

ACADEMIC SENATE

Circulated: 13 October 2016

Confirmed minutes of meeting 16/04 of the Academic Senate of Western Sydney University held on Friday 12 August 2016 at 9:30am in the Board Room, Ground Floor, Building AD, Werrington North Campus.

Present:

Associate Professor Paul Wormell (Chair)
Professor Michael Adams
Professor Paul Arthur
Professor James Arvanitakis
Professor Simon Barrie
Professor Kevin Bell
Dr Matthias Boer
Ms Robyn Causley
Dr Kathleen Dixon
Professor Kevin Dunn
Mr Michael Gonzalez
Associate Professor Deborah Hatcher
Dr Kate Huppatz
Professor Lisa Jackson-Pulver
Professor Denise Kirkpatrick
Professor Gregory Kolt
Associate Professor Joanne Lind

Associate Professor Jane Mears
Dr Olivia Mirza
Dr Terri Mylett
Associate Professor Julie Old
Professor Carol Reid
Associate Professor Alpana Roy
Dr Elfriede Sangkuhl (Deputy Chair)
Professor Lynette Sheridan Burns
Associate Professor Surendra Shrestha
Professor Simeon Simoff
Professor Michele Simons
Associate Professor Terry Sloan
Professor Sheree Smith
Professor Deborah Sweeney
Associate Professor Linda Taylor
Dr Vivek Thakkar
Dr Katina Zammit

In Attendance:

Ms Gillian Brown (Secretary)
Dr Stephen Janes
Ms Deirdre Lee

Mr Ian Londish

Apologies:

Professor Ian Anderson
Mr Jarrod Bradley
Mr Jack Braithwaite
Mr Michael Burgess
Ms Sue Craig
Professor Barney Glover (VC)
Professor Annemarie Hennessy
Professor Scott Holmes

Professor Peter Hutchings
Mr Ralph Melano
Mr Alan Moran
Dr Christopher Peterson
Professor Zhong Tao
Ms Leanne Yard

1 PROCEDURAL MATTERS

1.1 INTRODUCTION, WELCOMES, CONGRATULATIONS, FAREWELLS AND APOLOGIES

Welcome

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

The Chair of Academic Senate, Associate Professor Paul Wormell, also recorded Senate's gratitude and respect for the leadership shown by the former Chancellor,

the late Sir Ian Turbott, who passed away on Wednesday, 10 August. Sir Ian played a key role in the University's establishment, development and growing stature and maturity, and was remembered as a wise, gracious and very effective leader and advocate for the University.

A special welcome was extended to Professor Kevin Bell, Pro Vice-Chancellor (Digital Futures), attending his first meeting of Academic Senate, and to Robyn Causley representing the Student Experience Office.

The Chair acknowledged this was the last meeting for Professor Paul Arthur, who is leaving the University to take up another senior position. Professor Arthur was thanked for his wise and measured contribution to Senate's activities, and to the promotion committees.

Members noted that Professor Kate Stevens' term on Senate as a representative of the University Research Institute Directors had ended. Professor Stevens was acknowledged as a particularly valuable member of Senate through her calm, perceptive and always constructive contributions, and was recognised as one of the custodians of the University's academic culture.

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.

The Chair recognised that conflicts of interest may arise during the period he is serving as Deputy Dean of the School of Science and Health, pending the appointment of a new Deputy Dean. If at any stage a conflict of interest is raised, the Deputy Chair, Dr Elfriede Sangkuhl will assume the Chair for that item in the meeting.

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
- 3.3.2 The Student Misconduct Rule – Inappropriate Behaviour Guidelines
- 3.3.3 Promotions Review
- 3.5.1 *Transforming Western Sydney University*
- 3.6 Research – Strategies for Developing a Culture of Research Quality
- 4.6 Bachelor (Honours) Committee
- 4.7 School Academic Committee 2015 Annual Reports

It was agreed to star the following additional item:

- 3.10.2 Admissions Policy and Procedures for U/18 International Students

It was resolved (AS16:04/01):

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.

The Chair acknowledged the large volume of work completed by the standing committees of Senate, in connection with the unstarred items which had just been approved.

