

ACADEMIC SENATE

WORK PLAN – Update at 1 December 2017

Academic Senate Priorities for 2017

- *Support the preparations for the 2018 TEQSA Re-accreditation.*
- *Support enhancements to the student experience through coursework and higher-degree research.*
- *Promote a culture of student academic honesty and integrity.*
- *Engage with the 21st Century Curriculum Renewal project, including research dimensions of coursework.*
- *Contribute to further development of Western Sydney University Online Renewal and other aspects of technology enhanced learning.*

Additional Notes

- *This Work Plan should be taken together with the Work Plans for Senate Assessment Committee and Senate Education Committee, and the 2017 Priorities for the Academic Policies Advisory Group (APAG).*
- *See 1.2, 2.5, 2.7, 2.8, 2.9 and 4.1 for references to the University's Strategic Risk Register [updated in November 2017].*
- *See 1.5, 2.4, 2.7, 2.8, 3.5 and 5.7 for Securing Success 2015-2020 Dashboard Indicators [updated in August 2017].*
- *See 2.5 and 2.6 for consultation about Securing Success 2015-2020 and academic structures [updated in November 2017].*

Accountability	Actions	Time Frame	Achievements, Milestones and KPIs
1. Monitor and review academic governance arrangements and communication			
Chair and Deputy Chair of Senate; Chairs of Standing Committees; supported by the Secretariat	1.1 Ensure that Senate and all Standing Committees address their terms of reference and work within them.	<p>Ongoing</p> <p>Record-keeping is being reviewed following Shared Services changes</p> <p>Annual – Complete for 2017; Commence in December 2017 for 2018 reports</p> <p>December 2017 – in preparation</p>	<p>All agenda items including late items lie within Senate and Committee terms of reference.</p> <p>Senate and Committee minutes are maintained in a central repository (TRIM, and the University's website for Senate and peak Standing Committees).</p> <p>All Senate Standing Committees submit annual reports to Senate.</p> <p>Senate provides an annual summary report against its terms of reference. Chair of Senate is benchmarking with other universities.</p>
Chair of Senate	1.2 Ensure that Senate satisfies its legislated role as the “peak forum of the University for academic debate and discourse”, and discussion reflects the University's values including	Bi-monthly	Appropriate academic topics for discussion are included on all Senate agendas, with input from Senate members and Standing

		academic responsibility and freedom. Agenda items include research, learning and teaching, academic quality, standards and policy. <i>[See Strategic Risk 11 “Lack of sufficient externally recognised quality Research”, and associated Controls.]</i>	Ongoing	Committees, and the 2015 self-review of Senate. Recommended actions from these discussions are forwarded to Senate Standing Committees, the Board of Trustees, or the Vice-Chancellor and University Executive Committee, as appropriate.
Office of Governance Services; Office of Quality and Performance	1.3	External review of academic governance arrangements in accordance with the Higher Education Standards Framework.	Seek endorsement from 8 December 2017 Senate meeting	Review completed and implemented in 2018.
Senate; Chair of Senate; supported by the Secretariat	1.4	Biannual Self-review of Senate members using a survey based on the Board of Trustees Committee survey to track performance and identify areas for improvement.	Completed in 2018 and implemented for 2019	Review completed and improvement actions put in place for 2019.
Chair of Academic Senate; Committee Chairs; Secretariat	1.5	Review Academic Senate committees and working parties to ensure that they include student representatives where practicable.	Completed for 2017	<ul style="list-style-type: none"> <i>Securing Success</i> indicator for percentage of committees in which students participate. 79% at 27 November 2017 (target for 2017 is 65%).
Senate; Chair and Deputy Chair of Senate	1.6	Raise Academic Senate’s profile within the University, and promote two-way communication about Senate’s role and activities.	<p>Planned for 2017 – Implementation delayed by staff vacancies and Shared Services changes.</p> <p>Planned for 2017 – Implementation delayed by staff vacancies and Shared Services changes.</p> <p>Ongoing, in consultation with relevant Units including Student Representation and Participation</p>	<p>Develop appropriate strategies after debate at Academic Senate, taking account of advice from the academic governance working party and the 2015 self-review of Senate.</p> <p>Provide E-Updates and/or yammer postings about confirmed Academic Senate meetings, and summaries after each meeting.</p> <p>Ensure that Senate’s activities and perspectives are reflected in university-wide programs such as <i>MyVoice</i> and <i>Securing Success</i> implementation, through engagement with the SRC and <i>TWSU</i> Student Voice Project, and at University-wide gatherings.</p>
Vice-Chancellor; Chair of Academic Senate	1.7	Co-sponsor university-wide forums on prominent academic issues.	<p>Ongoing – most recent on 23 November 2017.</p> <p>Chair and VC to review in December 2017.</p>	Forums take place and provide input to University Executive members and Senate agendas.
Senate; Chairs of Senate and Senate Standing Committees; The College	1.8	Develop and monitor reporting lines and quality-assurance processes to ensure effective communication between School/Institute and peak Senate Committees, and between Academic Senate and The College.	Ongoing	Standard reporting requirements and timelines for all Senate Standing Committees, including School/Institute Committees.

