

ACADEMIC SENATE

Circulated: 5 Aug 2016

Confirmed minutes of meeting 16/03 of the Academic Senate of Western Sydney University held on Friday 17 June 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 Ian Anderson
Professor Simon Barrie
Mr Jarrod Bradley
Mr Jack Braithwaite
Dr Kathleen Dixon
Professor Kevin Dunn
Professor Barney Glover (VC)
Mr Michael Gonzalez
Professor Rhonda Griffiths
Professor Scott Holmes
Dr Kate Huppatz
Professor Peter Hutchings
Professor Gregory Kolt

Associate Professor Joanne Lind
Associate Professor Jane Mears
Mr Ralph Melano
Dr Terri Mylett
Associate Professor Julie Old
Dr Christopher Peterson
Associate Professor Alpana Roy
Dr Elfriede Sangkuhl (Deputy Chair)
Associate Professor Surendra Shrestha
Professor Simeon Simoff
Associate Professor Terry Sloan
Professor Kate Stevens
Professor Deborah Sweeney
Associate Professor Linda Taylor

In Attendance:

Ms Gillian Brown (Secretary)
Ms Deirdre Lee
Dr Kate Liddell
Mr Ian Londish
Ms Jo Maguire

Ms Kate Refalo
Dr Jioji Ravulo
Ms Pru Wirth

Apologies:

Professor Paul Arthur
Professor James Arvanitakis
Dr Matthias Boer
Mr Michael Burgess
Ms Sue Craig
Ms Lizette Delacy
Professor Annemarie Hennessy
Professor Lisa Jackson-Pulver
Dr Cindy Kersaitis
Professor Denise Kirkpatrick

Dr Olivia Mirza
Mr Alan Moran
Professor Carol Reid
Professor Michele Simons
Professor Sheree Smith
Professor Zhong Tao
Dr Vivek Thakkar
Ms Leanne Yard
Dr Katina Zammit

Absent:

Mr Murray Robertson

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 welcomed all to this meeting, especially at this busy time of year when many are marking final examinations and other major assessment tasks. A special welcome was also extended to the newly elected postgraduate student representative, Jack Braithwaite, for his first meeting.

The Chair acknowledged the contributions made by Dr Cindy Kersaitis, (an apology for this meeting) an elected member of Academic Senate from the School of Science and Health who retires from the University in July this year. Cindy was recognised for her practical and perceptive contributions to Senate debates, reflecting the realities of academic policies in classroom situations. Members noted her valuable contributions, and wished her well for her retirement.

Members also noted that this was the last meeting for Professor Rhonda Griffiths. The Chair acknowledged Professor Griffiths as a highly effective and respected academic leader, whose School has prospered greatly under her Deanship, in teaching, research and wider influence on professional practice and in the community. She has been a great advocate for academic standards and innovation in education. Her wise and well-informed contributions to Senate debates and the work of its committees, were acknowledged. The Chair, on behalf of Senate, wished Rhonda well for her retirement.

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
- 3.2 Report from the Vice-Chancellor
- 3.3.3 Higher Education Standards and Regulation – *Academic Governance Working Party Update*
- 3.5 Student Engagement – *PATHE Project*
- 3.6 Research – *Collaborative Practice with Industry*
- 3.7.1 Learning and Teaching – *Learning Futures Plan*
- 3.7.2 Learning and Teaching – *Science in Australia Gender Equity Program (SAGE)*
- 3.11.1 Academic Senate Committees Terms of Reference and Membership
- 4.3 Research Studies Committee – Annual Report
- 4.6 Bachelor (Honours) Committee – Annual Report

It was agreed to star the following additional item:

- 2.1 Business Arising – Minute 1.5 Other Business

It was resolved (AS16:03/01):

That the documents for all unstarred agenda items be noted and, except where alternative action is noted as appropriate, all recommendations contained in those items be endorsed.

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

There were no changes to the order of business.

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 22 April 2016:

It was resolved (AS16:03/02):

To confirm the minutes of the Senate meeting held on 22 April 2016 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 22 April 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 1.5 OTHER BUSINESS

At the 19 February 2016 meeting of Academic Senate members requested discussions about the academic implications of the *Space Management Policy* for a future meeting of Senate. These discussions were delayed pending the publishing of a revised Policy in March 2016.

