A meeting of the Academic Senate will be held at 9.30am Tuesday 4 September 2012 in the Senate Room, Level 3, Lincoln Building.

Members are requested to notify the Chair of Academic Senate, Professor Julie Fitness, of any additional items which they wish to have starred, and the reason for seeking discussion of those items.

★ This symbol indicates items that have been starred for discussion at the meeting.

Members who are unable to attend the meeting are requested to send their apologies to Ms Z Williams (phone. 61 2 9850 4322 or 0422 602 364 or e-mail zoe.williams@mq.edu.au).

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**A G E N D A**

1. APOLOGIES / WELCOME

2. ARRANGEMENT OF AGENDA
   * 2.1 Starring of Items
   * 2.2 Adoption of Unstarred Items

3. MINUTES OF PREVIOUS MEETING
   Meeting held on 7 August 2012

4. BUSINESS ARISING FROM THE MINUTES
   (not dealt with elsewhere in the Agenda)

5. CONSIDERATION OF CONFIDENTIAL ITEMS
   Laid on the Table
   5.1 Report of the Discipline Committee
      * The Discipline Committee met on 26 March 2012, 10 August 2012. The report of the meeting will be laid on the table of the Academic Senate in accordance with the provisions of the Student Misconduct and Discipline Rules.

6. CHAIR VERBAL UPDATE
   Pages 24 - 31
   * 6.1 Academic Senate Draft Terms of Reference
   * 6.2 Review of Governance Structures: Update

7. VICE-CHANCELLOR VERBAL UPDATE
8. QUESTIONS ON NOTICE
Members are requested to provide at least 2 days' notice for questions on items not related to the agenda

9. REPORTS FROM STANDING COMMITTEES

Pages 32 - 43  ★  9.1 Academic Standards and Quality Committee
Report of the meeting 14 August 2012

Pages 44 - 57  ★  9.2 Senate Learning and Teaching Committee

   Teaching Awards Policy – for approval

   Peer Assisted Learning Policy – for approval

   Grade Appeal Policy – for approval

10. GENERAL BUSINESS

10.1 Elections for Faculty Representatives on Senate

10.2 Vice-Chancellor’s Commendations

Pages 58 - 151  10.3 Nomination for Award of the Title of Macquarie University Emeritus Professor

11. OTHER BUSINESS
Minutes of a meeting of Academic Senate held on 7 August 2012 at 9.30am in the Senate Room, Level 3, Lincoln Building.

Present:  Professor J Fitness (in the Chair)
          Ms D Anderson
          Dr R Baker
          Professor C Baldock
          Dr W Bradford
          Ms M Brodie
          Professor J Croucher
          Mr A Dahdal
          A/Professor M Evans
          Professor M Gabbott
          Professor J Greeley
          Professor J Hedberg
          Mr T Hendry
          Professor N Mansfield
          Mr H Moraes
          A/Professor S Page
          Professor J Piper
          Professor J Sachs
          Professor J Simons
          Ms L Simpson
          A/Professor I Solomonides
          A/Professor J Torr
          Professor G Town
          Professor D Verity
          Professor G Whiteford
          Professor R Widing
          Dr R Yager
          Dr X Zhou

In Attendance:  Mr N Asher (Macquarie City Campus)
                Andrew Dawkins (General Manager Navitas NSW)
                Ms S Kelly
                Ms E Lawler
                Ms B Mclean
                Ms C Rytmeister (Observer)
                Ms Z Williams
                Mr J Wylie

Apologies:  A/Professor S George
           Mr O Luck
           Professor M Mollering
           Ms C O’Sullivan
           Mr N Pchynok
           Professor P Radan
           Professor S Schwartz
           Dr J Tent
1. **APOLOGIES /WELCOME**

   Academic Senate noted that apologies were received from: A/Professor S George, Mr O Luck, Professor M Mollering, Ms C O’Sullivan, Mr N Pchynok, Professor P Radan, Professor S Schwartz, Dr J Tent and Professor B Thompson.

   The Chair welcomed Dr Roy Baker (replacing Michelle Arrow while she is on leave) and Professor Clive Baldock, new Dean of Science to the meeting. The Chair thanked Professor Stephen Thurgate for his contributions and advice while a member of Academic Senate.

   The Chair also noted the next meeting of Academic Senate would be the last for the Vice-Chancellor and the first for the new Vice-Chancellor. It was agreed a small celebration would be held.

2. **MINUTES OF MEETING HELD ON 13 JULY 2012**

   **Resolution 12/200**

   *That the minutes of the meeting held on 13 July 2012 be signed as a true and correct record.*

   The Chair noted that Professor Verity, through the SLTC, is reviewing the issue of failure rates through OUA.

3. **IDENTIFICATION OF ITEMS FOR DISCUSSION**

   The following items were starred for discussion:

   6. Chair Verbal Update
   8. Questions on Notice
   9. Macquarie City Campus – Review and Opportunities
   10.1 Higher Degree Research Committee
   10.2 Senate Learning & Teaching Committee
   10.3 Academic Standards and Quality Committee
   11.1 Savings Clause
   11.4 University Discipline Committee membership

4. **CONSIDERATION OF UNSTARRED ITEMS**

   **Resolution 12/201**

   That the items not starred for discussion be noted and, where appropriate, be adopted as recommended.

   (The adopted items are recorded in these minutes according to the sequence of the agenda).

5. **CONSIDERATION OF CONFIDENTIAL ITEMS**

   5.1 Nil items.

6. **CHAIR VERBAL UPDATE**

   The Chair advised Academic Senate that she had attended a meeting of Chairs of Academic Boards and Senates in Canberra. Issues raised at the meeting included the following:
Significant work is being done with the Board of Studies regarding tracking students to develop predictors of tertiary success; and

With the removal of the University caps, the need for Foundation Programs is becoming more important and Macquarie University is considered a leader in this.

The Chair advised she also attended a workshop with AQF/TEQSA representatives and discussed the consultation paper *Graduate and Vocational Certificates and Diplomas in the Australian Qualifications Framework*, AQF Council, June 2012 and the issues it raises.

The Chair noted the Academic Standards and Quality Committee has also reviewed the consultation paper and provided feedback.

The two areas of concern arising from the implications of the AQF Council’s preferred position on the Graduate and Vocational Graduate Certificates and Diplomas qualification types in the AQF are:

1. Postgraduate Diplomas to be renamed Advanced Graduate Diplomas;
2. Postgraduate Certificates will not be AQF accredited and there is no basis for Graduate Certificates to be retained.