		<p>Annual – most recent in December 2017</p> <p>Ongoing – standing Senate agenda item</p> <p>Ongoing – see Committee minutes</p> <p>Ongoing – see Senate and Committee minutes</p>	<p>Invite Board of Trustees members to attend Senate meetings.</p> <p>Regular exchange of minutes between Academic Senate and The College's Academic Committee.</p> <p>Senate and peak Standing Committees routinely seek advice and feedback from School/Institute Committees.</p> <p>Reports and feedback from Standing Committees lead to actions such as changes to academic policies and procedures.</p>
Senate; Chair and Deputy Chair of Senate; Secretariat	1.9 Enhance the role of elected Senate members in communicating between School committees and Senate.	<p>Increased representation on Senate Executive Committee in 2018.</p> <p>Planned for 2017 – Implementation delayed by staff vacancies and Shared Services changes.</p>	<p>Increased representation of elected Senate members on standing committees.</p> <p>Improved support for Senate members in their communication roles.</p>
Senate; Chairs of Senate and Standing Committees; Secretariat	1.10 Conduct Induction and Orientation programs for new members of Senate and Standing Committees, with ongoing advice and support.	<p>Completed. Revise for January 2018.</p> <p>Updated in December 2018</p> <p>January 2018</p> <p>Planned for 2017 – Implementation delayed by staff vacancies and Shared Services changes.</p> <p>Planned for 2017 – Implementation delayed by staff vacancies and Shared Services</p>	<p>Review the Senate Orientation kit and resources available for incoming members.</p> <p>Maintain briefing documents for Chair of Academic Senate (induction and risk management).</p> <p>All new Senate members, Chair and Deputy Chair of Senate inducted for February 2018 meeting.</p> <p>Benchmark effective practices with other universities [Senate self-review identified a need for improvement, but it has been difficult to find workable alternatives.]</p> <p>Online governance training package for student representatives.</p>