1.4 ORDER OF BUSINESS

An additional late item was added at 3.13 Scholarships for Asylum Seekers in the revised agenda distributed 10 August 2016.

The School of Law Academic Committee 2015 Annual Report at item 4.7 was introduced after item 3.3.3 to enable Dr Stephen Janes to travel to another campus.

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 17 June 2016. A minor amendment to item 3.7.2 Science in Australia Gender Equity Program (SAGE), seventh point, to replace “Directors of Research and Higher Degree” with “Deans” was agreed.

It was resolved (AS16:04/02):

To confirm the minutes of the Senate meeting held on 17 June 2016, with the agreed minor 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 17 June 2016 and previous meetings had been circulated and it was noted that all items on the action sheet had been completed or were progressing.

2 BUSINESS ARISING

2 BUSINESS ARISING FROM THE MINUTES OF PREVIOUS MEETINGS

2.1 MINUTE 3.12 PROGRESSION AND UNSATISFACTORY ACADEMIC PROGRESS POLICY

Without comment members noted that the final revised version of the Policy has been published on the Policy DDS System.

2.2 MINUTE 3.12.3 ASSESSMENT POLICY – ASSOCIATED DOCUMENTS

Without comment members noted that the flow chart and process guide had been published on the Policy DDS System as associated documents.

3 GENERAL BUSINESS

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 17 June 2016.

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

- The Chair's spoken report to the 10 August meeting of the Board of Trustees had highlighted a range of matters, including this year's focus on the Higher Education Standards Framework and Senate's contribution towards re-registration with TEQSA in 2018; Senate's endorsement of the new *Learning Futures Plan*; and today's Senate agenda including a presentation on the *Transforming Western Sydney University* projects, which are of particular interest to the Board.
- The Chair drew Senate members' attention to the changes taking place to the NSW Higher School Certificate (HSC) and senior curricula, emphasising that students come to this University through many different pathways, but recent school leavers are still a major source of undergraduate students, and there is a need to be aware of their initial learning skills. The literacy and numeracy tests are a welcome initiative, but the provision for allowing students five years after leaving school in which to reach the appropriate standards for obtaining their HSC meant that we could not work on the basis that all students who entered University had passed the tests.

3.2 REPORT FROM THE VICE-CHANCELLOR

A copy of the Vice-Chancellor's report to the 10 August 2016 meeting of the Board of Trustees was provided to members. The Vice-Chancellor was an apology to this meeting and the Deputy Vice-Chancellor (Academic) agreed to take any questions on notice. There were no questions from the members.

3.3 HIGHER EDUCATION STANDARDS AND REGULATION

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

3.3.1 Higher Education Standards Framework

Members noted without comment that the revised *Higher Education Standards Framework (Threshold Standards) 2015* takes effect from 1 January 2017, and re-registration of the University to ensure it meets these standards is due in May 2018. The University has established a TEQSA Working Party whose membership includes the Chair and two other members of Academic Senate. The new Framework is available at:

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

3.3.2 Student Misconduct Rule - Revised Inappropriate Behaviour Guidelines

The Office of Legal Counsel had completed a review of the *Inappropriate Behaviour Guidelines* and provided recommended changes to provide clarity and address some complications raised in the first six months of operation. These revised Guidelines were endorsed by Senate Assessment Committee at its meeting on 26 July 2016.

The changes included the addition of definitions; clarification of situations where matters are referred to the Authorised Officer; removal of some duplicated steps in the process; and simplifying of the language.

Members agreed that the changes addressed the concerns that had been raised to date and provided instructions for a clearer process. Some discussions were held regarding whether there are any circumstances in which collusion could be considered a minor infraction. It was considered that the current provisions in the *Student Misconduct Rule* for lesser penalties addressed this element.

A minor adjustment was agreed in clause 10 (2) line 2 to remove “the student does not have a right of a review” as this was a duplication. The amended clause is:

“If a student is permitted to resubmit or to submit an alternative assessment task as part of any outcome under these Guidelines, ~~the student does not have a right of a review~~, then the student does not have any right of review or supplementary assessment (as the case may be) under the University’s Assessment Policy or under any other University policy relating to academic assessment.”

