

# ACADEMIC SENATE

Confirmed: Friday 23 February 2018

Confirmed minutes of meeting 17/06 of the Academic Senate of Western Sydney University, held on Friday 8 December 2017 at 9:00am in the Board Room, Ground Floor, Building AD, Werrington North campus.

## **Present:**

Associate Professor Paul Wormell (Chair)  
Professor Barney Glover (VC)  
Professor Kevin Bell  
Associate Professor Matthias Boer  
Ms Robyn Causley  
Dr Kathleen Dixon  
Mr Michael Gonzalez  
Associate Professor Deborah Hatcher  
Professor Scott Holmes  
Dr Kate Huppatz  
Professor Peter Hutchings  
Associate Professor Slade Jensen

Professor Denise Kirkpatrick  
Mr Alan Moran  
Dr Terri Mylett  
Associate Professor Alpana Roy  
Dr Elfriede Sangkuhl  
Associate Professor Surendra Shrestha  
Professor Simeon Simoff  
Professor Michele Simons  
Professor Sheree Smith  
Professor Deborah Sweeney  
Dr Katina Zammit

## **In attendance:**

Professor Sharon Bell  
Ms Gillian Brown  
Ms Sophie Buck  
Ms Nicole Gismondo  
Ms Angela MacDonald (minutes)

## **Apologies:**

Professor James Arvanitakis  
Professor Simon Barrie  
Mr Jack Braithwaite  
Mr Michael Burgess  
Mr Phil Craig  
Professor Kevin Dunn  
Associate Professor Paola Escudero  
Mr Buch Ezidiegwu  
Professor Steven Freeland  
Professor Annemarie Hennessy  
Professor Lisa Jackson-Pulver  
Professor Paul James

Professor Gregory Kolt  
Associate Professor Alana Lentin  
Associate Professor Jane Mears  
Dr Olivia Mirza  
Associate Professor Julie Old  
Ms Julie Onyango  
Associate Professor Christopher Peterson  
Professor Carol Reid  
Associate Professor Terry Sloan  
Associate Professor Zhong Tao  
Associate Professor Linda Taylor

## **1 PROCEDURAL MATTERS**

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### **☆1.1 INTRODUCTION, WELCOME, AND APOLOGIES**

The Chair of Academic Senate, Associate Professor Paul Wormell, welcomed all members to the sixth and final meeting of Academic Senate for 2017.

The Chair acknowledged 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 attending the meeting.

The Chair welcomed and extended thanks to all student, staff members and visitors, especially for coming at a time of year when many people are going on leave and a number are travelling overseas. He noted that the past few weeks had been very busy and demanding for all staff and students, and put on record his appreciation of the

crucial work that the School Academic Committees do in reviewing and approving students' grades and marks. He welcomed Nicole Gismondo, recently elected undergraduate student member of the Board of Trustees, and Sophie Buck, Director, Governance Services, who were in attendance for this meeting.

The Chair noted that this was the final face-to-face meeting of the current Academic Senate, and offered warm congratulations to all re-elected and newly elected members for 2018. He offered thanks and congratulations to all members, as Academic Senate has covered a large volume of business over the past two years, and noted that TEQSA will be reviewing the past year's minutes as part of the re-registration process.

The Chair acknowledged the contributions of a number of departing members, as well as others who are staying in the University but stepping down from Academic Senate. He offered warm thanks and appreciation to Michael Gonzalez for his many years of service, and especially his excellent contributions as University Librarian, and to Senate. He thanked and acknowledged Andrew Dawkins, who has recently departed as The College's CEO, and welcomed Alan Moran back to Senate as Acting CEO. He thanked Ian Londish, in his capacity as Associate Director, Secretariat, for his expertise, diligence and good humour in leading the Secretariat during a particularly challenging period, while always making sure that Senate and its committees could function effectively, and received good advice. He thanked the departing elected members; Alana Lentin, Olivia Mirza, Julie Old, Terry Sloan and Sheree Smith (with others to be acknowledged at the February meeting when elections have been finalised) for their valued and distinctive contributions, bringing perspectives as academic leaders and from the realities of teaching, research and governance. He concluded by making particular mention of Terry Sloan, thanking him for his keen eye, thoroughness, and commitment to good governance and accountability.

#### ☆1.2 **DECLARATIONS OF INTEREST**

No declarations of interest were reported.

#### ☆1.3 **STARRING OF ITEMS**

Senate members were asked which items they wished to be starred for discussion.

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

- 2.2 Academic Senate Standing Committee Membership Changes
- 3.1 Report from the Chair
- 3.2 Report from the Vice-Chancellor
- 3.3 Consultation about Revisions to the Strategic Plan
- 3.4 Review of Assessment
- 3.7.2 Draft Research Plan 2018-2020
- 3.11.2 Aboriginal and Torres Strait Islander Education Policy
- 3.11.3 Academic Appeals Procedures
- 3.11.4 *Student Placement Policy, **item withdrawn on 5 December***

It was agreed to star the following additional item:

- 3.13 Approval of Scholarships

#### **It was resolved: (AS17:06/01)**

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

#### ☆1.4 ORDER OF BUSINESS

Item 3.7.2 *Draft Research Plan 2018-2020* was requested to run after item 3.3 *Consultation about Revisions to the Strategic Plan*.

Quorum was attained at 10:00am, items requiring resolution were returned to after 10:00am.