		<p>changes.</p> <p>Next round proposed for 2018</p> <p>Priority for early 2018, following outcome of Shared Services Project.</p>	<p>Briefings of School/Institute Committees on issues such as academic governance, academic standards and integrity.</p> <p>Training sessions for Secretaries and Chairs of School/Institute Committees.</p>
<p>2. Align Academic Senate activities with University strategies and projects and the Higher Education Standards Framework</p>			
Senate; Chair of Senate; in consultation with DVCs, PVCs and the Office of Quality and Performance	2.1	Ensure that Senate activities and accountabilities are included in the University's mapping of Higher Education Standards, and any gaps are listed as improvement activities in the Senate Work Plan.	<p>Completed</p> <p>On track, in collaboration with Office of Quality and Performance</p> <p>Higher Education Standards are a standing agenda item.</p> <p>Activities and accountabilities listed in mapping. Improvement activities are added to the Senate Work Plan.</p>
Senate; Chair of Senate; Secretariat, in consultation with the Office of Quality and Performance	2.2	Ensure that Senate activities and documentation support the 2018 TEQSA re-accreditation.	<p>Completed</p> <p>Ongoing</p> <p>Relevant evidence is available, and any issues are resolved in a timely way.</p> <p>Chair of Senate participates in TEQSA Steering Group.</p>
Senate; APCAC; Chair of Senate, Student Experience Office; School Academic Committees and The College	2.3	Ensure that all new and revised courses meet AQF requirements, and any identified issues are resolved.	<p>Ongoing</p> <p>Ongoing</p> <p>New course proposals are assessed for AQF compliance.</p> <p>Identified issues are resolved in a timely way.</p>
Senate; Chair and Deputy Chair of Senate; Chairs of peak Senate Standing Committees in consultation with DVCs and PVCs	2.4	Ensure alignment of Senate and standing committee work plans with <i>Securing Success</i> and associated plans and indicators, including the <i>Research and Development Plan 2015-2017</i> and <i>Learning Futures Plan</i> .	<p>June 2017 for plans; review in January 2018 for Research Plan.</p> <p>Indicators updated in August 2017</p> <p>Senate Work Plan and standing committee work plans contain relevant actions and indicators.</p>
Senate; Chair and Deputy Chair of Senate; Chairs of peak Senate Standing Committees in consultation with DVCs and PVCs	2.5	Contribute to the development of University strategic and operational plans.	<p>8 December 2017</p> <p>Senate and standing committees contribute to revision of <i>Securing Success</i> through comment and discussion at Senate meetings.</p>
Research Committee; School and Institute Research and Higher Degree Committee.		<i>[See Strategic Risk 11 "Lack of sufficient externally recognised quality Research" and associated Controls.]</i>	<p>8 December 2017 – Research Committee on 12 October 2017</p> <p>Contribute to development of the <i>Research Plan 2018-2020</i>.</p>
Senate; Chair and Deputy Chair of Senate; Vice-Chancellor / Chair of Academic Senate Academic Forums in consultation with the DVC (Strategy and Planning)	2.6	Update: Contribute to consultation about the University's academic structures, noting Senate's function of advising the Vice-Chancellor about "establishment and disestablishment of academic organisational units, such as schools, research institutes and research centres."	<p>Senate discussion on 23 June, 18 August and 20 October 2017</p> <p>Senate contributes to consultation about academic structures.</p>
Senate and peak Senate Standing	2.7	Contribute to <i>Transforming Western Sydney University</i> and	<p>Standing agenda</p> <p>Presentations and discussion at Academic</p>