Some related discussions were held under item 3.8 *Development of 1 Parramatta Square* regarding the lack of diversity in the teaching spaces in providing only case-study areas. It was agreed that an efficient method of obtaining feedback on the academic dimensions of general policies be investigated by the Academic Governance Working Party.

Members noted that a motion had been raised regarding this matter but was subsequently withdrawn with the good teaching practice in Flipped Classroom scenarios and new teaching spaces raised with the Chair of Education Committee, and the implications for research culture and productivity in flexible work spaces raised with the Chair of the Research Committee.

2.2 MINUTE 3.15 COURSE ADVICE TO STUDENTS POLICY

Work was undertaken in 2015 to revise the current *Academic Advising Policy*, including re-naming it to make it easier to find in the Policy DDS, along with other course-related policies.

Members recognised the importance of accurate course advice which can be life changing for students. The revised policy was approved subject to the following amendments:

- Clause (16) Updating of the Academic Registrar's Office to Student Experience Office;
- Clause (20) Addition of suitable text to recognise that action can only be taken, for both commencing and continuing students, where advice of any disability or chronic health condition has been received. It was recommended that the Executive Director, Participation and Success be consulted in the preparation of appropriate wording.

The rewording of Clause (20) has been completed and the revised version of the Policy published on the Policy DDS System.

2.3 MINUTE 3.16 ADMISSIONS POLICY

The Academic Policy Advisory Group worked on a substantially updated and revised version of the *Admission Policy* during 2015. Consultation occurred in late 2015 and the revised version, which was endorsed by Education Committee at its 5 April 2016 meeting.

This revised policy was approved without change.

It was resolved (AS16:02/04):

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

The revised version of the Policy has been published on the Policy DDS System.

2.4 MINUTE 3.17 PROGRESSION AND UNSATISFACTORY ACADEMIC PROGRESS POLICY

Approval was sought for an adjustment to the definition of 'Conditional Enrolment' in the *Progression and Unsatisfactory Academic Progress Policy (Progression Policy)*, to account for the increase in the number of students studying in the Summer session, pending the full review of the *Progression Policy* during 2016.

Members acknowledged the reasons for the interim amendments but advised that procedures or system constraints should not drive policy provisions.

The revised policy was approved subject to the following amendments:

- Clause (7)b. Retention of the final sentence “Students enrolled in courses that do not adhere to the Autumn and Spring Session academic calendar must consult their Academic Course Advisor to determine the reduced study load to be carried during the year of Conditional Enrolment.”
- Guidance for Academic Course Advisors to strongly advise students on conditional enrolment to study only 10 credit points in the Summer Session.

It was resolved (AS16:02/05):

That Academic Senate approves the revised Progression and Unsatisfactory Academic Progress Policy, as amended, from the date of publication.

Arrangements are being made for the revised version of the Policy, including further amendments at item 3.12.2, to be published on the Policy DDS System.

2.5 MINUTE 3.18 ACADEMIC RECORDS ISSUANCE POLICY – COURSE ABBREVIATIONS

Without comment....

It was resolved (AS16:02/06):

That Academic Senate approves the updates to Section 3 of the protocols and standards for award titles and their abbreviations at Attachment 1 for publication as Associated Information to the Academic Records Issuance Policy, and for use in the Web Handbook and as the recommended post-nominal letters for relevant awards.

Arrangements are being made for the revised version of the Course Abbreviations to be published on the Policy DDS System.

2.6 MINUTE 3.13 [AS 4 December 2015] REVISED DOCTORATE POLICY

At the 23 October meeting members approved changes to the *Doctorate Policy* pertaining to the examination of the Doctor of Creative Arts and introduction of a Named PhD (Applied Linguistics).

Without comment

It was resolved (AS15:05/03):

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

Arrangements for the revised version of the Policy to be published on the Policy DDS System were delayed pending further proposed amendments. A more complete review is now progressing. This revised version of the Policy has been published pending this full review.

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 22 April 2016.