The Committee was particularly concerned over the potential loss of Postgraduate Certificates and Graduate Certificates and the implications for Macquarie. The Committee agreed that Postgraduate Certificates are of significant value to the University in the following ways:

1. Postgraduate Certificates serve as important articulation pathways to Postgraduate Diploma and Master level degrees;
2. They offer attractive continuing professional development options;
3. Many are part of strategic and/or commercial agreements, eg, Postgraduate Certificate of Credit Analysis, Postgraduate Certificate of Social Health and Counselling, Postgraduate Certificate of TESOL;

The Chair advised ASQC has asked Academic Senate to establish a working group to recommend the nomenclature of Macquarie awards, and to consider the implementation priorities and intended timeline to be compliant by 2015. However, we are currently awaiting final feedback from AQF on the future of these awards.

Mr Tim Hendry joined the meeting at 9.50am.

7. VICE-CHANCELLOR VERBAL UPDATE

Nil report, apology from the Vice-Chancellor.

8. QUESTIONS ON NOTICE

Professor Dominic Verity took the Chair for this item.

Ms Cathy Rytmeister tabled a background document to her Questions on Notice and spoke to the document (see updated document attached – Attachment 2). Academic Senate noted the questions received focused on the use of casual staff and the impact on quality of the curriculum and status of academic staff in Session 3.

Professor Sachs responded to the questions received and provided further background on
Session 3.

Academic Senate discussed the issues, following the response to the questions by the Provost. Academic Senate members agreed that Session 3 makes a positive contribution to the student experience at MQ and that issues of quality (both teaching staff and unit delivery) must be closely monitored. Professor Sachs noted that a working party is being established to explore alternative methods of teaching delivery for Session 3 units, including options for compressed delivery that may also be attractive to staff and students in sessions 1 and 2.

Mr N Asher and Mr A Dawkins joined the meeting at 10.10am.

Academic Senate discussed and noted the questions raised.

Professor Fitness resumed the Chair.

9. MACQUARIE CITY CAMPUS – REVIEW AND OPPORTUNITIES

Mr Asher and Mr Dorkey provided a presentation (tabled at the meeting) on Macquarie City Campus.

Academic Senate discussed and noted the presentation.

Mr N Asher and Mr A Dawkins left the meeting at 10.45am.

10. REPORTS FROM STANDING COMMITTEES

10.1 Higher Degree Research Committee

Professor Piper spoke to the report and noted completions rates are going very well, although there has been a reduction in enrolments across Australia.

Academic Senate noted the report of the meeting of 1 June 2012 and resolved as recommended:

COMPLETION OF REQUIREMENTS

Resolution 12/202

That the students included in the Report of the Higher Degree Research Committee of 6 August 2012 have satisfied the requirements for the awards stated.

Resolution 12/203

That the Chair of Academic Senate has the authority to approve any further students recommended by the Higher Degree Research Committee as having satisfied the requirements for the awards stated prior to the next Academic Senate meeting.

NOMINATIONS FOR VICE-CHANCELLOR’S COMMENDATION

Resolution 12/204

That Jumana Bayeh’s PhD thesis entitled “At home abroad: The construction of place in Lebanese diaspora literature” be awarded a Vice-Chancellor’s Commendation.
**10.2 Senate Learning and Teaching Committee (SLTC)**

Report of Meetings of 13 June 2012 and 25 July 2012

Academic Senate noted the report of the meetings of 13 June 2012 and 25 July 2012.

**Resolution 12/205**

That the revised Terms of Reference of the SLTC be approved effective immediately subject to The College Director and Principal of SIBT and the Director of Wellbeing and Support Services being ex-officio invitees rather than ex-officio members.

**10.3 Academic Standards and Quality Committee (ASQC)**

The Chair noted the discussion of the review of the Macquarie University Undergraduate Degree to reduce complexity whilst maintaining flexibility is contained in the minutes.

Academic Senate discussed the extension until 2015, of the add-on Honours component to the BA-Psychology (Hons) and BSc-Psychology (Hons).

Academic Senate considered the report of the 26 June 2012 and 17 July 2012 meetings of ASQC and resolved to approve each of recommendations as detailed below.

**Resolution 12/206**

That the addition of MAS310 to the 300 level 9 credit point option set in the Major WRI01 Writing is approved with immediate effect.

**Resolution 12/207**

That a change to the general requirements in the Bachelor of Social Science, for the minimum number of credit points at 300 level or above to be 21cp, is approved with effect from 1 January 2012.

**Resolution 12/208**

The co-badging of LAW487 and BUSL388 is approved with immediate effect.

**Resolution 12/209**

The Emergency Change requests for the units listed below are approved, with effect from 1 January 2013:

- AHIS100 Oikos and Polis: Ancient Greece and the Invention of Oligarchy, Tyranny and Democracy 800-399BC - unit name be changed to Ancient Greece, Tyranny and Democracy 800-399BC.
- AHIS390 Methods and Techniques of Egyptian Archaeology - unit name be changed to Scientific Archaeology and Ancient Egypt.
- ENGL210 The Metamorphosis of Myth - amendment to the prerequisites.
- ENGL303 Narrative and the Novel - amendments to the prerequisites and offerings.
- ENGL304 Creative Writing 2: Concept and Practice - amendments to the prerequisites.
and offerings.

- **ENGL307 Creative Writing 3: Narrative Fiction** - amendment to the prerequisites.
- **ENGL309 Shakespeare and the Renaissance** - amendment to the offerings.
- **ENGL370 Reason, Imagination, Revolution: Literature and Culture from Pope to Austen** - amendment to the offering.
- **ENGL371 Doll to Cyborg** - amendments to the offering and the NCCW.
- **ENGL390 Writing Portfolio** - amendment to the prerequisites.
- **ENGL715 Poetry Seminar: Reading and Writing Poetry** - amendments to the offerings and session dates.
- **ENGL717 Writing for Emerging Readers** - amendments to the offering and session dates.
- **LAW555 Remedies, Reparations and Restitutions in Law** - unit name be changed to Remedies, Reparations and Resolution in Law.
- **MHIS264 Travel, Tourism and Cultural Production** - removal of the designation.
- **PHL352 Gender, Race and Identity** - unit name be changed to The Philosophy of Race and Identity.
- **POL258 Terrorism** - unit name be changed to Political Violence.
- **POL283 The Politics of Development Theory and Practice** - unit designation be changed to be Social Science.
- **POL389 American Foreign Policy towards the Third World** - unit designation be changed to be Social Science.