#### ☆1.5 OTHER BUSINESS

The Vice-Chancellor took the opportunity to say a few words about the Chair's contribution to Academic Senate, as he had worked with Paul for almost four years. Professor Glover reiterated his high regard for the role of Academic Senate within the University, having held the position of Chair himself at the University of Ballarat. When coming to this University he was fortunate to have an experienced Chair, instilling confidence in the workings of Academic Senate and its committees. In reporting to the Board of Trustees Paul had given strong and valuable input, particularly his reflections on the academic issues that were before the Senate.

The Vice-Chancellor spoke of their first meeting and highlighted the Academic Forums which they had jointly sponsored. Thirteen forums have been held over four years, and they have been a very valuable mechanism for bringing staff and students together across the University. Other notable achievements include the Red Tape Task Force, with a final report provided by Paul to the 6 December 2017 Board of Trustees meeting, and Paul's report on the *Review of Assessment*, which was also reflected upon at the Board meeting. Among many other achievements, Paul has been a strong advocate for increasing the role and voice of students in governance.

The Vice-Chancellor acknowledged Paul's ability to manage and navigate issues of contention and challenge, to do so in a fair and objective way and to help all to reach positive conclusions – not a skill everyone has. The Vice-Chancellor extended his thanks to Paul, and Senate members responded by acclamation.

The Chair thanked the Vice-Chancellor for his kind remarks, and responded by sharing some memories and achievements through a PowerPoint presentation, having served in the role of Chair for eight-and-a-half years. He highlighted his commitment to the University's Mission and long-term trajectory, with a focus on excellence and free enquiry, and affirming the Chair's role as one of the custodians of the University's identity, culture, standards and values. He concluded by stating that he had sought to be a collegial, respectful and inclusive Chair while still getting through the business of Senate. He extended his sincere thanks to the entire University community, as well as those who were named in his written report.

#### ☆1.6 MINUTES OF THE PREVIOUS MEETING

The unconfirmed minutes of the Academic Senate meeting held on 20 October 2017 had been circulated.

**It was resolved (AS17:06/02):**

*To confirm the minutes of the Senate meeting held on 20 October 2017, as an accurate record.*

#### ☆1.7 ACTION SHEET FROM LAST MEETING

To assist members with monitoring the work of the Academic Senate, an action sheet from the meeting held on 20 October 2017 had been circulated. No comments or updates were noted.

## **2 BUSINESS ARISING**

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Items of business arising not covered elsewhere in the agenda are included in this section for noting.

### **2.1 ACADEMIC SENATE ELECTIONS**

In accordance with the *Elections Policy* and the *Academic Governance Policy*, a call for nominations was held to fill the School Academic Staff positions and one Research Institute position on Academic Senate. The results of the elections had been appended with further nominations occurring to fill four remaining positions. The term of office for newly elected members will be from 1 January 2018 and ending 31 December 2019.

### **☆2.2 ACADEMIC SENATE STANDING COMMITTEE MEMBERSHIP CHANGES**

Sophie Buck, Director of Governance Services, introduced the paper. The purpose of the paper was to propose changes to the membership of some Academic Senate Committees and advisory groups to reflect structural changes in the Student Experience Office.

Without comment:

#### **It was resolved (AS17:06/03):**

*That Academic Senate approves the proposed changes to the membership of the Academic Appeals and Integrity Committee, Academic Planning and Courses Approvals Committee, Academic Policy Advisory Group, Assessment Committee, Education Committee, Senate Executive Committee and Transition and Retention Advisory Group.*

## **3 GENERAL BUSINESS**

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### **☆3.1 REPORT FROM THE CHAIR**

A written report from the Chair covering activities undertaken on behalf of the Senate since 20 October had been circulated. The Chair's report to the 6 December 2017 meeting of the Board of Trustees was circulated to Senate members after the meeting, and the Chair added the following comments about his spoken report to the Board.

The Chair had welcomed some student visitors to the Board meeting, mentioning his own experience as a student member of a university governing body in the early 1980s, and how much he had learned from this. He highlighted Senate's role under the University's Act as a Committee of the Board; as the peak forum of the University for academic debate and discourse; and as the primary custodian of academic values and standards for the University. Under the *Academic Governance Policy*, Senate has extensive delegations and responsibilities for academic decisions and giving advice. Senate plays an important role in addressing the Higher Education Standards and, like the Board, is being closely scrutinised by TEQSA as part of the re-registration process.

The Chair had spoken to a report and review of the Red Tape Taskforce, which the Vice-Chancellor had included in his report to the Board. This was an initiative of the Board, intended to reduce unnecessary or frustrating processes; not just to save money but to free up time for core academic, teaching and research processes. It is likely that there will be scope for further process efficiencies when the Shared Services program has been fully implemented. The report included some recommendations to the Vice-Chancellor for the next phase of red-tape reduction, drawing on advice from Senate and Task Force members. The Chair noted that the Vice-Chancellor's report also referred to the Review of Assessment, which was on Senate's agenda. The Chair had extended an invitation to

Board of Trustees members to attend an Academic Senate meeting, as well as Vice-Chancellor and Chair of Academic Senate Forums.

The Chair thanked Professor Sharon Bell for engaging Senate so closely in the consultation about academic structures, and noted the Vice-Chancellor's meetings with the professoriate, which will produce a paper for Senate's consideration in the New Year.

### ☆3.2 REPORT FROM THE VICE-CHANCELLOR

The Vice-Chancellor's Report had been circulated with the agenda papers, and the Deputy Vice-Chancellor (Academic) Professor Denise Kirkpatrick provided comments on the Vice-Chancellor's behalf.