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

- The Board Strategy Day was a full, challenging and stimulating experience which indicated the strong support by the Board of Trustees for what the University is trying to achieve in research, learning, teaching and engagement.
- The Chair participated in a national Peer Review of Assessment workshop, which addressed how universities can assure themselves that units and courses are being assessed appropriately, and assessment standards are appropriate with benchmarking against other universities. Our University has played a leading role in this area, and the Vice-Chancellor has been a strong advocate for this sector-wide program of work. Royson Valore from our Office of Quality and Performance, has been working with staff across a range of schools, and gave a very useful and interesting presentation at the workshop.
- The Chair was impressed with the clarity and focus of many recent Academic Development Program (ADP) proposals and encouraged members to attend the ADP workshop on the 28 June or refer to the ADP website at http://www.westernsydney.edu.au/organisational_development/od/career_development/academic_development_program

3.2 REPORT FROM THE VICE-CHANCELLOR

A copy of the Vice-Chancellor's report to the 14 June 2016 meeting of the Board of Trustees was provided to members. The Vice-Chancellor provided an update on major initiatives and commented on relevant developments, including:

- The Federal Government delivered its 2016-17 Budget on 3 May together with a paper on possible policy reforms for the higher education sector. The Budget delays the implementation of the higher education reforms as announced in the 2014-15 Budget to allow the Government to consult on its Policy Options Paper.
- The Group of Eight universities provided advice to the government on the demand-driven system (DDS), noting that the DDS's limited growth potential is creating some competitive tension.
- There is acceptance in the sector that some reform of the Higher Education Loan Program (HELP) is required. The United Kingdom white paper on *Success as a knowledge economy: teaching excellence, social mobility and student choice* was recommended as interesting reading.
- The Higher Education Standards Panel is consulting on the transparency of higher education admissions processes and will provide a report to the Federal Minister for Education and Training in September 2016.
- Universities Australia has launched a campaign – *Respect. Now. Always.* – to build on work done by individual universities in ensuring that staff and students are safe from sexual assault and sexual harassment. UA is working with partners including the Australian Human Rights Commission, the UNSW Australian Human Rights Centre and The Hunting Ground Australia Project Team to collect comprehensive data, review and update policies at universities and share best global practice.

- The Vice-Chancellor will deliver his State of the University address in July and encouraged all staff to attend in person or via live stream, and highlighted the importance of engaging broadly across the University.
- Three refugee students were guests at the Board of Trustees Strategy Day dinner. They spoke passionately about the challenges and opportunities of university education, and were enthusiastic supporters of the University's commitment to the region and social mission.
- The pressure on budgets over the next three years, with minimal growth in student numbers, has led to future recruitment being subject to approval based on a business case analysis. The University's current financial position is sound but with decreases in funding such as the \$2.5 million reduction in clinical placement funding, some response is required.
- The longer-term repercussions of reduced funding were discussed at the Board of Trustees Strategy Day. Detailed data analysis on load is being provided on a regular basis, with the most recent data showing some challenges with the transition of students from The College to the University. A load and retention taskforce has been established to devise a response. UAC preference data has indicated some market share changes in the current flat market. The Student Experience, in the early stages of offers, is important in realising enrolments.
- A detailed set of strategic initiatives has been formulated to address the following core issues: People and Students; Systems; Environment – physical and virtual; Structures – curriculum architecture and reform (this project will require the deep involvement of Academic Senate); and Research. A presentation on these projects will be provided for the Academic Senate.
- The Board of Trustees is supportive of the University's rebranding, with significant positive impacts indicated for the long term. It was noted that Parliament had approved the renaming of the University during the previous week.
- The 'topping out' ceremony for 1PSQ occurred with all visitors impressed by the substantial facility which provides flexible learning spaces, comfortable and interesting informal spaces for students, staff and conference facilities. The top four floors have been leased and an announcement regarding the tenants is expected over the next few months.