**Resolution 12/210**

The addition of the units listed below to the Schedule of Participation Units is approved, with effect from 1 January 2013:

- **ABST301 Case Studies in Indigenous Arts**
- **INTS305 International Studies Internship**
- **STAT399 Statistical Consulting**

**Resolution 12/211**

The deletion of the units listed below is approved, with effect from 31 December 2012.

- **ENGL394 Literacy Studies A**
- **ABEC 11 Early Development 2**
- **PSY439 Evolutionary Psychology**

**Resolution 12/212**

The resting of OUA Session 3, 2013 offering for EDUC250 is approved.

**Resolution 12/213**

The introduction of the units listed below is approved, with effect from 1 January 2013.

- **CHIN361 Contemporary Chinese Culture and Society** (originally submitted as CHN361)
- **CHIN386 Chinese-English Interpreting I** (Paraprofessional level) (originally submitted as CHN386)
- **CHIN388 Chinese-English Interpreting II** (Paraprofessional Level) (originally submitted as CHN388)
- **SOCI302 The Global Politics of Food and Eating** (originally submitted as SOC302)
• COGS201 Disorders and Delusions of Mind (originally submitted as COSC201)
• COGS202 Brain and Language (originally submitted as COSC202)
• ENVG601 Gateway to the Planning Profession (originally submitted as GSE601)
• BIOX260 Science of Sex (originally submitted as BIO260)
• ENEX214 Climate Change (originally submitted as ENE214)
• ENEX237 Natural Hazards (originally submitted as ENE237)
• COGX201 Disorders and Delusions of Mind (originally submitted as FOHS201)
• COGX202 Brain and Language (originally submitted as FOHS202)
• HSTX290 European History from the French Revolution to Freud (originally submitted as HST290)
• PHIX250 Freedom and Alienation (originally submitted as PHI250)

Resolution 12/214

The quota on LAW477 of 60 students for 2013 is approved, with effect from 1 January 2013.

Resolution 12/215

The total number of credit points for the Bachelor of Teaching (Early Childhood Services) is approved to be a total of 69 credit points, with effect from 1 January 2013.

Resolution 12/216

The change to the Graduate Diploma of Advanced Studies in Early Childhood program structure as outlined in the report from ASQC is approved, with effect from 1 January 2013.

Resolution 12/217

The change to the IELTS admission requirement (7.0 overall and 7.0 in all subtests (reading, writing, speaking and listening)) for the Graduate Diploma of Speech and Communication is approved, with effect from 1 January 2013.

Resolution 12/218

The back mapping for the 2010 student cohort for the Bachelor of Creative Arts is approved.

Resolution 12/219

RECOMMEND TO COUNCIL the introduction of the Bachelor of Ancient History (BAnHist), with effect from 1 January 2013.

Resolution 12/220

The faculties’ proposed 2013 postgraduate coursework admission requirements are approved as follows:

1. The minimum standard for postgraduate coursework admissions should be an Australian Bachelor degree or recognised equivalent (in a relevant field where applicable). Reference to “recognised equivalent” may comprise applicants with a professional qualification and/or demonstrable relevant work experience.

2. The minimum IELTS requirements will be specified for each program to ensure clarity and consistency of information.

3. Coursework programs which are academically competitive and subject to a quota
should wherever possible specify a minimum overall GPA requirement for admission. The suggested minimum is 3.00 (out of 4.00).

4. Faculties will be responsible for updating the additional information (i.e. Notes) field in Coursefinder where advice and guidelines for prospective applicants may be included.

Resolution 12/221

The discontinuance of the Postgraduate Diploma of Communication Disorders is approved, with effect from 31 December 2012.

Resolution 12/222

The discontinuance of the specialisation in Contemporary Improvisation (within the Master of Arts) is approved, with effect from 31 December 2012.

Resolution 12/223

The Postgraduate Diploma of Environment and Postgraduate Certificate of Environment is approved to be available for admission, with effect from 1 January 2013.

Resolution 12/224

The introduction of the awards listed below via OUA is approved, with effect from 1 January 2013:
- Master of Applied Linguistics with a specialisation in TESOL (OUA)
- Postgraduate Diploma of Applied Linguistics with a specialisation in TESOL (OUA)
- Postgraduate Certificate of TESOL (OUA)

Resolution 12/225

The discontinuance of MGSM886 European Study Tour; Leading Sustainable Organisations is approved, with effect from 31 December 2012.

Resolution 12/226

The recoding of the units listed below is approved, with effect from 1 January 2013:
- From: FREG800 To: AFCP900
- From: FREG801 To: AFCP901
- From: FREG802 To: AFCP902
- From: FREG803 To: AFCP903
- From: FREG804 To: AFCP904
- From: FREG805 To: AFCP905
- From: FREG806 To: AFCP906
- From: FREG807 To: AFCP907
- From: FREG850 To: AFCP959
- From: FREG851 To: AFCP958
- From: FREG852 To: AFCP957
- From: FREG855 To: AFCP956
- From: FREG860 To: AFCP955
From: FREG865 To: AFCP954
From: FREG870 To: AFCP953

Resolution 12/227

The introduction of the units listed below is approved, with effect from 1 January 2013.

- PICX915 Humanitarian Intervention and Peacekeeping (OUA)
- APLX900 Communicative Grammar (OUA)
- APLX901 Genre, Discourse and Multimodality (OUA)
- APLX902 Research Methods in Language Study (OUA)
- APLX923 Classroom, Curriculum and Context (OUA)
- APLX924 Language Testing and Evaluation (OUA)
- APLX925 Second Language Acquisition (OUA)
- EDUX841 Educational Institutions as Organisations (OUA)
- EDUX842 Leadership for Learning (OUA)
- EDUX843 Governance, Structure and Organisation of Higher Education (OUA)
- EDUX844 Organisation of School Education (OUA)
- EDUX861 Learning Technologies: Contexts and Future (OUA)
- EDUX862 Designing Technology-based Curriculum (OUA)
- EDUX866 Leading and Managing Online Learning Environments (OUA)
- LNGX901 Phonetics and Phonology (OUA)
- LNGX903 Languages and Cultures in Contact (OUA)
- LNGX960 Organisational Communication (OUA)

Resolution 12/228

The Emergency Change requests for the units listed below are approved with immediate effect.