<p>Committees in consultation with DVC (Academic)</p>	<p>other major University projects through Senate and standing committee activities and work plans; including:</p> <ul style="list-style-type: none"> • 21st Century Curriculum Renewal Project • Western Sydney University Online Renewal Project <p><i>[See Strategic Risks 1 “Lack of timely response to Competition, Market Disruption, Political influences or changes in the society’s expectations from higher education service providers” and 9 “Courses and Programs offered fail to satisfy student needs, employers’ expectations or they are not financially viable” and associated Controls.]</i></p>	<p>item; briefing on 18 August 2017</p> <p>As required</p>	<p>Senate.</p> <p>Update Senate and standing committee work plans as required</p> <p><i>Securing Success</i> indicators for:</p> <ul style="list-style-type: none"> • percentage of courses in which the Aboriginal and Torres Strait Islander graduate attribute is effectively embedded. Indicator has increased to 1.7% (target 1.7% in 2017). • percentage of students who undertook a Work Integrated Learning (WIL) unit. Not measured in this period (2017 target is 72%).
<p>Senate; APCAC; School Academic Committees and The College; in collaboration with Student Experience Office, BIDC and University Executive Committee</p>	<p>2.8 Schedule, manage and approve new courses and units, course and unit changes, and articulation pathways.</p> <p><i>[See Strategic Risk 9 “Courses and Programs offered fail to satisfy student needs, employers’ expectations or they are not financially viable” and associated Controls.]</i></p>	<p>Ongoing</p> <p>In Progress</p>	<p>Timely approval of courses, units and articulation proposals.</p> <p>All units converted to blended learning.</p> <p><i>Securing Success</i> indicator for:</p> <ul style="list-style-type: none"> • Percentage of units that are equal to or above blended learning quality mark. Not measured in this period, and measure is currently under review (2017 target is 93%).
<p>Senate; Research Committee; Research Studies Committee; DVC (Research and Development); PVC (Research and Innovation); Dean, Graduate Studies</p>	<p>2.9 Encourage and promote staff involvement in public discourse on matters related to Greater Western Sydney – see <i>Securing Success</i>.</p> <p><i>[See Strategic Risk 10: “Ineffective Partnership and Engagement with key strategic stakeholders in the Western Region, nationally and Internationally” and associated Controls.]</i></p>	<p>Ongoing – Senate papers on research impact and engagement on 18 August and 20 November 2017</p>	<p>Enhanced public discourse on matters related to Greater Western Sydney.</p>
<p>3. Monitor and enhance academic standards and assessment</p>			
<p>Chair of Senate; Senate Assessment Committee, in collaboration with the PVC (Learning Transformations) and PVC (Digital Futures)</p>	<p>3.1 Contribute to a comprehensive university wide review of assessment and implement relevant recommendations.</p> <p><i>[See Senate Assessment Committee and Senate Education Committee Work Plans]</i></p>	<p>Final Report presented to Senate on 8 December 2017; implementation in 2018</p>	<p>Academic Senate implements relevant recommendations from the review.</p>
<p>Education Committee; Assessment Committee</p>	<p>3.2 Continue participating in external referencing of assessment standards.</p> <p><i>[See Senate Assessment Committee Work Plan]</i></p>	<p>Ongoing in 2017 – reported to Senate Assessment Committee in July 2017</p> <p>2018</p>	<p>External referencing conducted to meet the Higher Education Standards Framework and assure the quality of assessment at the University.</p> <p>Engagement with IRU Academic Calibration Progress from 2018.</p>

Senate Education Committee; Assessment Committee; APCAC; School Academic Committees and The College	3.3 Complete the mapping and validation of existing course learning outcomes, and ensure that the same approach is used for all new courses.	Ongoing Implement recommendation 4 from Review of Assessment in 2018	All new courses are appropriately mapped. Timeline is developed for mapping all courses, taking account of the TWSU Curriculum Project.
Deans; School Academic Committees; APCAC; Senate; in consultation with the Office of Quality and Performance	3.4 Ensure that all courses have a functioning External Advisory Committee (EAC), or equivalent arrangements (<i>e.g.</i> professional accreditation) to ensure expert, critical feedback about the relevance and quality of the course.	Office of Quality and Performance has conducted a survey – Chair is following this up	Monitor course proposals to ensure that all courses have a functioning External Advisory Committee or equivalent arrangements.
Senate Education Committee; Assessment Committee; School Academic Committees and The College; in collaboration with the Office of Quality and Performance	3.5 Monitor course and unit quality through Annual Course Reports and other surveys, ensuring that student engagement, retention and success data – particularly in relation to demographic sub-groups including international students, high achievers, students from Aboriginal and Torres Strait Islander backgrounds, Vocational Education and Training (VET) pathways students – inform course and School improvement plans. [See Senate Education Committee Work Plan]	See integrated schedule of reports and School responses – revised ACR schedule approved by Senate Education Committee on 7 November 2017	Identification and promulgation of good practice; identification and follow-up of areas that need improvement. <i>Securing Success</i> indicators for: <ul style="list-style-type: none"> • Course Experience Questionnaire (CEQ) – <i>Overall Satisfaction: 81% (target 85% in 2017; Changes to collection of data; different instrument and collection methodology to that used previously)</i> • University Experience Survey – <i>Learner Engagement; Note measured in this period (2017 target is 65%)</i> • Retention of Priority groups; <i>preliminary figure 77% (target 82% in 2017)</i> • Graduate Destination Survey – percentage of undergraduate Australian residents who are employed (full-time and part-time); <i>74% (target 77% in 2017; Changes to collection of data; different instrument and collection methodology to that used previously)</i> • Progression rates of pathway students (undergraduate). <i>78% (2017 target is 78%) for The College; 75% (2017 target is 75%) for VET/TAFE.</i>
Senate; Senate Education Committee; Assessment Committee; Research Studies Committee; School Academic Committees and The College; School and Institute Research and Higher Degree Committees	3.6 Consider and approve student results in accordance with the <i>Assessment Policy – Criteria and Standards-Based Assessment</i> , and relevant Higher Degree Research policies, with monitoring by the relevant expert Senate Committee (Assessment, Bachelor (Honours), Research Studies); approve graduation lists in accordance with the delegations in the <i>Academic Governance Policy</i> . [See Senate Assessment Committee Work Plan]	Each teaching session, and ongoing for HDR programs – see SAC, SRHDC, Senate Assessment Committee and RSC minutes Ongoing – see SAC minutes	Timely approval of results each semester with oversight by Senate Assessment Committee and RSC. Graduation lists approved in accordance with policy.
Senate; Chair and Deputy Chair of Senate; relevant Senate Standing	3.12 Contribute to formal University responses to Universities Australia, NSWVCC, Commonwealth Departments, TEQSA,	As Required – major	Provision of responses as required, with reporting to Senate.