Members were provided with the following requested additional information:

- The structure of the teaching relationship with Sydney Institute of Business and Technology (SIBT) at the Sydney City Campus was clarified, advising that these students were completing a Western Sydney University program and qualification, delivered by SIBT, which is a wholly owned entity of Navitas, the pathway college for international students. This partnership is to address the significant underperformance in the number of inbound international students, which is currently well below the industry standard. Although this is currently a twelve-month agreement, there is a commitment to a long-term relationship and more information will be provided in the next few months.
- The Vice-Chancellor acknowledged the pressure on staff, especially in the School of Business, regarding the 1PSQ initiative and the rate of change. The nature of the changes is considered vital to lift the School and build its competitiveness. The significant investment by staff was recognised.
- The new Liverpool Higher Education Centre was announced early last year and has been communicated on Yammer. The concept of a modestly sized

learning centre is to ensure the University has a substantial presence in Liverpool, particularly in response to the University of Wollongong's expansion into Liverpool.

The Chair thanked the Vice-Chancellor for his comprehensive report.

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 new Framework is available at:

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

3.3.2 University Reviews – Current Status of School, Institute and Research Centre/Group Reviews

Western Sydney University has a policy of undertaking reviews to track the extent to which its plans and key strategic objectives are being consistently and effectively implemented. Under the Higher Education Standards Framework reviews are essential components of meeting the University's self-accrediting obligations.

Members noted without comment the paper by the Office of Quality and Performance and the Office of the Deputy Vice-Chancellor (Research and Development) outlining the coordinated School, Institutes and Research Centre/Group reviews. More details are available

at http://www.westernsydney.edu.au/quality_andperformance/oqp/planning_and_review/review_

3.3.3 Academic Governance Working Party

A slightly revised membership and terms of reference for the reconvened *Academic Governance Working Party* was agreed at the 4 December 2015 meeting of Academic Senate and interested members of Academic Senate and Education Committee were invited to join the Working Party. The current members are:

- Professor Michael Adams (Chair)
- Ian Londish
- Associate Professor Terry Sloan
- Dr Elfriede Sangkuhl
- Dr Kathleen Dixon
- Leanne Yard
- Michael Gonzalez

Positions are currently vacant for one academic staff member from the University Research Institutes and one student member from Senate or one of its committees.

The notes of the first meeting of the reconvened working party, held on Monday 16 May 2016, were provided to members. The Chair of the working party, Professor Michael Adams, provided a brief update, noting that the working party will look at

the Higher Education Standards and the balance between corporate and academic governance to provide clearer guidance for Senate.

The next meeting of the Academic Governance Working Party is scheduled for 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 the updated version of the Senate Work Plan and that it continues to develop in response to the *Securing Success* implementation plans and updated for the areas of focus for 2016. At its 20 May 2016 meeting the Senate Executive Committee discussed the amendments to the work plan and priorities for 2016.

3.5 STUDENT ENGAGEMENT – PATHE PROJECT

The Pasifika Achievement To Higher Education project (PATHE) strives to develop aspirations towards further education and training in Pacific communities. PATHE promotes options for Pasifika people to develop and gain new skills and new knowledge, leading to greater opportunities across life. Established in 2012, and facilitated by the Office of Widening Participation and the School of Social Sciences and Psychology.

The Project Manager, Dr Jioji Ravulo, provided an informative presentation of this exciting initiative with the following key messages:

- The project was established to develop the career aspirations of Pasifika people, who originate from the Island states within Polynesia, Melanesia and Micronesia (which includes Fiji, Samoa, Tonga, Rarotonga and indigenous New Zealanders).
- It was previously noted that progression and retention rates for Pasifika students were comparatively low.
- Focus meetings had commenced to engage with these students, acknowledge their differences, contribute to their learning, and provide confidence for them to feel valued.
- The project has expanded and is now offered across all campuses with three key components: student support, outreach activities and innovative projects.
 - Student support involves assisting students through weekly workshops to progress, complete and transition into the workforce or further education. Specific needs of the students are identified, students are referred to appropriate areas for assistance and successes are celebrated. Participants have also expanded into research careers.
 - The outreach activities include partnerships with primary and secondary schools (80) to provide learner progression workshops for the development of career and vocational aspirations in a cultural context. There is also educational aspiration training for 40 community groups. Student ambassadors are used in the schools providing both direct and passive outcomes in sharing their positive

experiences. Monitoring and evaluation occurs at the end of the workshops to build capacity within the schools' executives to build cultural competence, providing a sustainable model.