- LAW204 Contracts - The Faculty has requested to add a Session 3 offering for 2012.
- LAW317 Equity and Trusts - The Faculty has requested to add a Session 3 offering for 2012.
- LAW480 Jessup Moot - The Faculty has noted that this unit has a quota of 5 and also requested the addition of a Session 3 offering for 2012.
- LAW491 Politics and the Constitution - The Faculty has requested a quota of 60 as well as the addition of a Session 3 offering for 2012.
- LAW551 Professional and Community Engagement - The Faculty has requested to add a Session 3 offering for 2012.
- LAW555 Remedies - The Faculty has requested a quota of 90 as well as the addition of a Session 3 offering for 2012.
- LAW575 Advanced Topics in Environmental Law; LAW853 Comparative Environmental Law - The Faculty has requested that both LAW575 and LAW853 be co-taught as well as the addition of a Session 3 offering for 2012.
- LAW582 Special Interest Seminar: International Criminal Law - The Faculty has requested to add a Session 3 offering for 2012.

Resolution 12/229

The emergency change request for Bachelor of e-Business – EBSS01 to change the required unit COM125 to ISYS100 is approved, with effect from 1 January 2013.
The revised structures for the programs listed below (PSY245 replaced with PSYC332) are approved, with effect from 1 January 2013:

- Bachelor of Arts Psychology
- Bachelor of Arts Psychology with the Bachelor of Health
- Bachelor of Arts Psychology with the degree Bachelor of Law
- Bachelor of Arts Psychology with the Diploma of Education
- Bachelor of Business Administration with the degree of Bachelor of Arts Psychology
- Bachelor of Commerce with the degree of Bachelor of Arts Psychology
- Bachelor of Science Psychology
- Graduate Diploma of Psychology
- Honours degree of Bachelor of Psychology
- Psychological Science Major

Resolution 12/231

The 72 credit point structure for the Bachelor of Ancient History is approved, with effect from 1 January 2013.

Resolution 12/232

The prerequisites for AHIS348 being amended to include admission to the Bachelor of Ancient History and the 30cp being changed to 39cp is approved.

Resolution 12/233

Approved all new three year named Bachelor degrees (for Ancient History) being standardised at 72 credit points effective immediately.

Resolution 12/234

The emergency change requests for the majors listed below (to include “Required with PHYS104 or PHYS106” and “Required PHYS143 or PHYS107”; the offerings and Prerequisites/ Co-requisites for PHYS140 and PHYS143 be amended) are approved with effect from 1 January 2013.

- PHYO1 Physics
- ASA01 - Astronomy and Astrophysics
- PHO01 - Photonics

Resolution 12/235

Emergency Change requests for the units listed below are approved, with effect from 1 January 2013.

- AHIS368 Advanced Coptic Texts - change the name for AHIS368 to Coptic C.
- MAS210 Non Fiction Writing: Travel - add CUL240 as a co-requisite to MAS210.
- MHIS201 Indigenous-Settler Relations: Contact, Context and Shared Histories from 1750 - change the unit name to “Indigenous-Settler Relations from 1750”.
- MAS389 Public Relations Theories - change the prerequisites to 39 credit point including CUL240 (pending approval from the Chair of FSQC).
- LAW599 Legal Governance and Professional Leadership; LEX300 Social Innovation, Governance and Professional Leadership - change the offerings, unit descriptions and removal of the NCCWs.
- PSY399 Psychological Science: Putting Theory into Practice
- PSYC104 Introduction to Psychology I
- PSYC105 Introduction to Psychology II
• LING214 Introduction to Psycholinguistics
• PSY224 Psychology, Health and Wellbeing
• PSY238 Introduction to Psycholinguistics
• PSY234 Social and Personality Psychology
• PSY235 Developmental Psychology
• PSY236 Biopsychology and Learning
• PSY245 Principles of Psychological Assessment
• PSY246 Perception I
• PSY338 Organisational Psychology
• PSY247 Perception I

Resolution 12/236
The introduction of the units listed below is approved, with effect from 1 January 2013.

• CHIN362 Contemporary Chinese Culture and Society II
• CHIN385 English-Chinese Translation II (Recoded from CHN385)
• CHIN387 Chinese-English Translation II (Recoded from CHN387)
• PICT102 Policing and Crime
• SCOM301 Science Communication in Action

Resolution 12/237
The two year extension, until 2015, of the add-on Honours component to the BA-Psychology (Hons) and BSc-Psychology (Hons) is approved.

Resolution 12/238
Approved that students admitted in the Bachelor of Information Technology – Games Design and Development who have completed at least 12 credit points with an overall GPA of 2.0 be allowed to transfer to the Bachelor of Information Technology, with immediate effect.

Resolution 12/239
RECOMMEND TO COUNCIL the establishment of the Master of Accounting (Professional) with Master of Commerce., with effect from 1 January 2013.

Resolution 12/240
The establishment of the specializations listed below are approved, with effect from 1 January 2013:

• Specialisation in Corporate Governance in the Master of Commerce
• Specialisation in Financial Crime and Governance in the Master of Commerce

Resolution 12/241
The discontinuance of the awards listed below is approved, with effect from 31 December 2012.

• Master of Corporate Governance
• Postgraduate Diploma of Corporate Governance (Exit Award)
• Postgraduate Certificate of Corporate Governance (Exit Award)

Resolution 12/242
The rescindment of the discontinuance of the Master of Information Technology Consulting is approved, with effect from 31 December 2012.

**Resolution 12/243**

The discontinuance of the specializations listed below is approved, with effect from 31 December 2012.

- Specialisation in Ancient Art and Architecture in the Master of Arts
- Specialisation in Late Antiquity in the Master of Arts

**Resolution 12/244**

The introduction of MECO839-Music Production Analysis and Research is approved, with effect from 1 January 2013.

**Resolution 12/245**

The renewal of the units listed below is approved, with effect from 1 January 2013.