Members noted that work was continuing on the process of recording cases and data collection.

In discussion it was noted that we should be vigilant to make sure that students do not feel under pressure to admit to an allegation simply to allow the matter to be heard under the Guidelines.

It was resolved (AS16:04/03):

That Academic Senate approves the Inappropriate Behaviour Guidelines with the agreed deleted text from clause 10 (2), from the date of publication.

3.3.3 Promotions Review

Professor Denise Kirkpatrick, Deputy Vice-Chancellor and Vice-President (Academic), provided a presentation on the review of the University’s academic promotion processes.

Professor Kirkpatrick explained the intention to align the promotion process more closely with the University’s strategic goals and values, and to make it easier for staff to apply for promotion. The review has focused on rewarding staff members’ contributions to the University’s strategic priorities, recognising a wide range of career trajectories, and acknowledging the changing higher education landscape.

The broad changes proposed were:

- centralised promotions committees for levels B to E;
- an always-open process without strict timing constraints;
- a pro-forma approach with simple guidelines; and
- introduction of interviews for promotions to levels D and E.

Members provided the following comments:

- University policy is that there are no quotas for promotion.
- Members welcomed the increased efficiencies that would arise from the provision of evidence centrally in a common format, reducing the bulk of the application forms, and the more open, flexible approach to applying for promotion.
- The provision for one external and one internal referee, rather than two external referees, is beneficial, as an internal referee may have more knowledge of an applicant's contributions to teaching and learning, and governance.
- It was agreed that it is important to give details of an applicant's relationship to their referees, to establish the context of their comments.
- Mapping of the requirements for advertised positions against those for promotion was seen as a helpful approach to ensuring equity between internal and external applicants.
- It was suggested that School presentations by applicants for promotion to level D or E might be an alternative to an interview process.
- The processes should allow flexibility for applicants who have experienced career disruption to provide evidence from more than five years prior to their current application.
- It was confirmed that unsuccessful applicants can reapply within the year.
- It would be useful to articulate the process to be followed when a promotion appeal is upheld.
- It is proposed to establish a pool of trained committee members, from which committees of approximately five to nine can be drawn.

It was resolved (AS16:04/04):

That Academic Senate approves the proposed changes to the Academic Promotions process.

3.3.4 Academic Governance Working Party

Without comment members noted the minutes from the Academic Governance Working Party meeting on Wednesday 29 June 2016.

3.4 SENATE WORK PLAN

[Securing Success: 6.5 Promote inclusive and participatory decision-making; 6.7 Foster a strong culture and track record of successful renewal and innovation, achieved through the determination, creativity and hard work of all staff; 6.16 Aspire to the highest standards of university governance and accountability]

Without comment members noted that the updated version of the Senate Work Plan is available on the [Academic Senate](#) webpage and that it continues to develop in response to the *Securing Success* implementation plans and updated areas of focus for 2016.

3.5 MAJOR UNIVERSITY INITIATIVES

3.5.1 Transforming Western Sydney University – Curriculum and Research

On Thursday 21 July 2016 the Vice-Chancellor provided the University with an overview of its current performance, financial position and key future strategic initiatives. *Transforming Western Sydney University (TWSU)* is a suite of related strategic initiatives organised into five thematic areas, to enact the *Securing Success* strategies. This was also the topic for the Vice-Chancellor / Chair of Academic Senate Forum held 20 July 2016.

The Deputy Vice-Chancellor and Vice-President (Academic), the Pro Vice-Chancellor (Learning Transformations) and the Pro Vice-Chancellor (Research and Innovation) provided an overview of *Transforming Western Sydney University* Curriculum and Research areas at this meeting.