Thanks were extended to colleagues for the level of engagement and the number of initiatives that were described in the Vice-Chancellor's Report. Secondly, in relation to the section on Policy and Strategy and more specifically under the Higher Education Policy heading, the Vice-Chancellor has summarised the advice that the Innovative Research Universities (IRU) Network has given about the options that the Commonwealth government has in relation to University funding, including the use of "emergency powers under the Higher Education Support Act (HESA) 2003 to limit funding increases to universities." It seems highly likely that rather than make changes under HESA, the Commonwealth cap Commonwealth supported places in its Mid-Year Economic and Fiscal Outlook (MYEFO) statement. This is a great cause for concern and would have significant consequences for this University and the sector.

Professor Kirkpatrick extended thanks to a number of people in the room, particularly those involved in the Academic Promotions process for 2017. There will be a full report on Promotions to Academic Senate at its first meeting for 2018.

The Chair thanked Professor Kirkpatrick for speaking to the report.

### ☆3.3 CONSULTATION ABOUT REVISIONS TO THE STRATEGIC PLAN

The Chair invited Professor Sharon Bell, Deputy Vice-Chancellor (Strategy and Planning), to provide an update on the *Draft 2018-2020 Strategic Plan* which had been circulated to members.

Professor Bell began by acknowledging the Chair's contribution to Academic Senate and his extraordinary corporate knowledge of the University, and thanked him for the open sharing of his experience and knowledge.

The current Strategic Plan was formulated when the University faced the prospect of major reforms to Higher Education. This mid-term review reflects a context that has dramatically changed since the initial comprehensive consultation process which led to *Securing Success*. The new context reflects the opportunities afforded by Western Growth, which have materialised over time, and others that are well documented in the 2016 census data: extraordinary population growth; the rich multi-cultural and multi-lingual nature of the Region; a significant and rapidly growing Aboriginal and Torres Strait Islander community; and demographics that present significant future demands for Higher Education and improvements to Secondary Education.

Work conducted in the last few months includes a revised Context section for the plan, drawing on feedback from the consultation process, including a greater emphasis on and commitment to our Aboriginal and Torres Strait Islander communities. Also, some feedback suggested that the plan could have originated from any University, when it should speak of *our* University, capturing our institutional confidence and optimism aligned with regional growth, while being mindful of student diversity and the

aspirations and commitment of our students. In addition, it should reflect the importance of the University's international and research strategies to our local communities, ensuring that our narrative is part of Western Sydney.

The revised Context section highlights the development of vertical campuses and how they link to the University's vision and mission, including the work being done in the Academic Division around transforming pedagogy within these new learning environments. This has now been brought together in an academic narrative.

Lastly, the revised draft plan not only reflects the history of the University, but its future as an anchor institution for Western Sydney. There is a renewed interest in redefining the public role of universities in Australia and internationally. The plan is focused on better articulating what it means to be research-led, and the importance of research and global rankings to local communities and local students who aspire to come to this University.

Responding to feedback about possibly strengthening and rewriting the University's Mission, Professor Bell and the Vice Chancellor considered that a mid-term review was not the appropriate time for this to occur, but there had been an addition to the University's Values, comprising "Commitment to our region" in keeping with the notion of being an anchor institution for Greater Western Sydney.

The next steps after discussion by Academic Senate will be to continue working on the draft. An additional consultation period with staff and students will be held between December and February, with a final draft to the Board of Trustees in April 2018.

Points raised in discussion included:

- Research on the 'rust-belt' of the United States shows that the towns that are thriving and that have transformed are the towns that have a University, while those that have gone into a decline are reliant on manufacturing and do not have an anchor institution. Western Sydney is far from being a 'rust belt', but with changing patterns of work and the decline of manufacturing in the Region, the need for education and training is rising, and work is still needed to ensure this becomes a thriving region economically and socially.
- It is a significant challenge for us to be student centred with more than 40,000 students, as many of the top universities in the world are much smaller, and some highly specialised. We must use technology so that our support services can be scaled, but also recognise that the relational aspects of education are critical to success, including between students and their peers, but most importantly between staff and students.
- Our University Library is very innovative in how we engage and support our students, and there is much to be learnt from their experience of supporting students 'at scale'.
- We should be having robust and honest conversations around our capacity to deliver on our promise of being student centred in the context of limited government funding. We are very reliant on government funded growth: other Universities have diversified their income sources and we need to do the same to ensure our own robust financial stability.
- We should capitalise on creating a learning society and being education specialists.
- The plan articulates a set of academic aspirations to students, with opportunities such as work integrated learning and placements – activities which are at the interface of the University and community.

- Secondary school students have been using spaces within the Peter Shergold Building as a study centre. This demonstrates the important role of the University in increasing the educational aspirations of our community, and attracting and embracing such students into the University.
- The Region understands the economic power of the University, in particular responding to Liverpool Council for the need of a campus presence within its area.
- The draft plan refers to partnerships in the community, recognising that our students bring extraordinary and broad life experience. How do we draw upon this, and ensure that our engagement strategy is aligned to student needs and aspirations?
- The University must also engage in partnerships that are necessary for its sustainability, including the commercial and business partnerships we require to attract and retain students, and diversify our sources of income.
- We should recognise the importance of the student voice in academic policy formation.