- MGSM871 Managerial Psychology
- MGSM880 Foundations of Management Thought
- MGSM955 Management Internship
- MGSM987 Law and Management
- MGSM989 International Perspectives in Management; Study Tour

**Resolution 12/246**

The recoding and the revised NCCWs of the units listed below is approved, with effect from 1 January 2013:

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<th>Unit Code</th>
<th>Recode</th>
<th>Unit Title</th>
<th>NCCW</th>
<th>Revised NCCW</th>
</tr>
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<td>PIC 820</td>
<td>PICX 802</td>
<td>Terrorism Issues</td>
<td>None</td>
<td>PIC 820</td>
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<tr>
<td>PIC 860</td>
<td>PICX 806</td>
<td>Strategic Policing</td>
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</tr>
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<td>PIC 880</td>
<td>PICX 808</td>
<td>Information Warfare and Cyberterrorism</td>
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<td>PIC 880</td>
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<td>PIC 831</td>
<td>PICX 813</td>
<td>Intelligence Analysis: Concepts and Application</td>
<td>None</td>
<td>PIC 831</td>
</tr>
<tr>
<td>PIC 841</td>
<td>PICX 814</td>
<td>Intelligence and National Security</td>
<td>None</td>
<td>PIC 841</td>
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<td>PIC 881</td>
<td>PICX 818</td>
<td>National Security and Counter Terrorism Issues</td>
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<tr>
<td>PIC 873</td>
<td>PICX 837</td>
<td>Terrorist Support Networks and Operations</td>
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<td>PIC 883</td>
<td>PICX 838</td>
<td>Insurgency and Non-State Security Challenges</td>
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<td>PICX 840</td>
<td>Cybercrime</td>
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<td>PICX 841</td>
<td>Organised Crime</td>
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<td>PIC 814</td>
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<td>PIC 824</td>
<td>PICX 842</td>
<td>Protecting Society: Public Policing/Private Security</td>
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<td>PICX</td>
<td>Comparative Policing</td>
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</table>
Resolution 12/247

The full details of each 700 level unit as detailed in Attachment 1 to the Report from ASQC are approved, with effect from 1 January 2013.

Resolution 12/248

Agreed to establish a working group to recommend the nomenclature of Macquarie awards, and to consider the implementation priorities and intended timeline to be compliant by 2015.

Resolution 12/249

The units listed below for renewal are approved, with effect from 1 January 2013.

MGSM800 Strategic Human Resource Management
MGSM818 Marketing Communications
MGSM848 Strategic Finance
MGSM857 Competition and Strategy in Asia/Pacific
MGSM858 Corporate Acquisitions
MGSM866 Managing Change

Resolution 12/250

The 2012 Emergency Changes to Postgraduate programs as presented in the summary table (attachment 3 of the Report from ASQC) are approved, effective immediately.

10.4 Library Committee

Academic Senate noted the report of the Library Committee of 17 July 2012.

11. GENERAL BUSINESS

* 11.1 SAVINGS CLAUSES
Resolution 12/251

That the Saving Clause be invoked to enable Brent Meiring to satisfy degree requirements for the BBABAPsych without completing a further two units at PSY300 level in addition to the 32 credit points he had already completed, provided all other degree requirements are met.

Resolution 12/252

That the Saving Clause be invoked to enable Emma Shrapnel to satisfy requirements for the Master of Museum Studies with MSM845 and MSM854 (4cp each) taking the place of MSM843 and MSM852 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/253

That the Saving Clause be invoked to enable Amanda Pollock to satisfy requirements for the Master of Museum Studies with MSM844 and MSM853 (4cp each) taking the place of MSM842 and MSM851 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/254

That the Saving Clause be invoked to enable Lily Price to satisfy requirements for the Master of Museum Studies with MSM844 and MSM845 (4cp each) taking the place of MSM842 and MSM843 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/255

That the Saving Clause be invoked to enable Hayley Halliwell to satisfy requirements for the Master of Museum Studies with MSM853 and MSM854 (4cp each) taking the place of MSM851 and MSM852 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/256

That the Saving Clause be invoked to enable Tracey Dillon Ariel to satisfy requirements for the Master of Museum Studies with MSM845 and MSM854 (4cp each) taking the place of MSM843 and MSM852 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/257

That the Saving Clause be invoked to enable Melinda Deacon to satisfy requirements for the Master of Museum Studies with MSM844 and MSM845 (4cp each) taking the place of MSM842 and MSM843 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/258

That the Saving Clause be invoked to enable Worledge Ariel to satisfy requirements for the Master of Museum Studies with MSM844 and MSM845 (4cp each) taking the place of MSM842 and MSM843 (6cp each) and with completion of 32 credit points instead of 36 credit points, provided all other requirements of the Master of Museum Studies are met.

Resolution 12/259
Resolution 12/260

That the Saving Clause be invoked to enable Mishal Ahmed to satisfy requirements for the Bachelor of Engineering by 37 cp of study above 200 level, provided all other requirements of the Bachelor of Engineering are met.

Resolution 12/261

That the Saving Clause be invoked to enable Lucy Ware to satisfy requirements for the LLB with 70cp in LAW units rather than the required 72cp LAW units, provided all other requirements of the LLB are met.

Resolution 12/262

That the Saving Clause be invoked to enable Zheqiong Bao to satisfy requirements for the Bachelor of Commerce without completing BBA102 and MKTG101 requirements, provided all other requirements of the Bachelor of Commerce are met.

Resolution 12/263

That the Saving Clause be invoked to enable Gabrielle Parra to satisfy requirements for the Bachelor of Commerce with Bachelor of Laws by completing 114 credit points instead of the minimum 116 credit points, provided all other requirements of the Bachelor of Commerce with Bachelor of Laws are met.

Resolution 12/264

That the Saving Clause be invoked to enable Chaoling Chen to satisfy requirements for the Bachelor of Commerce – Professional Accounting without completing the People Unit requirement, provided all other requirements of the Bachelor of Commerce – Professional Accounting are met.

Resolution 12/265

That the Saving Clause be invoked to enable Zhen Liu to satisfy requirements for the Master of Commerce by allowing four units (16 credit points) for completed postgraduate units which is greater than the maximum 25% credit postgraduate rule, provided all other requirements of the Master of Commerce are met.

Resolution 12/266

That the Saving Clause be invoked to enable Wing Yan Ng to satisfy requirements for the BBA by completing 72 cp and without completing the People and Planet Unit requirement, provided all other requirements of the BBA are met.

Resolution 12/267

That the Saving Clause be invoked to enable Hei Man Chan to satisfy requirements for the BBA by completing 72 cp and without completing the People and Planet Unit requirement, provided all other requirements of the BBA are met.

Resolution 12/268

That the Saving Clause be invoked to enable Tin Yan Ho to satisfy requirements for the BBA by completing 72 cp and without completing the People and Planet Unit requirement, provided all other requirements of the BBA are met.
That the Saving Clause be invoked to enable Sau Ting Lam to satisfy requirements for the BBA by completing 72 cp and without completing the People and Planet Unit requirement, provided all other requirements of the BBA are met.