Committees; in collaboration with DVCs, PVC, Office of Quality and Performance, Student Experience Office	<i>etc.</i> to influence the policy environment and government regulations under which the university operates.	contribution in 2017 to TEQSA re-registration process	
4. Develop and review academic policy			
Academic Policy Advisory Group (APAG); Associate Director (Secretariat); Student Experience Office; Graduate Research School; Research Studies Committee; Research Committee; Chair of Senate; in consultation with Manager, Policy	4.1 Liaise with Office of Governance Services to ensure timely review and approval of academic policies. <i>[See Strategic Risk 18 “Workforce strategy for academic and professional staff is not effective to deal with the challenges being faced by the University” and Control in relation to red tape.]</i> <i>[See Senate Education Committee Work Plan and APAG 2017 Priorities]</i>	Monitored by APAG and Manager, Policy Standing Senate Agenda Item	Schedule of detailed work plans and timely review of policies. Submit progress reports to each meeting of Academic Senate.
Chair of Senate; Manager, Complaints Resolution	4.3 Conduct a review of the University’s appeals mechanisms to address the Higher Education Standards Action Plan.	July 2017 8 December 2017 – proposed Procedures 2017-2018 progressive updating of policies; most recent on 20 October 2017	Report to Office of Quality and Performance. Consolidated Appeals Procedures and Policy changes in place.
5. Contribute to managing academic risk			
Chair of Senate in consultation with Senate Executive Committee and the Office of Audit and Risk Assessment	5.1 Maintain regular contact with the Office of Audit and Risk Assessment about management of academic risk, and make recommendations about the development of the Strategic Risk Register.	Six-monthly – most recent on 17 July 2017 December 2017	Submission of reports and recommendations as requested. Chair of Senate to liaise with Director, Audit and Risk Assessment about management of operational risks.
Chair of Senate	5.2 Ensure that relevant strategic risks are reflected in the Senate Work Plan.	Updated 23 November 2017	Activities and accountabilities listed in risk mapping.
Chairs of Senate and Standing Committees, supported by the Secretariat	5.3 Ensure that conflicts of interest are declared and addressed.	Standing Senate and Committee Agenda Items	Standing item on all agenda papers.
Academic Senate and Schools; Senate Assessment Committee and Senate Education Committee, in collaboration with the DVCs, PVCs, University General Counsel, Librarian and Secretariat	5.4 Promote student academic honesty and integrity by: a. Monitoring the operation of the <i>Student Misconduct Rule</i> and <i>Inappropriate Behaviour Guidelines</i> .	Six-monthly. Chair is following up next report, including report from University-level committees	Schools and The College report to Senate Assessment Committee.