The draft Strategic Plan will be available on the University website after this meeting of Academic Senate, providing the opportunity for the University community to provide feedback.

The Chair thanked Professor Bell for her presentation and for leading the discussion.

### ☆3.4 REVIEW OF ASSESSMENT

*[Securing Success: 1. A Distinctively Student-Centred University, 1.10 Monitor and evaluate the quality of student learning and support to improve students' engagement, outcomes and satisfaction. 3. A Unique Learning Experience that is Innovative, Flexible and Responsive, 3.2 Use technology innovatively to provide students with access to authentic, engaging and diverse learning experiences tailored to their interests, capabilities and aspirations, consistent with Objective 1.2. 6. A Dynamic and Innovative Culture that Secures Success, 6.16 Aspire to the highest standards of university governance and accountability.]*

#### 3.4.1 Review of Assessment

The Chair introduced the final report on a review of assessment policy, processes, standards and integrity, as they apply to coursework at Western Sydney University, The College and other third-party providers. The report contained a number of commendations, affirmations and recommendations, which will be implemented during 2018. The Chair commented that this had been a large and complicated body of work, and the report contains thanks and acknowledgements, including to Senate Assessment Committee and its Chairs, Professor Simon Barrie and Professor Kevin Bell, who have been crucial partners in the work, and Professor Denise Kirkpatrick and her Division for their support. His overall impression was that there is widespread good practice in assessment and the management of academic integrity across the University, while a comprehensive range of improvement actions is under way to ensure greater consistency and address some areas where improvement is necessary. The recommendations aim to ensure that this happens.

Professor Kirkpatrick extended thanks to the Chair for such a comprehensive report, noting in particular how many recommendations have been picked up and implemented. In response to a question about how the report had been circulated with the School Academic Committees (SAC), the Chair advised that successive drafts had been reviewed by Senate Assessment Committee, and all the Deputy Deans had been closely engaged in discussing it. The report can now be widely disseminated. Professor Kirkpatrick noted an expectation that there will be a progress report to Academic Senate

in the middle of next year, following the allocation of specific responsibilities for implementation. Senate's Assessment Committee should frame specific proposals for timelines, and relevant committees will pick up the recommendations as part of the cascading governance responsibilities. The Chair noted that the Assessment Committee has included implementation of the Review within its work plan.

In response to a question about support for Turnitin, the University Librarian advised that this had been migrated to ITDS and support would continue via this channel.

The report was originally presented for noting and comment, but the Chair agreed that Academic Senate could consider a recommendation that the report be accepted.

Accordingly,

**It was resolved (AS17:06/04):**

*Senate accepts the Report of the Review of Assessment and the recommendations contained therein.*

**3.5 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]*

**3.5.1 Senate Work Plan**

The Work Plan has been updated to reflect the revised Strategic Risk Register approved by the Board of Trustees on 11 October 2017. The latest Senate Work Plan had been circulated with the agenda papers.

**3.6 VICE-CHANCELLOR AND CHAIR OF ACADEMIC SENATE FORUM**

A Vice-Chancellor and Chair of Academic Senate Forum was held on Thursday 23 November 2017 at the Parramatta South campus. Professor Simon Barrie gave a presentation on the topic *21<sup>st</sup> Century Curriculum Renewal Project*, and conducted a workshop that will contribute to a revision of the University's Graduate Attributes. A report will be provided at the February 2018 meeting of Academic Senate.

**3.7 RESEARCH**

**3.7.1 Research Impact and Engagement**

A paper entitled *2018 Engagement and Impact Assessment: Selection of Impact Case Studies and Next Steps* was discussed at the 20 October 2017 meeting of Senate. An update will be provided at the next meeting of Academic Senate on 23 February 2018.

**☆3.7.2 Draft Research Plan 2018-2020**

The draft *Research and Development Plan 2018-2020* was circulated with the agenda papers, following input from the Schools and University Research Institutes, and discussion by the Research Committee.

Professor Scott Holmes, Deputy Vice-Chancellor (Research, Engagement, Development and Innovation), introduced the plan before inviting Professor Deborah Sweeney, Pro Vice-Chancellor (Research and Innovation), to speak to it. He noted that the consultation process has been extensive, and this is a comprehensive plan that articulates into the University's core business.



Professor Sweeney highlighted the importance of the consultation with schools, institutes, Research Committee and other stakeholders when developing the new Plan. The *2015-17 Research and Development Plan* took the first step to reorientate us outwards in our research, broadening and diversifying our income base, and emphasising the importance of collaboration and impact, while maintaining a strong focus on excellence and ensuring the University's continued growth in research activity.

Achievements in 2015-2017 have included diversification with a focus on collaborative income, a new Graduate School, establishment of the Master of Research, and other institute and research development initiatives.

The 2018-2020 plan focuses on two core strategic areas: Capacity, and Impact and Quality. There are Supporting Plans for the Graduate Research School, Aboriginal and Torres Strait Islander Research, and Institute and School Collaboration, and individual Plans for the Schools and University Research Institutes.

In response to questions about being metric-driven, Professor Sweeney noted that the Plan continues the Universities strong focus and commitment to our region and delivering impact.

The Chair concluded by emphasising the importance of good research governance in the schools and institutes, which has been highlighted in the consultation about academic structures. He suggested that we need to consider whether our School and Institute Research and Higher Degree Committees are currently constituted in such a way that they can support and drive the school and institute strategies for research. The Chair thanked Professor Holmes for his leadership in ensuring that the Research Committee takes such a strategic approach.