Professor Denise Kirkpatrick highlighted the following main features:

- Some of the projects included under *TWSU* are new but many are existing initiatives.
- The Board of Trustees has provided its strong support for *TWSU*.
- Creating *TWSU* and scoping the projects has demonstrated an impressive level of collaboration which is hoped to be exemplified and perpetuated.
- *TWSU* uses elements of the rebranding, consolidating and reaffirming existing strengths and leveraging the strengths of staff and students to make the title “Western” an advantage, reclaiming our position in the West and positioning the University for the future.
- The projects include the strengthening of processes and practices to make the University more competitive.
- A central *TWSU* website is under construction.
- The two main areas with the greatest influence on Academic Senate’s work are Curriculum Structures and Research.

Professor Simon Barrie provided the following overview of the Curriculum Structures aspect of *TWSU*:

- This project requires input from all in the University, recognising the important roles that staff members play in the development of curricula.
- The University is committed to transforming students to equip them to be successful in a changing environment.
- Many students start with no idea of their possible future study pathways, and our current course structures ask them to make major choices when they are least prepared to do so.
- Educational innovation is hampered by complexities and inefficient processes which need to be simplified.
- The project will look at: what needs to change in our curricula to make the University more attractive to students; recognise what are the difficulties; and help students to efficiently engage in learning and focus on the important outcomes.
- The curriculum transformation involves reviewing our curriculum structures to identify a common architecture or set of architectures, including support structures and academic literacy development.

- A key aspect will be identifying the signature experiences for students in our courses.
- The curriculum structures should make the best use of pathways, and include multi-disciplinary projects and research-based learning, identifying how best to integrate research into the curriculum.
- We must also identify where work-integrated learning fits, and use the best models and technologies for enabling this.
- There should be increased flexibility for students to move out of University into work, and then back again. Three stages have been identified for the project:
 1. Evidence-based strategies for identifying areas of commonality, with reference to both national and international examples.
 2. New aspects, such as units and courses which cross disciplines, how to support staff and reducing bureaucracy.
 3. Transforming the way in which we think about teaching, developing a culture to recognise and reward teaching, and driving institutional change.

Members made the following comments:

- The holistic approach with integrated support systems was commended. Changes must be well-executed and measured to ensure they are an improvement.
- Members welcomed the ideas of connecting with students' ambitions and simplifying course structures, such as in the new Bachelor of Business course.
- We should make sure that we fulfil students' actual needs, not just what we think they need. We should involve the student voice and understand the student lifecycle.
- Course accreditation requirements were acknowledged, and our assumptions may need to be updated as changes in the education sector occur, such as the revised Higher School Certificate.
- The first stage will be an eighteen-month process, and staff will need to be engaged with it. Members were encouraged to take this information back to their Schools and other organisational units, as part of their role on Academic Senate.

Professor Deborah Sweeney provided the following overview of the Research aspect of *TWSU*:

- Teaching and research are mutually reinforcing.
- Research:
 - attracts staff and enhances the brand of the University, which in turn attracts higher-calibre students;
 - needs to be impactful and focussed on developing solutions;
 - needs to involve the community, business and industry (including governments, NGOs).
- This is a challenging time for the sector. The Commonwealth government is focussing on industry and Universities working

together, and there is a need for higher-degree students to be working on industry solutions.

- The first assessment of research impact will occur in 2018 with a trial to be conducted next year.
- We need to create practices and processes to promote collaboration and increase performance to keep pace with our competitors.
- Four areas of development have been recognised:
 1. People: Talent acquisition and development.
 2. Systems: Creation of systems to remove barriers.
 3. Structures: Research Themes, Institutes and Schools, Partnerships with Industry.
 4. Environment: Co-location of research and teaching and learning spaces;
- Twenty senior research fellowships are proposed to attract research leaders who have worked with industry.
- One hundred targeted HDR scholarships are proposed, with links to industry, and to develop and strengthen international partnerships.

The following comment was made in response to members' questions:

- The possibility of converting some fellowships to full time employment is being considered, noting that building and maintaining relationships with industry partners using short-term academic positions can be problematic. It was suggested that post-doctoral scholarships could be considered as a way to facilitate the development to senior lecturer whilst building careers in a research-dominant space.

Members thanked Professors Kirkpatrick, Barrie and Sweeney for their informative presentations.