- Additional initiatives include: Vocational videos; Year 11 experience on campus; Bring your family to University Days; Celebrate Pasifika Days; National Rugby League (NRL) partnership; Massey University online link and an active website and Facebook page.

The following comments were provided:

- Dr Ravulo was congratulated and the International Office would like to learn about the structure of this successful program in engaging with students.
- Granular data would be interesting in identifying the overall increase in enrolments and the increase in identifying Pasifika students. Research has commenced on this aspect with three papers in preparation.
- Unit Coordinators receive regular demographic reports on their students. More nuanced data in these reports could assist in responses at the School level.
- Some international students may be included in this project with undergraduate aid scholarships provided in Fiji. Increased participation by postgraduate international students was considered important.

Members were impressed by this project and considered the program an exemplar of good practice. The Chair thanked Dr Ravulo for his presentation.

3.6 RESEARCH

3.6.1 Collaborative Practice with Industry

A Vice-Chancellor and Chair of Academic Senate Forum was held on this topic at the Campbelltown campus on 12 May 2016, with table discussions following presentations by the Deputy Vice-Chancellor and Vice-President (Research and Development), Pro Vice-Chancellor (Research and Innovation) and Executive Director, Research, Development & Engagement. A summary of the Forum and the themes arising from the discussion was provided.

The Pro Vice-Chancellor (Research and Innovation) introduced discussions on this item. Members made the following comments:

- A key area of focus is increasing income generated from collaborative projects with industry, recognising the outcomes of the Watt Review of Research Policy and Funding Arrangements for the University's income for research support and training.
- Current initiatives are REDI Business, Ideas Labs, and LaunchPad.
- Forum participants engaged in robust discussions and provided valuable ideas and comments which have been reported back to REDI and Academic Senate.
- Starting small, and growing business relationships over time was recognised as an important strategy, and all researchers were encouraged to play a part.
- It was considered that a moral imperative of the University is to use research to shape society, and interaction with industry is a part of this.

- Maintaining independence and impartiality in research, and a position of respect in society, were recognised as being important. Researchers need to engage with the REDI team to ensure that the right approach and clauses are reflected in research agreements.
- Deans were encouraged to ensure that a greater focus on external partnerships is facilitated, recognising that our researchers have a place in finding solutions for industry.

Academic Senate congratulated the Research Office, Schools and University Research Institutes for the increased performance of research in University.

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 and teaching plan.

The *Learning Futures 2016-2020 Plan (Plan)* was endorsed at the 7 June meeting of the Senate Education Committee and was provided for discussion and endorsement by Academic Senate. Professor Simon Barrie, Pro Vice-Chancellor (Learning Transformations) introduced the *Plan* highlighting the following aspects:

- Professor Barrie thanked Associate Professor Bronwyn Cole for developing the draft *Plan*, and advised Senate that the core features have been retained, but the *Plan* has been streamlined and focussed to address the needs of the complex and busy space in higher education.
- The *Plan* is an active document for use in the engagement with Schools, other institutions and communities.
- It was recognised that many staff are change-weary and so effort is needed for supporting the change phases of the *Plan*.
- There will be opportunities to review the initiatives and continue to assess their effectiveness. This *Plan* encourages ongoing feedback.
- The *Plan* includes the governance to innovate, in a transparent, evidence-based manner.
- The *Plan* should be used as a conversation starter regarding the challenges and huge potential of Western Sydney University. It is hoped to facilitate rewarding experiences for staff, similar to those provided to students of The Academy.

Members thanked Professor Barrie and provided the following comments:

- It was recommended that staff be provided with the required skills and support to enable the successful implementation of the initiatives.
- Professor Barrie offered to visit Schools to talk through the *Plan*.
- The *Plan* provides for indicators rather than outcomes at this stage, although more concrete measurement may be appropriate.

Members congratulated Professor Barrie on the extensive consultation and structured framework for moving forward.

It was resolved (AS16:03/03):

To endorse the Learning Futures 2016-20202 Plan as a framework, recognising its role as an enabler of continued conversations.