The Chair thanked Professors Holmes and Sweeney for their presentation.

### **3.8 EOI PROCESS FOR SENATE EXECUTIVE COMMITTEE**

Membership of the Academic Senate Executive Committee includes two members, appointed by the Chair of Academic Senate, to achieve gender balance and/or appropriate expertise.

It is proposed that the then Chair will advise Senate of the Executive requirements in the New Year together with an opportunity for members who meet the gender and/or expertise requirements to express interest in the available positions. Following completion of the Expression of Interest process, the Chair of Senate will, if suitable candidates have expressed interest, appoint members to the Senate Executive Committee.

### **3.9 PROPOSED REVIEW OF ACADEMIC SENATE**

It is proposed to conduct an independent review of Academic Senate and its standing committees in 2018 to satisfy the requirement under Standard 6.1.3(d) of the *Higher Education Standards Framework (Threshold Standards) 2015* that requires Universities to conduct a periodic independent review of academic governance processes. This reflects common practice in the sector, as many other universities are conducting similar reviews, and the Chair of Senate has served as a reviewer for the University of Sydney.

Academic Senate was presented with a paper to seek endorsement of the terms of reference and approach for such a review, and to retire the now-superseded *Implementation Guidelines for the Review of Academic Senate*. The paper had been

circulated and the proposal endorsed by Senate Executive Committee for Senate's consideration.

Without discussion ...

**It was resolved (AS17:06/05):**

- 1) *That Academic Senate recommends to the Board of Trustees that the University conducts an independent review of Academic Senate and its standing committees;*
- 2) *That Academic Senate endorses the terms of reference of the review;*
- 3) *That Academic Senate recommends to the Board of Trustees that the current Implementation Guidelines for the Review of Academic Senate be retired.*

**3.10 HIGHER EDUCATION STANDARDS AND REGULATION**

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

The revised *Higher Education Standards Framework (Threshold Standards) 2015* commenced from 1 January 2017 as a legislative instrument, and re-registration of the University to ensure it meets these standards is due in May 2018. Academic Senate has received regular Education Compliance reports during 2017, including Renewal of Registration updates. Submission of documentation for the renewal of registration is due at least 180 days prior to this date (1 December 2017), and was submitted on 17 November 2017.

**3.11 ACADEMIC POLICY REVIEW**

**3.11.1 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) is listed below. APAG met on 18 October 2017.

<b>Policy</b>	<b>Status</b>
<i>Aboriginal and Torres Strait Islander Education Policy</i>	The revised policy was considered by a joint electronic meeting of APAG and Education Committee from 21 November to 1 December 2017 to enable consideration for endorsement at this meeting of Senate, and approval at the first meeting of the Board of Trustees in 2018. This matter was provided for consideration by Senate at item <b>3.11.2</b> .
<i>Academic Appeals Process</i>	A paper was reviewed by Senate on the implementation of the Higher Education Standards Framework, which identified gaps in Policies. One of these issues related to the student grievances and complaints Standard, noting an inconsistent approach to appeals and specifically of independent third parties, and the review of University appeals mechanisms. Academic Appeals Procedures were endorsed at the 7 November Education Committee noting that future work will be progressed to align current policies and procedures with these guidelines. These Procedures were provided at item <b>3.11.3</b> for consideration by Senate.
<i>Advanced Standing Policy</i>	As part of the <i>Advanced Standing Policy Implementation Plan</i> , data will be collected to inform a

	further review of the Policy in 2018. A minor amendment was approved at the 20 October 2017 meeting of Senate.
<i>Course Design Policy</i>	The Terms of Reference and membership for the Working Party have been agreed, noting that this work will be heavily influenced by the 21 <sup>st</sup> Century Curriculum Project, with guidance from the Project Implementation Advisory Group. Amendments to the <i>Postgraduate Coursework Policy</i> regarding Graduate Certificates were approved at the 20 October 2017 meeting of Senate.
<i>Disruption to Studies Policy (renamed from Special Consideration Policy)</i>	The new <i>Disruption to Studies Policy</i> and associated guidelines were approved at the 21 October 2016 meeting of Academic Senate and an implementation plan is under development noting the influence of the E-Form Project on progressing this new policy.
<i>Lecture Recording Policy Review</i>	A proposed <i>Multimedia Production Policy</i> is under development by LaTTe.
<i>Progression and Unsatisfactory Academic Progress</i>	A revised <i>Progression Policy</i> was agreed at the 16 February 2017 meeting of APAG and endorsed at the 7 March meeting of Education Committee, recognising that an extensive implementation plan is required. The new policy will be provided to the University Executive Committee regarding resourcing implications and will be provided for consideration of Senate when a detailed implementation plan has been developed.
<i>Student Placement Policy</i>	APAG provided feedback to proposed amendments by the WHS unit to the <i>Student Placement Policy</i> to support the introduction of checklists and to clarify the University's obligations under the Work Health and Safety Act. These amendments were endorsed by Education Committee at the 7 November 2017 meeting. The University Executive Committee also endorsed the changes and is considering system work to enable an electronic solution in the short term. The revised policy was provided at item <b>3.11.4</b> , but withdrawn for further consideration.

The University Executive Committee has introduced changes to the policy and development lifecycle to ensure greater input and feedback from the Committee. From 3 October 2017 new and revised policies are referred to the University Executive Committee using a template document, as part of the consultation pathway, prior to broader consultation on the Policy DDS.