3.5.2 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 agendas to afford members the opportunity for academic debate regarding this project. Members were invited to raise any related matters or provide comment. No matters were raised at this meeting.

3.6 RESEARCH

3.6.1 Strategies for Developing a Culture of Research Quality

The Executive Director, Research, Engagement, Development and Innovation (REDI) provided a document to the 9 June meeting of the Research Committee proposing that the University review current research models with a view to encouraging a "quality over quantity" research culture – particularly around the area of publications. The paper addressed items such as workload allocation; School KPIs; Promotion Policy and Leadership, and was modified following feedback from the Research Committee.

Professor Deborah Sweeney, Pro Vice-Chancellor (Research and Innovation) introduced this item for discussion, highlighting the following points:

- The quality of published articles is now included in the Excellence in Research for Australia (ERA) criteria.
- Discussions across all Schools need to occur to support a culture of quality not quantity. There are internal challenges to research quality and the paper sets out some strategies for overcoming them.
- All academic staff are encouraged to use 'Journal Finder' to identify high-quality publications. This is available on the Library website under the Research tab - <http://journalfinder.library.uws.edu.au.ezproxy.uws.edu.au/>.
- The focus on quality publications has been included in the Promotions Review.

Members provided the following comments:

- The Promotions Committees provide clear messages about the importance of quality research publishing, showing research leadership and the development of independent scholarship.
- The ERA panels have provided a clear message about recognising the depth and quality of research.

3.7 LEARNING AND TEACHING

3.7.1 Learning Futures 2016-2020 Plan

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 Senate Work Plan is strongly influenced by the implementation and action plans for *Securing Success*, including the *Learning Futures Plan 2016-2020*, which was endorsed at the 17 June meeting of Academic Senate, as reported to the 10 August meeting of the Board of Trustees.

3.8 RED TAPE TASKFORCE

The Red Tape Task Force was established to review a range of administrative tasks required in support of teaching and research programs. This initiative of the Board of Trustees aimed to identify opportunities to free up academic time currently spent on administration, while improving efficiencies and processes. An update on the current projects was provided by the Senior Project Manager at the 22 April meeting of Senate. A further update will be provided to the 21 October meeting.

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

3.9.1 Academic Senate Committees Terms of Reference and Membership

Some amendments to the membership of Senate in the *Academic Governance Policy* were discussed at the 22 April 2016 to reflect changes in the University's executive staffing. Members requested that a specific position be nominated on Senate and its committees to replace the Academic Registrar position, to ensure that the same level of expertise and advice is available at meetings. An interim arrangement was agreed whereby the Chief Student Experience Officer nominated an Associate Director in place of the Academic Registrar on Senate's Committees until this aspect of the memberships was formally revised.

The final amendments were provided in a paper. Without comment:

It was resolved (AS16:04/05):

That Academic Senate endorses the proposed amendments to the Academic Governance Policy and recommends it to the Board of Trustees for approval.

It was resolved (AS16:04/06):

That Academic Senate approves the proposed amendments to the terms of reference and membership of the Standing Committees of Senate.

3.9.2 Self-Review of Academic Senate

A self-review of Academic Senate commenced 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 survey was distributed to members for response by the end of 2015 and a report of the survey was provided to the 19 February meeting of Senate. Appropriate actions for consideration, identified from members' responses and informed by the discussions at the previous meeting of Senate, were agreed at the 22 April meeting. Senate Executive Committee prioritised the actions at its 20 May meeting. An update on work completed was provided for the 17 June meeting and a further update will be provided to the 9 December meeting.

