcoming ballot for the Chair and Deputy Chair of Academic Senate will be provided to the 4 December meeting of Senate.

3.12 ACADEMIC POLICY REVIEW

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

Policy	Status
<i>Academic Advice Policy</i>	The current version of the Policy was placed on the Policy DDS Bulletin Board for feedback, and SACs and the SEEC were invited to comment. A revised version of the retitled Course Advice Policy was discussed at the 14 October meeting of APAG.
<i>Admissions Policy</i>	A draft revised policy is being prepared by ARO in conjunction with the Pathways Project. The work of the proposed Admissions Committee will be completed by Education Committee.
<i>Advanced Standing Policy</i>	A revised version was circulated to Schools for comment. Advice received from the Academic Registrar and Dean, Graduate Research School will be incorporated into the revised version then re-circulated.
<i>Assessment Policy – Criteria and Standards-based Assessment (Assessment Policy)</i>	Revised version approved by Senate Executive Committee on 24 September 2015.
<i>Award Courses and Units Approvals Policy</i>	A revised version incorporating proposed changes to the course approvals process, from the course

	Approval Process Working Party was discussed at the 14 October meeting of APAG.
Misconduct – Student Academic Misconduct	The revised version of the <i>Student Misconduct Rule</i> was approved by the Board of Trustees at its 9 September 2015 meeting for implementation by January 2016. The Academic Integrity Working Party is preparing an Academic Integrity Framework and Guidelines for dealing with unsatisfactory academic behaviour. [Refer Item 3.9.]
<i>Progression and Unsatisfactory Academic Progress Policy</i>	Suitable data sources have been identified and benchmarking is being progressed. The Progression Policy Working Party will review a revised draft of this policy on 29 October 2015.
<i>Special Consideration Policy</i>	The review of this complex policy is being progressed by the Special Consideration Working Party and further benchmarking has been completed to create a new <i>Disruption to Studies Policy</i> to replace the <i>Special Consideration Policy</i> . Work is progressing on associated Disruption to Studies procedures and Guidelines, and consultation with students and School Academic Committees will be undertaken.

A working group of APAG is being convened to review the *Structure and Nomenclature of Bachelor Awards Policy* with the proposed new title *Course Design Policy*. This Policy will consolidate a number of existing coursework policies, and include some provisions that currently appear in the *Award Courses and Units Approval Policy*.

Additional policies and procedures agreed for review by APAG in 2016 are:

- *Articulation Pathways Policy*

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).

3.13 REVISED DOCTORATE POLICY

3.13.1 Doctorate of Creative Arts

At the 7 July 2015 meeting of the Research Studies Committee and 6 October meeting of the Research Committee, members endorsed changes to the *Doctorate Policy* pertaining to examination of the Doctor of Creative Arts. A Doctor of Creative Arts comprises a major piece of creative work and a critical exegesis. Currently the policy instructs examiners to only make recommendations for alterations to the critical exegesis. This essentially embargoes the creative component of the thesis. Clause (154) has been amended to allow for the recommendation, where appropriate, of examiners for any additional work described in the outcome options to apply to creative components as well as the critical exegesis.

3.13.2 Introduction of a Named PhD (Applied Linguistics)

At the 1 September 2015 meeting of the Research Studies Committee members endorsed the introduction of a Named PhD (Applied Linguistics). The School of Humanities and Communication Arts noted that this named PhD aligns with objective 4.3 of *Securing Success* and it would give the University an advantage in the market, particularly since Applied Linguistics, which includes Interpreting and Translation, is

an area of particular strength and international reputation. The Research Committee endorsed the introduction of the named PhD (Applied Linguistics) and the proposed changes to the *Doctorate Policy*.

Without comment....

It was resolved (AS15:05/03):

That Academic Senate approves the amended Doctorate Policy, from the date of publication.

3.14 APPROVAL OF SCHOLARSHIPS

Academic Senate was requested to consider the following proposals for new University Donor Funded Scholarships, prepared by the Office of Advancement and Alumni:

GPT Group Intern Scholarship for Aboriginal Students – This scholarship is intended for current students enrolled in any year of a Bachelor of Business (all majors except Hospitality Management, Human Resources Management, Human Resources Development, Industrial Relations, Sports Management and any double degree combined with Law) and the Bachelor of Business and Commerce (all majors except Sports Management and any double degree combined with Law) who identify as Aboriginal or Torres Strait Islander and maintain a credit average.

HAC Scholarship for Agriculture - This scholarship is intended for current students enrolled in any year of a Bachelor of Natural Science (Sustainable Agriculture & Food Security) or the Bachelor of Natural Science (Agriculture), Hawkesbury Campus who maintain a credit average.

HAC Scholarship for Nursing – This scholarship is intended for current students enrolled in the third year (in 2016) of the Bachelor of Nursing, Hawkesbury Campus, who maintain a credit average.