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

### ☆3.11.2 Aboriginal and Torres Strait Islander Education Policy

A revised version of this Board of Trustees approved Policy is scheduled to be considered at the 21 February 2018 meeting of the Board of Trustees. To facilitate consideration by Academic Senate prior to the Board of Trustees meeting, members of the Academic Policy Advisory Group and Education Committee reviewed and endorsed the revised and renamed *Aboriginal and Torres Strait Islander Education Policy* (currently *Indigenous Education Policy*) concurrently via an electronic meeting. The revised policy was provided for review and endorsement by Academic Senate. The Chair

noted that there was good alignment with the *Aboriginal and Torres Strait Islander Research Strategy* in the draft *Research Plan 2018-2020*.

Academic Senate noted the importance of procedures and timelines for implementing the revised Policy, and asked for a report on procedures and the implementation plan by May 2018. In response to a question about the role of the Badanami Centre for Indigenous Education, which formerly had an elected member of Academic Senate, Professor Kirkpatrick advised that the Pro Vice-Chancellor, Engagement and Aboriginal and Torres Strait Islander Leadership, represents Badanami and there continues to be high-level engagement by the University with Badanami staff and other Aboriginal staff members across the University. As many Aboriginal staff members are located in schools rather than Badanami, we don't currently have an elected Aboriginal and Torres Strait Islander staff position on Senate, but this should be a future consideration for Senate's membership.

**Action item:** Request a report on the procedures and implementation plan by May 2018.

**It was resolved (AS17:06/06):**

*That Academic Senate endorses the revised and renamed Aboriginal and Torres Strait Islander Education Policy, and recommends it to the Board of Trustees for approval.*

☆**3.11.3 Academic Appeals Procedures**

At the electronic meeting of Senate held from 12-19 December 2016 a paper on implementation of the Higher Education Standards Framework, effective from 1 January 2017, identified gaps in Policies, and an Action Plan was agreed to address identified issues. One of these issues related to student grievances and complaints standard, with regards to an inconsistent approach to appeals and specifically of independent third parties, and the review of University appeals mechanisms.

At the 7 November 2017 meeting of Education Committee members endorsed the attached proposed *Academic Appeals Procedures*, noting that future work will include current policies and procedures. The Chair spoke to the item as one of the originators of the paper, stating that all existing student academic appeal procedures had been looked at, including academic policies and the *Student Misconduct Rule*. He had sought advice from the Office of Governance Services and the Complaints Resolution Unit with the intention of creating a set of consistent academic appeal procedures. A key aspect of the review is that many appeals do not address the criteria for grounds for an appeal, and in practice the Office of Governance Services will often liaise with the student if the grounds are not clearly articulated, to establish whether a case is appropriate for appeal.

**Action item:** Senate agreed to a proposal by Dr Elfriede Sangkuhl, Deputy Chair of Senate, that an additional step be added to cover situations where the student is not required to attend the appeals hearing, so that the hearing of the Appeals Committee may be conducted electronically. It was agreed that the Office of Governance Services would propose the wording for this clause.

**It was resolved (AS17:06/07):**

*That Academic Senate approves the Academic Appeals Procedures, as amended to permit electronic meetings, from the date of publication.*

☆**3.11.4 Student Placement Policy**

The University has primary duty of care under the *Work Health and Safety Act 2011* (the Act) to ensure, so far as is reasonably practicable, that the health and safety of other persons, including students, is not put at risk from work carried out as part of the

conduct of the University. To assist in meeting our obligations under the Act, the WHS Unit has worked with Schools and the Office of Legal Counsel to develop two checklists.

The WHS Unit prepared some proposed revisions to the *Student Placement Policy* to support the introduction of these checklists and to clarify the University's obligations under the Act. These were discussed at the 16 August and 18 October 2017 APAG meetings and endorsed at the 7 November meeting of Education Committee and 13 November meeting of the University Executive Committee.

The revised Policy and new checklists were provided for consideration by Senate, but due to further comments received via the Policy Document Development System (DDS) the item was requested to be withdrawn prior to the meeting of Academic Senate.

### **Item withdrawn**

### **3.12 AWARDS OF THE UNIVERSITY MEDAL AND POSTHUMOUS AWARDS**

The following students will be awarded University Medals at the December 2017 Graduation ceremonies, as approved by the Chair of Academic Senate, on behalf of the Senate.

- Shelly Niook Foon CHUNG TIN WAN (SID 18065813) Bachelor of Health Science (Honours)/Master of Occupational Therapy, Honours Class 1
- Genevieve Margaret JOSEPH (SID 18067431) Bachelor of Health Science (Honours)/Master of Occupational Therapy, Honours Class 1
- Hanien KARIBI (SID 17738789) Bachelor of Health Science (Honours)/Master of Occupational Therapy, Honours Class 1
- Hannah Maree CORBETT (SID 17803478) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- David LAM (SID 17806028) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Henry Kewen LU (SID 17812812) Bachelor of Medicine/ Bachelor of Surgery, Honours Class 1
- Alexandra Elizabeth FRAGAKIS (SID 17513311) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Aashita HEGDE (SID 17656333) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Abbirami LINGHANATHAN (SID 17657046) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Ashish SOOD (SID 17706663) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Joanna Pu-Shan KAO (SID 17716462) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Benjamin Charles GRIFFITHS (SID 17726489) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Pierre GOORKIZ (SID 17800176) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1
- Rose LI (SID 17830821) Bachelor of Medicine/Bachelor of Surgery, Honours Class 1