3.7.2 Science in Australia Gender Equity Program (SAGE)

The Science in Australia Gender Equity Program (SAGE) program aims to improve gender equity and diversity in the Science, Technology, Engineering, Mathematics and Medicine disciplines (STEMM).

Professor Kate Stevens provided a brief overview of the program as follows:

- The SAGE program aims to improve gender equity and diversity in the STEMM disciplines.
- It is a three-year program, drawing on the UK-based Athena SWAN evaluation and accreditation framework.
- The SAGE Academic Lead is Professor Janice Aldrich-Wright (School of Science and Health).
- A Self-Assessment Team has been established to oversee the data-gathering of our current policies and practices, identify gaps, develop an Action Plan and prepare the University's application.
- This program is linked to the Vice-Chancellor's committee for gender equality and has senior executive representation with the involvement of Professor Denise Kirkpatrick, Deputy Vice-Chancellor (Academic).
- Other universities, such as the University of Sydney, University of New South Wales, University of Technology Sydney and University of Newcastle are also involved.
- A workshop will be held in September 2016 and the Chair will commence meeting with ~~Directors of Research and Higher Degree~~ Deans and University Research Institute Directors from August.
- The goals are to achieve a SAGE bronze award, then silver, then gold.

3.8 RED TAPE TASKFORCE

The Red Tape Taskforce (RTTF) 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.

3.9 INFRASTRUCTURE DEVELOPMENTS: ACADEMIC IMPACT

3.9.1 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.

On 25 May 2016 the 'Topping out' ceremony, officially marking the last structural element placed atop of the building, was celebrated. Further comments were made during the Report from the Vice-Chancellor (refer item 3.2).

3.10 STUDENT EXPERIENCE

Please see agenda item 3.7.1 *Learning Futures 2016-2020 Plan*.

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

3.11.1 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 that ensures the same level of expertise and advice is available at meetings. The relevant responsibilities are currently being reviewed, and a revised proposal will be provided to the 12 August Senate meeting.

The Associate Director, Secretariat introduced the interim arrangements proposed at this meeting whereby the Chief Student Experience Officer nominates an Associate Director in place of the Academic Registrar on Senate's Committees until this aspect of the memberships is formally revised.

A revised set of terms of reference and membership for the Senate Executive Committee was discussed at the 22 April 2016 meeting of Senate and a further revision, taking account of feedback from members at that meeting, was circulated to members for comment. No further comments were received and this version of the revised terms of reference and membership was proposed for consideration.

Some minor changes to the membership of some standing committees, as discussed at the previous meeting of Academic Senate on 22 April 2016, to reflect changes in the University's executive staffing and changes in titles, were proposed at this meeting, along with adjustments to the terms of reference of the Student Engagement and Experience Committee.

Members noted without comment that a further proposal will be provided to the next meeting of Academic Senate and:

It was resolved (AS16:03/04):

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

3.11.2 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. Members noted without comment the update on work completed to date.

3.12 ACADEMIC POLICY REVIEW

3.12.1 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>	The revised version of the Policy has been published on the Policy DDS System.
<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 24 May APAG meeting and further amendments discussed at the 17 June APAG meeting.
<i>Articulation Pathways Policy</i>	This policy requires amendments to reflect the changes to the course approvals process and arrangements for International Pathways. A revised version was provided for comment to SACs and via the DDS Bulletin Board. This was considered by APAG at the 17 June meeting.
<i>Assessment Policy – Criteria and Standards-based Assessment (Assessment Policy)</i>	A Stage 1 revised version of this policy was approved by Senate Executive Committee on 24 September 2015 to take effect from 1 March 2016. Stage 2 revisions will be completed following the Assessment Review. A new Associated Document was endorsed by Education Committee and was approved at item 3.12.3.
<i>Courses and Units Approvals</i>	A revised Stage 1 version was approved by Senate on 4 December 2015 and has been published. 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 amended wording of Clause (20) was arranged and the revised version of the Policy published on the Policy DDS System.
<i>Course Design Policy</i>	APAG and Education Committee supported the establishment of a new <i>Course Design Policy</i> to encompass the <i>Structure and Nomenclature of Bachelor Awards Policy</i> , <i>Associate Degrees Policy</i> and <i>Postgraduate Coursework Policy</i> . Expressions of interest in joining a working group have been sought and an initial draft of the terms of reference discussed at the 17 June APAG meeting.
<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 is 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 August meeting.
<i>Progression and Unsatisfactory Academic Progress</i>	The Progression Policy Review Group have identified suitable data and completed benchmarking. Issues around resourcing require discussion given the additional work for schools involved with the proposed 'show cause' process. A minor revision was approved at the 22 April meeting of Senate and a further minor amendment approved at item 3.12.2.