**Resolution 12/269**

That the Saving Clause be invoked to enable Hang Chi Lam to satisfy requirements for the BBA by completing 72 cp and without completing the People and Planet Unit requirement, provided all other requirements of the BBA are met.

**Resolution 12/270**

That the Saving Clause be invoked to enable Laura Anne Berri to satisfy requirements for the BA in Media by counting SOC 254 as her “planet” unit requirement, provided all other requirements of the BA in Media are met.

11.2 **PRIZES AWARDS**

**Resolution 12/271**

That prizes be awarded to the students nominated and attached to these minutes as Attachment 1.

**UNDERGRADUATE AND POSTGRADUATE STUDENTS QUALIFIED FOR AN AWARD**

**Resolution 12/272**

That the candidates in the report have satisfied requirements for the awards stated in the submission.

11.3 **PRACTICAL PLACEMENTS POLICY**

**Resolution 12/273**

The Practical Placement Policy as included in the papers is approved.

11.4 **UNIVERSITY DISCIPLINE COMMITTEE MEMBERSHIP**

Academic Senate agreed that each of the following students be nominated to be alternate members of the University’s Discipline Committee:

Lavinia Simpson  
Tim Hendry  
Nazar Pochynok

11.5 **MACQUARIE FOUNDATION PROGRAM COMPLETIONS**

Academic Senate noted that the students in the report have satisfied the requirements for the Macquarie Foundation Programs stated.

There being no further business the meeting was declared closed at 11.10am.

Professor J Fitness  
Chair
Prize Awards

VICE-CHANCELLOR’S COMMENDATIONS

(1) Nominations for Master Coursework Candidates

Nominations for a Vice-Chancellor’s Commendation for Master coursework candidates are listed below. To be eligible for a Vice-Chancellor’s Commendation a Master coursework graduand must have a GPA of 4.0, no more than 25% satisfactory/fail type credit points allowed, and at least 75% of the requirements of the award credit points must have been completed at Macquarie University.

<table>
<thead>
<tr>
<th>Faculty of Arts</th>
<th>Student name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOGATEK, MarekJozef</td>
<td>Master of International Relations</td>
</tr>
<tr>
<td></td>
<td>CRITTENDEN, Jack</td>
<td>Master of International Environmental Law</td>
</tr>
<tr>
<td></td>
<td>DERKENNE, Jamie Richard</td>
<td>Master of Arts in Creative Writing</td>
</tr>
<tr>
<td></td>
<td>KENNARD, Peter Andrew</td>
<td>Master of Contemporary Improvisation</td>
</tr>
<tr>
<td></td>
<td>KOSTRIKINA, Irina</td>
<td>Master of Arts in Children’s Literature (Coursework)</td>
</tr>
<tr>
<td></td>
<td>ST DEMIANA, Antonia</td>
<td>Master of Arts in Coptic Studies</td>
</tr>
<tr>
<td>Faculty of Business and Economics</td>
<td>ROWE, David</td>
<td>Master of Applied Finance</td>
</tr>
<tr>
<td></td>
<td>SHIPLEY, Dora Luz Jessica</td>
<td>Master of International Trade and Commerce Law</td>
</tr>
<tr>
<td></td>
<td>YUE, ShuNing</td>
<td>Master of Accounting (CPA Extension)</td>
</tr>
<tr>
<td></td>
<td>ZHAO, Hui</td>
<td>Master of Commerce</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Human Sciences</th>
<th>Student name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BAKER, Emma Jane Elizabeth</td>
<td>Master of Arts in Editing &amp; Publishing</td>
</tr>
<tr>
<td></td>
<td>GELDING, Rebecca Wynne</td>
<td>Master of Education</td>
</tr>
<tr>
<td></td>
<td>HONAN, Cynthia Alison</td>
<td>Master of Clinical Neuropsychology</td>
</tr>
<tr>
<td></td>
<td>MCMURTRIE, Alison Caroline</td>
<td>Master of Special Education</td>
</tr>
<tr>
<td></td>
<td>MEREWETHER, Jane</td>
<td>Master of Early Childhood</td>
</tr>
<tr>
<td></td>
<td>MUNDAY, Benjamin James</td>
<td>Master of Educational Leadership (School Education)</td>
</tr>
<tr>
<td></td>
<td>SCOTT, Andrew Glencairn</td>
<td>Master of Applied Linguistics (TESP)</td>
</tr>
<tr>
<td></td>
<td>SCOTT, Laura Antonia</td>
<td>Master of Clinical Neuropsychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Science</th>
<th>Student name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AGNEW, Nicholas John</td>
<td>Master of Geoscience</td>
</tr>
<tr>
<td></td>
<td>LEUNG, Gary</td>
<td>Master of Environmental Science</td>
</tr>
<tr>
<td></td>
<td>RAZIAN, Hala</td>
<td>Master of Environmental Management</td>
</tr>
<tr>
<td></td>
<td>WARD, Philip Edward</td>
<td>Master of Geoscience</td>
</tr>
</tbody>
</table>

RECOMMENDED
That the Vice-Chancellor’s Commendation be awarded to the 22 Master coursework graduands listed above.

(2) Nominations for Bachelor Degree Candidates

Nominations for a Vice-Chancellor’s Commendation for outstanding academic achievement at the undergraduate level are listed herein. To be eligible for this award, an undergraduate student must have a GPA of 4.0 in at least 40 credit points completed at Macquarie University.
### Faculty of Business and Economics

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE, Yanting</td>
<td>Bachelor of Commerce – Accounting</td>
</tr>
<tr>
<td>PRANOTO, SaniHalim</td>
<td>Bachelor of Commerce – Professional Accounting</td>
</tr>
<tr>
<td>WIBAWA, Angelia</td>
<td>Bachelor of Commerce – Professional Accounting</td>
</tr>
</tbody>
</table>

### Faculty of Science

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASHBY, Nicole Ann</td>
<td>Bachelor of Environmental Management</td>
</tr>
<tr>
<td>TOBIAS, Peri Ann</td>
<td>Bachelor of Advanced Science</td>
</tr>
<tr>
<td>HOward, Dean Anthony</td>
<td>Bachelor of Arts with Bachelor of Science in the Faculty of Science</td>
</tr>
</tbody>
</table>

**RECOMMENDED**
That the Vice-Chancellor’s Commendation be awarded to the 6 Bachelor coursework graduands listed above.

**REGISTRAR**

Deidre Anderson  
Deputy Vice-Chancellor, Students and Registrar
Background paper for Academic Senate: compulsion to offer units in S3
7 August 2012
Cathy Rytmeister
Lecturer (Leadership and Management; Evaluation)
Learning and Teaching Centre

My email notifying questions for Academic Senate (3 Aug 2012)

Academic staff in a number of areas are being directed to prepare units they convene for a Session 3 offering. As continuing and fixed term academics cannot be required to teach in more than two sessions per year, the proposal being put to them is that these units will be convened by casual staff, using material and lecture recordings from S1 and S2 offerings.