**It was resolved (AS17:06/08):**

*That Academic Senate note the award of the University Medals, approved by the Chair of Academic Senate, on behalf of the Senate.*

### ☆3.13 APPROVAL OF SCHOLARSHIPS

#### **3.13.1 University Donor Funded Scholarships**

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

##### **Rotary Club of Narellan Medical Scholarship**

This existing undergraduate scholarship is intended for students who are commencing or currently enrolled in the first year of the Bachelor of Medicine/Bachelor of Surgery (MBBS). Applicants must demonstrate a passion for pursuing their career in Western Sydney and must be willing to participate in Rotary Club of Narellan events and opportunities. The recipient is expected to maintain satisfactory academic progress by passing all subject attempts and maintaining a Pass average (GPA 4.0 or greater) over the academic year for the duration of the scholarship.

##### **Crescent Foundation Leadership Scholarship – Postgraduate**

This new postgraduate scholarship is intended for students who are currently enrolled full-time or part-time in any year of a postgraduate degree at Western Sydney University. The recipient is expected to maintain satisfactory academic progress by passing all subject attempts and maintaining a Credit average (GPA 5.0 or greater) over the academic year for the duration of the scholarship.

##### **Primary Health Care Medical Scholarship**

This new undergraduate scholarship is intended for students who are currently enrolled or commencing their final year of the Bachelor of Medicine/Bachelor of Surgery. Applicants must be able to demonstrate engagement in General Practice work in their community or research, and show a passion for developing a career in General Practice post-graduation. The recipients must be willing to participate in mutually agreed and Western Sydney University approved media and communication opportunities. The recipient is expected to maintain satisfactory academic progress by passing all subject attempts and maintaining a Pass average (GPA 4.0 or greater) over the academic year for the duration of the scholarship.

##### **Clyne Family Scholarship**

This new undergraduate scholarship is intended for students who are currently enrolled in or commencing any undergraduate degree. Applicants must demonstrate equity considerations such as economic, social or other disadvantage, based on equity considerations as assessed by UAC. The recipient is expected to maintain satisfactory academic progress by passing all subject attempts and maintaining a Credit average (GPA 5.0 or greater) over the academic year for the duration of the scholarship.

##### **EJ Dibbs SCEM Scholarship for Women**

This existing undergraduate scholarship is intended for female students who are currently enrolled in, or have received an offer to study, a bachelor degree in the School of Computing, Engineering and Mathematics at Western Sydney University. The recipient is expected to maintain satisfactory academic progress by passing all subject attempts and maintaining a Credit average (GPA 5.0 or greater) over the academic year for the duration of the scholarship.

##### **EJ Dibbs Business Scholarship**

This existing undergraduate scholarship is intended for students who are currently enrolled in, or have received an offer to study, a bachelor degree in the School of Business at Western Sydney University. The recipient is expected to maintain

satisfactory academic progress by passing all subject attempts and maintaining a Credit average (GPA 5.0 or greater) over the academic year for the duration of the scholarship.

### **Jim Hourigan Scholarship in Food Sciences**

This new undergraduate scholarship is intended for students commencing study or currently enrolled full or part-time in any year of the Bachelor of Science (Nutrition and Food Sciences) or Bachelor of Science (Advanced Science) with a key program in Nutrition and Food Sciences. The recipient is expected to maintain satisfactory academic progress by passing all subject attempts and maintaining a Pass average (GPA 4.0 or greater) over the academic year for the duration of the scholarship.

### **Goodman Property Group Scholarship**

This new undergraduate scholarship is intended for students who are currently enrolled in the second year of the Bachelor of Business (Property). Applicants must have an understanding of and commitment to a career in property, and are expected to maintain satisfactory academic progress; pass all subject attempts, maintain a credit average and a GPA 5.0 or greater. This scholarship proposal was first considered by Senate on 20 October 2017, and further detail has been inserted into the criteria for students to balance their academic workload, and negotiate paid work experience with the donor.

### **Ingredient Scholarship for Occupational Health and Safety**

This new undergraduate scholarship is intended for students who are currently enrolled in the second year of the Bachelor of Natural Science (Environment and Health). Applicants are expected to maintain satisfactory academic progress; pass all subject attempts, maintain a Pass average and a GPA 4.0 or greater. This scholarship proposal was first considered by Senate on 20 October 2017, and further detail has been inserted into the criteria for students to balance their academic workload, and negotiate paid work experience with the donor.

**Action item:** A general question was raised about whether scholarship amounts are adjusted pro-rata if the recipient is a part-time student. The monetary value of a scholarship is not a matter for decision for Academic Senate, but it was agreed to seek an answer to this question for members' information.

### **It was resolved (AS17:06/09):**

*That Academic Senate approves the following proposed University Donor Funded Scholarships:*

- *Rotary Club of Narellan Medical Scholarship*
- *Crescent Foundation Leadership Scholarship - Postgraduate*
- *Primary Health Care Medical Scholarship*
- *Clyne Family Scholarship*
- *EJ Dibbs SCEM Scholarship for Women*
- *EJ Dibbs Business Scholarship*
- *Jim Hourigan Scholarship in Food Sciences*
- *Goodman Property Group Scholarship*
- *Ingredient Scholarship for Occupational Health and Safety*

### **3.13.2 University Funded Scholarships**

Academic Senate was requested to consider the following variation proposal for University Funded Scholarships, prepared by Pathways and Programs, Office of Marketing and Communication:

#### **Sports Scholarship**

The Sports Scholarship has been in place for nine years. Over this time 52 students have received the scholarship. The Western Sydney University Sports and Community Services team would like to attract more students of a higher sporting calibre, who

contribute to the community and culture at the university. The Terms and Conditions revisions now state that successful applicants must play an active role in sports at Western Sydney University and participate in intervarsity sports by either competing; assisting with the selection or training of teams; or through involvement in promotions. This would be an average commitment of 8 to 25 hours per semester, expected to vary per student.