3.10 ACADEMIC POLICY REVIEW

3.10.1 Academic Policy Advisory Group (APAG)

An update on the academic policies prioritised for consideration and progress to date by the Academic Policy Advisory Group (APAG) was provided as follows:

Policy	Status
<i>Admissions</i>	APAG considered proposed amendments to the <i>Admissions Policy</i> , and new <i>Admissions and Welfare (International Students Under 18 Years) Procedures</i> to facilitate the admission of under-18 international students on a student visa. Refer item 3.10.2.
<i>Advanced Standing Policy</i>	Comments were provided via the DDS Bulletin Board and at the 17 February meeting of APAG, and were reviewed at the 5 April Education Committee Meeting. A revised version was discussed at the 17 June APAG meeting. The final version will be submitted to the 7 September meeting of Education Committee.
<i>Articulation Pathways Policy</i>	Revisions are on hold pending the final version of the revised <i>Advanced Standing Policy</i> due to the overlap in this area of the two policies. A revised draft version of the policy will be submitted to the following meeting of APAG.
<i>Assessment Policy – Criteria and Standards-based Assessment (Assessment Policy)</i>	A Stage 1 revised version of this policy was published on 1 March 2016. Stage 2 revisions will be completed following the Assessment Review.
<i>Courses and Units</i>	A revised Stage 1 version was published on 1 March

<i>Approvals</i>	2016. Stage 2 revisions will occur after the <i>Course Design Policy</i> has been developed.
<i>Course Advice to Students Policy (renamed from Academic Advising Policy)</i>	The revised version of the Policy has been published on the Policy DDS System with the new Associated Documents approved at the 17 June meeting of Academic Senate.
<i>Course Design Policy</i>	APAG and Education Committee supported the establishment of a new <i>Course Design Policy</i> to encompass the Structure and Nomenclature of <i>Bachelor Awards Policy, Associate Degrees Policy</i> and <i>Postgraduate Coursework Policy</i> . The Terms of Reference and membership for a Working Party have been agreed.
<i>Disruption to Studies Policy (renamed from Special Consideration Policy)</i>	The review of this complex policy has been progressed by the Special Consideration Working Party and a draft new <i>Disruption to Studies Policy</i> to replace the <i>Special Consideration Policy</i> was discussed at Senate on 4 December 2015 and placed on the Bulletin Board for comment. A revised version incorporating feedback, implementation plan and systems work are being progressed.
<i>External Advisory Committee Policy</i>	Review is due and amendments required to adjust titles and to align with the Higher Education Standards. APAG agreed that a revised version should be produced for discussion at the 11 August meeting of APAG.
<i>Progression and Unsatisfactory Academic Progress</i>	The Progression Policy Working Party has been reconvened.

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

3.10.2 Admissions Policy and Procedures for U/18 International Students

At the 17 June 2016 meeting, the Academic Policy Advisory Group (APAG) considered proposals to amend the *Admissions Policy* and provide new Procedures to facilitate the admission of international students aged under 18 years. This proposal, developed by a reference group led by the Office of the Pro Vice-Chancellor International, meets requirements of the ESOS National Code. The policy amendments and new *Admissions and Welfare (International Students Under 18 Years) Procedures* were placed on the Policy DDS Bulletin Board for feedback and sent to School Academic Committees.

The proposed policy amendments and new Procedures were endorsed by Education Committee via an electronic meeting.

Members highlighted the legal ramifications of the duty of care for international students aged under 18 years and the need to be risk-aware for this cohort and provide adequate case management.

It was resolved (AS 16:04/07):

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

3.11 AWARDS OF THE UNIVERSITY MEDAL

No University Medals had been approved since the last meeting of Academic Senate.

3.12 APPROVAL OF SCHOLARSHIPS

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

Eucharistic Community Scholarship for Aboriginal Women – This scholarship is intended for continuing female students, enrolled full or part time, who identify as Australian Aboriginal or Torres Strait Islander and maintain a satisfactory academic record.

JG & C Seddon Scholarship for Women – This scholarship is intended for new or continuing female students enrolled full time or part time in the Bachelor of Science (Mathematical Science), Bachelor of Science/Pathway to Teaching (Secondary), Graduate Certificate in Primary Mathematics Education or Master of Teaching (Secondary) and maintain a satisfactory academic record.

Charter Net Scholarship for Iranian Refugees – This scholarship is intended for new or continuing students enrolled full time or part time in the Bachelor of Business or Bachelor of Business and Commerce who are of Iranian background, granted a humanitarian visa, and maintain a satisfactory academic record.