I have a set of questions on notice for the Senate meeting on Tuesday, based on the concerns of a number of staff. They are as follows:

Firstly, it's my understanding that it is a University policy that casual staff cannot convene units (although I can't find this written down anywhere, and I know it happens), so I'd like to know whether this is the case or not.

Secondly, given that it is necessary to create new material (examinations, assignments etc) for each offering of a unit, what are the quality implications of this, if casual staff who are not specialists in the subject are required to create this material? (Clearly continuing and fixed-term staff who have already taught two sessions cannot be asked to do the additional work to prepare for a third, as this preparation would be considered part of the S3 teaching load.)

Thirdly, what is the Senate's view of the impact on both quality of curriculum and the status of academic staff, of essentially replacing academic staff with cheaper, less qualified casuals in a teaching context which is arguably more demanding and challenging than the standard teaching session? Is this likely to lead to the deskilling and deprofessionalisation of academic staff?

Background

My reason for asking the Academic Senate these questions is that the Senate is the “principal academic body in the University” (Macquarie University By-law 2005). Its functions include advising the Council on “matters concerning academic and related activities of the University” (ibid.) so that the Council can, in turn, fulfil its duty to oversee the University’s performance, its academic activities, risk management and risk assessment and “to approve and monitor systems of control and accountability for the University” (Macquarie University Act 1989). Quality assurance and enhancement of academic programs is a fundamental accountability system, at the very core of what it means to be a University. While the Council has ultimate responsibility for this, the expertise to ensure that the Council is well advised on this aspect of its duties clearly resides in the Academic Senate (and its subcommittees). So, I'd argue, anything to do with the quality and sustainability of the University’s offerings is very properly the business of Academic Senate.

Further, the AQF and TEQSA have standards relating to learning outcomes (AQF) and the qualifications and activities of academic staff (TEQSA Institutional Standards). TEQSA’s Teaching and Learning standards are in development. We need to ensure that we comply with both the spirit and the letter of these standards, or our status and reputation as a University will be at risk.

But turning to the specific issues around Session 3 and the direction to academic staff to provide teaching materials and lecture recordings so that casual staff can teach their units: what are my concerns about quality and sustainability that gave rise to these questions on notice? They fall into several areas, some more legalistic than others, some industrial, some to do with academic professional identity, and some to do with academic freedom. The industrial concerns I will address elsewhere, since that is not the domain of Senate, except insofar as they have an impact on the quality and sustainability of academic programs. While I would argue that this is a case in the latter point, I think that for the purpose of this discussion, we can just accept that there are industrial aspects to the issue and that they will be pursued elsewhere. There are plenty of other aspects that Senate might more constructively address today.
Firstly, the question of casual staff convening units: I know that this is a common practice, and I know that a number of Departments disguise it by appointing a continuing or fixed term staff member as "unit convener" (or whatever equivalent term is used) while a casual staff member actually does everything – from devising and enacting the curriculum to organising tutors and finalising grades – except for the final grade sign-off. In terms of accountability for curriculum quality, this is a pretty flawed scheme – the only sanction that can be applied to a casual staff member is not to reappoint them, and they have no entitlement to (paid) professional development. Apart from the industrial implications, this is highly problematic as it prevents the operation of cyclical review and development that is embedded in the University’s QE Framework. The Framework is an excellent model for good practice – but it will only result in actual good practice if people are in a position to implement it, and casual staff, quite simply, are not.

Nevertheless, most of our casual staff work extremely hard and do a great many hours of unpaid work to ensure that the high quality of our curriculum is maintained. This is fine in quality terms where they actually have responsibility for curriculum (leaving aside the problem of the exploitation of their unpaid work). However, the proposed scheme for forcing continuing and fixed term staff to turn over their unit materials and lecture recordings to a casual unit convener, who may have had no, or very little, actual input to the curriculum, to “teach” the unit, doesn’t provide for even the level of quality assurance provided by individuals’ commitment to the curriculum work they do. What is more, they will be required to create new elements in the curriculum – for example, examinations must be reset for S3 units – but casual staff may never have set or even seen an examination in the unit they are convening. This is simply unacceptable, in my view. My second question is therefore aimed at eliciting the view of Academic Senate on this matter. What do you think?

My third question relates to academic professional identity and integrity. We are not just “content providers” – our teaching involves a deep engagement with our discipline and our students, with curriculum the means of connecting the two and facilitating learning and growth in the discipline.

The concept of “curriculum as product” is anathema to our professional identity and our responsibilities to our discipline. Curriculum is not a product, it is a set of relationships and interactions between teacher, students and content – this cannot simply be plucked out of one context (standard teaching sessions) and transferred to the compressed S3 context without rethinking the nature of those relationships. To attempt to do so poses a huge risk to student engagement, quality and sustainability of both curriculum and discipline. This is especially risky when the more challenging task of delivering units in compressed mode is to be performed by our least experienced staff members.

Treating curriculum as a totally transferable product between teaching contexts raises further questions relating to academic professional identity and the deskilling of academics, as well as legal aspects including respect for intellectual property and moral rights. Although the University claims IP rights over teaching materials, this remains contested, at least culturally, if not legally. In demanding that staff hand over their teaching materials and lectures to the Department for distribution to an as yet unknown casual staff member who will take on the teaching of the unit in S3, the University is relying on this assertion of IP ownership.

On the other hand, we well know that our academic staff put a great deal of their own creativity, commitment and expertise into the design and delivery of our teaching programs. We know that staff commonly refer to “my unit” in a way that implies not so much ownership of it in the technical sense, but rather a sense of responsibility and commitment to it, and the students enrolled in it. It is this very sense of responsibility and commitment that ensures quality in the curriculum. The University would do well to celebrate and value the commitment of staff to their teaching and their students, rather than attempting to appropriate it by focusing on the technical issue of IP ownership.