Academic Senate was requested to consider the following revision proposal for an existing University Funded Scholarships, prepared by International Strategy, Mobility & Operations, Western Sydney International:

#### **Western Sydney International 25% Postgraduate Scholarship**

This postgraduate scholarship is intended for new international students who are commencing a new postgraduate degree at Western Sydney University. The 25% scholarship introduces a tiered scholarship structure for high academic achievers, with an entry minimum GPA 5.8 from 7. The recipient is expected to maintain satisfactory academic progress by passing a minimum of 50% of unit attempts in each teaching session and maintaining a minimum pass average (GPA 5.0 or greater) each session for the duration of the scholarship.

#### **It was resolved (AS17:06/09a):**

*That Academic Senate approves the following proposed University Funded Scholarship:*

- *Sports Scholarship*

#### **Action item - Western Sydney International 25% Postgraduate Scholarship:**

Members noted an apparent inconsistency in the requirement for “maintaining a minimum pass average (GPA 5.0 or greater) each session for the duration of the scholarship”, noting that a pass average corresponds to a GPA of 4.0. Members asked whether this could be clarified; for example, by referring to ‘a minimum passing average (GPA 5.0 or greater)’ or ‘a GPA of 5.0 or greater’. Once clarified, this item was recommended for expedited approval via the Senate Executive Committee.

## **4 REPORTS AND RECOMMENDATIONS FROM SENATE COMMITTEES**

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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 held electronic meetings conducted from 10-16 October, 26-31 October and 24-29 November 2017. The reports of these meetings had been circulated with the agenda papers.

#### **It was resolved (AS17:06/10):**

*That Academic Senate notes the reports of electronic joint meetings held from 10-16 October, 26-31 October and 24-29 November 2017 of the Senate Executive Committee.*

### **4.2 RESEARCH COMMITTEE**

The Research Committee met on 12 October 2017. The minutes of this meeting had been circulated with the agenda papers.

#### **It was resolved (AS17:06/11):**

*That Academic Senate notes the minutes of the Research Committee held on 12 October 2017.*



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

The Research Studies Committee met on 17 October and 14 November 2017. The minutes of these meetings had been circulated with the agenda papers.

**It was resolved (AS17:06/12):**

*That Academic Senate notes the minutes of the Research Studies Committee held on 17 October and 14 November 2017.*

#### **4.4 EDUCATION COMMITTEE**

The Education Committee met on 7 November. Relevant recommendations were covered in earlier items on this Senate agenda. The minutes of this meeting were provided as a late paper.

**It was resolved (AS17:06/13):**

*That Academic Senate notes the minutes of the Education Committee held on 7 November 2017.*

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

The Academic Planning and Courses Approvals Committee (APCAC) conducted an electronic meeting from 20-25 October 2017 and met face to face on 9 November 2017 and 5 December 2017. The combined reports of these meetings were provided as a late paper.

**It was resolved (AS17:06/14):**

*That Academic Senate notes the report of the electronic meetings of the Academic Planning and Courses Approvals Committee conducted from 20-25 October 2017, and the minutes of the face to face meetings of the Academic Planning and Courses Approvals Committee held on 9 November 2017 and 5 December 2017, and approves the recommendations contained therein.*

#### **4.6 ASSESSMENT COMMITTEE**

The Assessment Committee met on 17 October 2017. The minutes of this meeting had been circulated with the agenda papers.

**It was resolved (AS17:06/15):**

*That Academic Senate notes the minutes of the Assessment Committee held on 17 October 2017.*

#### **4.7 THE COLLEGE ACADEMIC COMMITTEE**

The College Academic Committee met on 2 November 2017. The minutes of these meetings had been circulated with the agenda papers.

**It was resolved (AS17:06/16):**

*That Academic Senate notes the minutes of the College Academic Committee held on 2 November 2017.*

#### **4.8 BOARD OF TRUSTEES**

The Board of Trustees met on 6 December 2017.

The next meeting of the Board of Trustees is scheduled for 21 February 2018. Summaries of Board of Trustees meetings, and minutes of Board of Trustees meetings, are available on the University website at:

[https://www.westernsydney.edu.au/about\\_uws/leadership/board\\_of\\_trustees/board\\_meetings/board\\_of\\_trustees\\_meetings\\_2017](https://www.westernsydney.edu.au/about_uws/leadership/board_of_trustees/board_meetings/board_of_trustees_meetings_2017)

## **5 FOR INFORMATION**

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The Chair thanked members for their contributions and support throughout the year, and wished them the compliments of the season. The meeting concluded at 11:40am.

## **6 NEXT MEETING**

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The next Academic Senate meeting is arranged for Friday 23 February 2018. The location is to be advised.

The Academic Senate meeting dates for 2018 are as follows:

- 23 February
- 13 April
- 22 June
- 17 August
- 19 October
- 7 December

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