GE Healthcare Cardiac Sonography Scholarship for Aboriginal and Torres Strait Islander Students – This scholarship is intended for new or continuing students enrolled full time in the Graduate Diploma in Cardiac Sonography and maintain a satisfactory academic record. Preference will be given to applicants who identify as Australian Aboriginal or Torres Strait Islander.

Blue Ocean Equities Scholarships for Master of Applied Finance – This scholarship is intended for continuing students enrolled full time or part time in the second year of the Master of Applied Finance who maintain a minimum credit average.

It was resolved (AS16:04/08):

That Academic Senate approves the following proposed Scholarships:

- *Eucharistic Community Scholarship for Aboriginal Women*
- *JG & C Seddon Scholarship for Women*
- *Charter Net Scholarship for Iranian Refugees*
- *GE Healthcare Cardiac Sonography Scholarship for Aboriginal and Torres Strait Islander Students*
- *Blue Ocean Equities Scholarships for Master of Applied Finance.*

3.13 SCHOLARSHIPS FOR ASYLUM SEEKERS

In late 2015, the University established the Refugee Scholarship Fund (\$500,000) for refugee humanitarian visa holders, valued at \$7,500 per year for the duration of their degree. At its 14 June 2016 meeting the Board of Trustees considered a policy position paper in relation to providing scholarships to refugees and asylum seekers who hold other types of visas or who are in detention. It was resolved:

*The Board of Trustees resolved to note the proposal to establish scholarships for asylum seekers under the existing Scholarships for Undergraduates Policy which will be submitted to Academic Senate for approval.
[14/6/2016:4]*

Without comment:

It was resolved (AS16:04/09):

That Academic Senate approves the proposed Scholarships for Asylum Seekers and notes the scholarships will not be established until the Scholarships for Undergraduates Policy has been amended as specified in Attachment 3.

4 REPORTS AND RECOMMENDATIONS FROM SENATE COMMITTEES

Members noted that items 4.1 – 4.7 provide an overview of the matters dealt with by Senate standing committees.

4.1 SENATE EXECUTIVE COMMITTEE

The Senate Executive Committee had not met since the last meeting of Academic Senate.

4.2 RESEARCH COMMITTEE

Without discussion:

It was resolved (AS16:04/10):

That Academic Senate notes the minutes of the meeting held 2 August 2016 and approves the recommendations contained therein.

4.3 RESEARCH STUDIES COMMITTEE

Without discussion:

It was resolved (AS16:04/11):

That Academic Senate notes the report of the electronic meeting conducted from 11 to 18 July and the minutes of the meeting held on 2 August 2016 of the Research Studies Committee.

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

Without discussion:

It was resolved (AS16:04/12):

That Academic Senate notes the report of the Education Committee electronic meeting conducted from 29 July to 3 August and the Assessment Committee meeting held on 26 July 2016.

4.5 ACADEMIC PLANNING AND COURSES APPROVALS COMMITTEE

Without discussion:

It was resolved (AS16:04/13):

That Academic Senate notes the reports of the 30 June and 28 July 2016 meetings and the report of the electronic meeting conducted from 4 to 8 August of the Academic Planning and Courses Approvals Committee and approves the recommendations contained therein.

4.6 BACHELOR (HONOURS) COMMITTEE

The Pro Vice-Chancellor (Learning Transformations) and the Chair of Academic Senate noted that the Bachelor (Honours) Committee had been established when the University had a different 'Honours' landscape. The Committee had a stated role of 'assisting Academic Senate and its Standing Committees on the academic quality management of Bachelor (Honours) programs'. As Senate's Assessment Committee has a responsibility for overseeing quality assurance and compliance for assessment across the University, it was considered that this committee could and should oversee the assessment of undergraduate Honours courses.

Members considered a report from the Bachelor (Honours) Committee on the proposed transfer of responsibilities, with the recommendation to formally retire the Bachelor (Honours) Committee on 30 August 2016.

Professor James Arvanitakis, Dean of the Graduate Research School and Chair of the Bachelor (Honours) Committee, provided an overview of progress with the new Masters of Research, noting that the Graduate Research School has its own Academic Committee to oversee the core units which are aligned to the previous Honours courses. In addition, the Research Studies Committee is focussed on building a community of practice and world-standard research training, with assessment across all disciplines, to ensure consistency and monitor sector-wide developments.