Charter Hall Scholarship Program – These two scholarships are intended for current students enrolled in the second year of the Bachelor of Business (Property major) or previous equivalent course, who maintain a credit average.

Order of Australia Association Foundation Scholarship – This scholarship is intended for current students enrolled in the second year of an undergraduate degree which includes a Bachelor of Business, and intend on proceeding to a Masters higher degree. The criteria include an age restriction, financial need and maintenance of a minimum credit average.

Western Sydney University Refugee Scholarship – This scholarship is intended for new or continuing students in any undergraduate or postgraduate coursework at Western Sydney University, or, Foundation Studies, Diploma or Associate Degree at the Western Sydney – The College. Applicants must have been issued a permanent humanitarian visa within the last five years and are expected to maintain a minimum grade point average of four.

It was resolved (AS15:05/04):

That Academic Senate approves the following proposed Scholarships:
- *GPT Group Intern Scholarship for Aboriginal Students*

- HAC Scholarship for Agriculture
- HAC Scholarship for Nursing
- Charter Hall Scholarship Program
- Order of Australia Association Foundation Scholarship
- Western Sydney University Refugee Scholarship

3.15 AWARDS OF THE UNIVERSITY MEDAL

The following students were awarded the University Medal at the September 2015 Graduation ceremonies, as approved by the Chair of Academic Senate, on behalf of the Senate.

- Ashleigh STEWART (SID 17118369) Bachelor of Science Honours Class 1
- Rebecca CROSS (SID 17272849) Bachelor of Science Honours Class 1
- Rizwan Mohammed SAHIB (16821457) Bachelor of Arts Honours Class 1
- Scott JESSUP (17056319) Bachelor of Construction Management Hons Class 1

Without comment.....

It was resolved (AS15:05/05):

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

4 REPORTS AND RECOMMENDATIONS FROM SENATE COMMITTEES

4.1 SENATE EXECUTIVE COMMITTEE

Without discussion...

It was resolved (AS15:05/06):

That Academic Senate notes the minutes of the Senate Executive Committee meeting held 18 September 2015 and the amended report of the Senate Executive Committee electronic meeting conducted between 22 and 24 September 2015.

4.2 RESEARCH COMMITTEE

Without discussion...

It was resolved (AS15:05/07):

That Academic Senate notes the minutes of the 6 October 2015 meeting of the Research Committee.

4.3 RESEARCH STUDIES COMMITTEE

Without discussion...

It was resolved (AS15:05/07):

That Academic Senate notes the minutes of the 4 August, 1 September and 6 October 2015 face to face Research Studies Committee meetings.

4.4 EDUCATION and ASSESSMENT COMMITTEES (including Student Engagement and Experience Committee)

Without discussion...

It was resolved (AS15:05/08):

That Academic Senate notes the combined report of the Education Committee, Assessment Committee and SEEC meetings held on 7 September, 6 October and 9 September 2015, respectively.

4.5 ACADEMIC PLANNING AND COURSES APPROVALS COMMITTEE

Without discussion

It was resolved (AS15:05/09):

That Academic Senate approves the new course 1815 Doctor of Philosophy/Master of Clinical Psychology to commence in 2016 at the Bankstown and Penrith campuses. TRIM reference: D15/606162

It was resolved (AS15:05/10):

That Academic Senate notes the reports of the face to face 26 August and 30 September meetings and the electronic meeting conducted between 4 and 8 September 2015 of the Academic Planning and Courses Approvals Committee and ratifies the recommendations contained therein (except those items considered by the Senate Executive Committee).

4.6 BACHELOR (HONOURS) COMMITTEE

The Bachelor (Honours) Committee met on 28 September 2015. The minutes of this meeting will be provided to the next meeting of Senate.

4.7 THE COLLEGE ACADEMIC COMMITTEE

Without discussion

It was resolved (AS15:05/11):

That Academic Senate notes the minutes of the face to face meetings of 28 July and 8 September 2015 and the electronic meetings of 22 June, 10 July and 6 to 12 August 2015 of the College Academic Committee.

4.8 BOARD OF TRUSTEES

The Board of Trustees met on 9 September 2015.

The next meeting is scheduled for 2 December 2015. Summaries of Board of Trustees meetings, and minutes of Board of Trustees meetings, are available on the web-site at: <http://www.westernsydney.edu.au/boardoftrustees>.

5 FOR INFORMATION

No items were reported.

6 NEXT MEETING

The last Academic Senate meeting for 2015 will be held on Friday 4 December.

Academic Senate meeting dates for 2016 are as follows:

- Friday 19 February
- Friday 22 April – [Proposed workshop prior to meeting]
- Friday 17 June
- Friday 12 August – [Proposed workshop prior to meeting]
- Friday 21 October
- Friday 9 December

All the meetings have been arranged at this stage to be held in the Board Room, Building AD, at Werrington North.