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

3.12.2 Progression and Unsatisfactory Academic Progress Policy

At the 4 December 2015 meeting members approved amendments required to the *Progression and Unsatisfactory Academic Progress Policy (Progression Policy)* following changes to senior management positions to facilitate the consideration of progression appeals in January 2016.

A further minor amendment is now proposed to enable the Deputy Chair of Academic Senate to uphold appeals against exclusion, suspension or placement on Conditional Enrolment, on behalf of the Academic Senate, as provided for the Chair of Academic Senate. The change is listed below:

“(48) The Chair, Academic Senate or Deputy Chair, Academic Senate and the Pro Vice-Chancellor, Learning Transformations or nominee may determine, on behalf of the Academic Senate, that there are no valid grounds on which to uphold an appeal, and therefore that the appeal will be dismissed. The Chair, **or Deputy Chair**, Academic Senate may determine, on behalf of the Academic Senate, to uphold the appeal, if there are clear and significant grounds to do so.”

It was resolved (AS16:03/05):

That Academic Senate approves the amended Progression and Unsatisfactory Academic Progress Policy, from the date of publication.

3.12.3 Assessment Policy – Associated Documents

The Academic Policy Advisory Group (APAG) recommended a flow chart and explanatory process note (as attached) to be published as an associated document to the *Assessment Policy*. These documents were endorsed by Education Committee, and as they contain delegations for approval, are provided for Senate’s consideration.

It was resolved (AS16:03/06):

That Academic Senate approves the flow chart and process guide to be published as an associated document to the Assessment Policy, from the date of publication.

3.13 AWARDS OF THE UNIVERSITY MEDAL

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

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:

Katie Page Scholarship for High Achieving Women – This scholarship is intended for new or continuing female students enrolled in any undergraduate degree who maintain a credit average and demonstrate community leadership.

Katie Page Equity Scholarship for Women – This scholarship is intended for new or continuing female students enrolled in any undergraduate degree who maintain a satisfactory grade-point average and demonstrate equity considerations such as economic, social or other disadvantage.

Katie Page Scholarship for Refugee Women – This scholarship is intended for new or continuing female students enrolled in any undergraduate degree, postgraduate coursework degree at the University or Foundation Studies, Diploma, Bachelor first year program or Associate Degree at The College, who maintain a satisfactory grade-point average and have been granted a humanitarian visa, preferably within the last five years.

Rotary Club of Richmond Scholarship – This scholarship is intended for students enrolled in the first year of an Agricultural, Food or Environment undergraduate degree, who are residents of the Hawkesbury local area and who maintain a satisfactory grade-point average.

Weir Anderson Foundation Scholarship for Women – This scholarship is intended for new or continuing female students enrolled in any undergraduate degree, who demonstrate financial hardship and maintain a credit grade-point average.

Ali Yassine Refugee Scholarship – This scholarship is intended for new or continuing students enrolled in any undergraduate or postgraduate degree, who maintain a satisfactory grade-point average and have been granted a humanitarian visa, within the last five years.

Fatma Yassine Refugee Scholarship – This scholarship is intended for new or continuing students enrolled in any undergraduate or postgraduate degree, who maintain a satisfactory grade-point average and have been granted a humanitarian visa, within the last five years. Some preference will be given to students of Islamic Faith.

It was resolved (AS16:03/07):

That Academic Senate approves the following proposed Scholarships:

- *Katie Page Scholarship for High Achieving Women*
- *Katie Page Equity Scholarship for Women*
- *Katie Page Scholarship for Refugee Women*
- *Rotary Club of Richmond Scholarship*
- *Weir Anderson Foundation Scholarship for Women*

- Ali Yassine Refugee Scholarship
- Fatma Yassine Refugee Scholarship

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

Without discussion...