Members were also assured that the TWSU Curriculum Development project will address the development of a research culture in undergraduate degrees, with close involvement of Education Committee.

It was resolved (AS16:04/14):

That Academic Senate notes the Retirement Report of the Bachelor (Honours) Committee and approves the retirement of this committee on 30 August 2016.

It was resolved (AS16:04/15):

That Academic Senate approves the transfer of functions and responsibilities of the Bachelor (Honours) Committee to other standing committees of Academic Senate and approves the related amendments to the terms of reference of the Research Studies and Assessment Committees.

4.7 SCHOOL ACADEMIC COMMITTEE REPORTS

Annual reports for each of the Academic Senate Specialist Committees have been provided for the first meeting of Academic Senate each year, but reports had not been

sought for Senate's School Committees. A 2015 annual report from each School Academic Committee was requested, to be presented at either the 12 August or 21 October 2016 meetings of Academic Senate. This is to provide an opportunity for the School committees to review their activities; acknowledge and celebrate their achievements; set out their priorities for the following year; and give advice to Academic Senate.

Reports for the following School Academic Committees were provided at this meeting of Academic Senate:

- The report for the School of Law was introduced by Dr Stephen Janes, Deputy Dean for the School of Law. The Secretary to the SAC, Jenny Selley was recognised for completing the enormous amount of work in preparing for and distributing information from SAC meetings. The three main areas of focus during 2015 were academic integrity; the first-year students' project; and the sequencing of units. The future focus will be on updating units to improve the initial student experience, acknowledging the challenges students face in acquiring the appropriate literacy skills and then the language of the Law. Members asked about the structure of the Committee and recognised the collaborative work between the School of Law and several other Schools.
- The report for the School of Nursing and Midwifery was introduced by Associate Professor Deborah Hatcher, Dean of the School. All members of the Committee were acknowledged, especially the members from other Schools and Jennie Hall from the Course Data Management Team. The considerable contributions by the professional staff supporting the Committee were also recognised. Three main focus areas for the committee have been postgraduate studies; literacy strategies; and blended learning strategies for both students and staff. Future areas of attention were assessment design; and the importance of curriculum advice.
- The report for the School of Science and Health was introduced by Professor Gregory Kolt, Dean of the School. The main challenge of the Committee was seen as addressing the strategic issues along with the large volume of operational work. The current focus is on transition and retention activities.
- The report for the School of Education was introduced by Professor Michele Simons, Dean of the School. The current challenges for the SAC involved the changes in the initial teacher accreditation which has included many unit variations. There is a current focus on meeting the needs of the students and improving student intake numbers as intake across Australian institutions decreases. A strategic drive to diversify offerings by capitalising on ongoing professional learning opportunities is also occurring. All colleagues of the Committee were commended for their work in the current challenging environment. Increasing the student voice on the School Academic Committees was also recommended.

Members voiced their appreciation of the quality and volume of work completed by the School Academic Committees.

It was resolved (AS16:04/16):

That Academic Senate notes the 2015 Annual Reports of the School of Nursing and Midwifery, School of Science and Health, School of Education and School of Law.

4.8 THE COLLEGE ACADEMIC COMMITTEE

Without discussion:

It was resolved (AS16:04/17):

That Academic Senate notes the minutes of the 21 July 2016 College Academic Committee meeting.

4.9 BOARD OF TRUSTEES

The Board of Trustees met on 10 August 2016.

The next meeting of the Board of Trustees is scheduled for 12 October 2016. 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/about_uws/leadership/board_of_trustees.](http://www.westernsydney.edu.au/about_uws/leadership/board_of_trustees)

5 FOR INFORMATION

No items

6 NEXT MEETING

The next Academic Senate meeting is arranged for Friday 21 October 2016.

The remaining Academic Senate meeting dates for 2016 are as follow:

- Friday 21 October – Board Room Building AD Werrington North campus
- Friday 9 December – Parramatta Campus, location to be advised

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