	<p>b. Supporting the development and implementation of the Education for Academic Integrity strategies.</p> <p><i>[See Senate Assessment Committee and Senate Education Committee Work Plans]</i></p>	<p>Strategies endorsed in March 2017. Updated at Senate Education Committee on 7 November 2017</p>	<p>Framework implemented.</p>
<p>Chair of Senate; APAG; Office of Governance Services, in collaboration with the Compliance Program Manager</p>	<p>5.5 Ensure that Senate processes and academic policies support the University's Compliance Management Program.</p>	<p>As Required</p> <p>Arrange for new Chair in 2018</p>	<p>Any issues identified are addressed in a timely way.</p> <p>Chair of Senate meets regularly with Compliance Manager</p>
<p>School Academic Committees; Senate Assessment Committee; Senate Education Committee</p>	<p>5.6 Monitor Reviews of Grade, Student Academic Misconduct outcomes, academic integration plans, admission of honours students, Honours topics and supervision, decisions relating to special consideration, strategies for students at risk.</p>	<p>Being updated to reflect Review of Assessment</p> <p>Follow up as part of Review of Academic Substructures in early 2018</p>	<p>Identification and promulgation of good practice; identification and remediation of areas that need improvement.</p> <p>Note: the Academic Governance Working Party has reviewed the operation of the School Academic Committees and highlighted the need for discussion outside curriculum approvals.</p>
<p>Graduate Research School, Research Studies Committee, Research Committee</p>	<p>5.7 Monitor admission, supervision, examination and completion of HDR students.</p>	<p>Ongoing with reports to RSC</p>	<p>See <i>Research and Development Plan 2015–2017</i>.</p> <p><i>Securing Success</i> indicator for:</p> <ul style="list-style-type: none"> percentage of timely HDR completions. 30% (target in 2017 is 32%).

Relevant Extracts from Western Sydney Strategic Risk Register – Updated in November 2017

Strategic Risk 1: Lack of timely response to Competition, Market Disruption, Political influences or changes in the society's expectations from higher education service providers.

- Controls include:
 - Various transformation programs: - 21 Century Curriculum, Western Growth
 - Investment in growth market segments: - Online Course Offering, International Growth
 - Delivery of Research that is recognised externally.

Strategic Risk 9: Courses and Programs offered fail to satisfy student needs, employers' expectations or they are not financially viable.

- Controls include:
 - 21st Century Curriculum Development Program including development of a Course Performance Index - measure of effectiveness of the courses.
 - Rigorously test assumptions and viability of academic programs.
 - Align academic programs to our marketing strategy i.e. a) use improved market/ business intelligence and forecasting techniques to customise academic programs to suit market demands (with a focus on digital marketing);
 - Adopt innovative and flexible program design, process and delivery approaches i.e. online learning; professional development courses and non-accreditation courses.
 - Streamline the approval process for new academic programs
 - Support Schools to explore and develop joint academic programs.
 - Monitor programs offered by competitors (Academic Program Management Plan and the Annual Course Review will cover this by including results in the annual course report).

Strategic Risk 10: Ineffective Partnership and Engagement with key strategic stakeholders in the Western Region, nationally and Internationally

- Controls include:
 - Promote research achievements to the public, private and NGO sectors.
 - Create more long-term, mutually beneficial international research partnerships through whole of institutional agreements.
 - Continue to create a research-led culture.
 - Alignment of education, research and engagement programs with the regional priorities of the Greater Western region.
 - Generate public discussions on a wider range of matters affecting the communities of Greater Western Sydney.

Strategic Risk 11: Lack of sufficient externally recognised quality Research.

- Controls include:
 - Culture change required for a strong focus on research delivery.
 - Refresh Research and Development Plan 2015 - 2017 with clear targets.

Strategic Risk 18: Workforce strategy for academic and professional staff is not effective to deal with the challenges being faced by the University.

- Controls:
 - Review processes and systems that create "Red Tape" across the organisation.