It was resolved (AS16:03/08):

That Academic Senate notes the report of the Senate Executive Committee electronic meeting conducted between 2 and 5 May 2016 and the minutes of the 20 May 2016 meeting.

4.2 RESEARCH COMMITTEE

The minutes of the 9 June 2016 meeting of the Research Committee will be provided to the next meeting of Academic Senate.

4.3 RESEARCH STUDIES COMMITTEE

The Chair of the Research Studies Committee had provided his apologies for this meeting and the Chair of Academic Senate spoke briefly to the Committee's 2015 annual report at this meeting of Senate. The Chair advised that the report is brief but this is a hard-working committee that plays a crucial role in protecting the University's standards and reputation for higher-degree research awards. It promotes good practice and the streamlining of processes. The committee will be increasingly referring to the Higher Education Standards which apply from 1 January 2017.

The Research Studies Committee met on 3 May and 9 June 2016. The minutes of the 3 May meeting are appended. The minutes of the 9 June meeting were provided with the late papers.

It was resolved (AS16:03/09):

That Academic Senate notes the minutes of the 3 May and 9 June 2016 Research Studies Committee meetings, and the 2015 annual report of the committee.

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

Without discussion...

It was resolved (AS16:03/10):

That Academic Senate notes the report of the Education Committee meetings held on 7 June and from 2 to 5 May 2016 incorporating the minutes of the

Student Engagement and Experience Committee meeting held on 18 May 2016 and the Assessment Committee meeting held 10 May 2016.

4.5 ACADEMIC PLANNING AND COURSES APPROVALS COMMITTEE

Without discussion...

It was resolved (AS16:03/11):

That Academic Senate notes the reports of the 28 April and 26 May 2016 meetings of the Academic Planning and Courses Approvals Committee and approves the recommendations contained therein.

4.6 BACHELOR (HONOURS) COMMITTEE

The Chair of the Bachelor (Honours) Committee had provided his apologies for this meeting and the Chair of Academic Senate spoke briefly to the Committee's 2015 annual report at this meeting of Senate.

The Chair advised that Senate had established this committee in 2012 to oversee bachelor honours degrees. The Honours Committee provided a community of practice for honours coordinators; oversight of honours assessment practices; a forum for sharing good practice; and some useful improvements to policy and procedure. It also helped to guide the transition to the Master of Research.

Now that the Graduate Research School and the Master of Research are established, the committee is considering whether its functions could be redistributed to the Research Studies Committee and Senate Assessment Committee, recognising that the University still has a substantial number of embedded honours courses and a few end-on, typically for professional accreditation purposes. The Committee is considering a draft paper on this, and this will be reported to a future meeting of Senate.

The Bachelor (Honours) Committee last met on 14 March 2016 and the next meeting will be held on 11 July 2016.

It was resolved (AS16:03/12):

That Academic Senate notes the 2015 Annual Report of the Bachelor (Honours) Committee.

4.7 THE COLLEGE ACADEMIC COMMITTEE

Without discussion...

It was resolved (AS16:03/13):

That Academic Senate notes the minutes of the 19 May 2016 College Academic Committee meeting.

4.8 BOARD OF TRUSTEES

The Board of Trustees met on 14 June 2016.

The next meeting of the Board of Trustees is scheduled for 10 August 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.

5 FOR INFORMATION

5.1 ACADEMIC SENATE MEETINGS

Without discussion it was noted that for some time the usual layout for Academic Senate of the Board Room at Werrington North had not been well set-up for engaged discussion or modern technology. In addition, with the future plans for the Werrington North campus, various options for a suitable location around the University are under investigation.

A further minor revision of the room layout used for the previous meeting of Senate in the Board Room in Building AD at Werrington North, was trialled at this meeting.

6 NEXT MEETING

The next Academic Senate meeting is arranged for Friday 12 August.

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

- Friday 12 August – Board Room Building AD Werrington North campus
- Friday 21 October – Board Room Building AD Werrington North campus
- Friday 9 December – To be Advised

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