Further, regardless of ownership of IP, we all have moral rights over our work – and these moral rights are inalienable. They simply cannot be bought and sold, and exist regardless of the employer-employee relationship. Moral rights safeguard the integrity of our work. Many academics might argue, in good faith, that they have designed their curriculum for delivery in a standard, 13 week semester, and that to attempt to transfer this, without additional design work, to another teaching context (the compressed Session 3) violates the integrity of their work. As far as I know, such a claim of violation of moral rights has not been tested in relation to teaching materials – would we like to see Macquarie as the respondent in such a test case? What would happen in the case of an academic, acting in good conscience in accordance with their professional judgment, refusing to release materials for the purpose of S3 delivery by a casual staff member? Would the University assert its IP rights, with a counter-claim from the staff member of violation of moral rights? Would the University charge the staff member with misconduct, inviting a major public argument over academic freedom and the exercise of academic judgment? All interesting issues to ponder… with none of these actions likely to lead to constructive solutions to the problem of staffing Session 3 and offering students the units they would like to do in that session.
I suggest that if we are really serious about our claim that S3 offerings are equivalent in quality and learning outcomes to those of S1 and S2, then rather than teach S3 units with our least experienced teachers, we should be offering to continuing staff the substitution of teaching in one of the standard sessions with teaching in S3. Further, we should be converting some of those highly qualified, highly committed long-term casual staff to continuing positions, boosting the sustainability of both our teaching programs and our academic workforce.

This would not be as expensive as you might suppose. The S3 student experience survey showed that approximately 50% of S3 students enrol in order to accelerate their progression – but this compression will only create an increase in annual student load in the long term IF annual intakes increase to compensate for early completers. Clearly I don't have those figures to hand, but I would be surprised if growth in commencements outstripped early completions by much. And if it did, then increased load provides increased income, so there is a built-in offset there. On the other hand, according to the S3 survey, just under 40% of students enrol in S3 in order to lighten their load in other sessions – this represents a redistribution, not an increase, in student load. A redistribution of teaching workload for staff seems a sensible way to deal with this.

So it might not be quite cost-neutral to shift continuing staff into S3 teaching, but if we take the quality and reputational issues into account, it's a reasonable investment to make. Of course, with additional income, we could convert some of those casuals into continuing staff or Early Career Development Fellowships, providing them with greatly improved job security, bringing them in under the performance review and development system, and ensuring the sustainability of the workforce as well as the curriculum. But I digress.

Over to you, Senators.
ITEM 6.1

ACADEMIC SENATE - TERMS OF REFERENCE

Attached are draft Terms of Reference for consideration and discussion.
DRAFT TERMS OF REFERENCE – ACADEMIC SENATE

The Academic Senate (“Senate”) is established by the Macquarie University Act, 1989, section 15. This section states that there is to be a Senate consisting of the Vice-Chancellor and such other persons as Council may, in accordance with the by-laws determine.

This charter sets out Senate’s objectives, authority, composition and tenure, roles and responsibilities, reporting and administrative arrangements. To the extent of any inconsistency between this charter and the Macquarie University Act, 1989 (the “Act”), the Macquarie University By-law ("By-laws") or the Macquarie University Rules (“Rules”), the Act, By-laws and Rules will prevail.

1. Objective

Senate is the principal academic body in the University with powers and duties as may be delegated to it by Council.

The primary function of Academic Senate is:

• to advise the Council on matters concerning academic and related activities of the University,
• to consider, and report to the Council on any matter referred to it by the Council, and
• such other functions as may be specified from time to time in resolutions made by the Council.

Senate is an integral component of the University’s corporate governance arrangements.

2. Authority

Senate has powers delegated to it by Council as detailed in this Charter.

3. Composition and tenure

The Academic Senate consists of:

Ex-officio members

• the Vice-Chancellor,
• the Deputy Vice-Chancellors and the Pro-Vice Chancellors,
• the Executive Deans of Faculties,
• the Dean of Higher Degree Research,
• the Director of Learning and Teaching Centre,
• the Head of Department of Indigenous Studies, and
• the University Librarian.
Elected members

- four members from each Faculty (“Faculty member”) elected by and from the academic staff of the Faculty in accordance with Schedule 1 of the By-law provided that:
  - only members of the academic staff who are full-time or part-time continuing, or fixed term for 3 or more years and with fractional appointment of 50% and above are eligible to participate in the election and to be elected;
  - the four members elected from each Faculty must be from different Departments;
  - of the four members from each Faculty at least one must be a Head of Department or a Professor;
- student members elected annually in accordance with Schedule 1 of the Bylaw under the following categories:
  - one student member from each Faculty enrolled in an undergraduate program,
  - one student member enrolled in a postgraduate coursework program, and
  - one student member enrolled in a postgraduate higher degree research program.

Additional Appointed members

- up to four additional members appointed by resolution of Academic Senate.

Term of office

Subject to the details regarding vacation of office below, the terms of office of Members are as follows:

- Ex-officio members are appointed for the term of their position;
- Faculty elected members are elected for a term of 2 years;
- Student elected members are elected for a term of up to 1 year; and
- Additional members are elected by resolution of Academic Senate for a term determined by Senate

Vacation of office

A member of the Academic Senate will be deemed to have vacated office if that member:

- dies;
- resigns that office by notice in writing addressed to the Chair or the Registrar;
- resigns from the University;
- proceeds on leave of absence for a period exceeding nine months;
- is absent without leave of the Academic Senate from three consecutive meetings of the Academic Senate; or
• in the case of a student member ceases to be a student.

If a Faculty member of Senate proceeds on leave of absence from the University for a period exceeding three months but less than nine months, the Academic Senate will co-opt a member of the continuing academic staff or a student of the University, as the case may be, to fill the vacancy for the period of absence but not beyond the expiry of the term of office on Senate of the member proceeding on leave; and the member on leave, at the conclusion of that period of leave, will resume membership of Academic Senate for the balance of the term of office.

Where a person other than a member of the Academic Senate is appointed Acting Executive Dean of a Faculty, that person must for the purposes of these rules become a member of the Academic Senate during the period of such appointment.

Where a member of the Academic Senate being a member of the continuing academic staff of a Faculty is appointed Acting Executive Dean of a Faculty, the members of the Academic Senate may co-opt to membership a member of the continuing academic staff from the same Faculty as the member so appointed to hold office during the period of appointment of such Acting Executive Dean of the Faculty.

Expectations of members:
Members of Senate are expected to:
• Act in the best interests of Senate and the University;
• Contribute the time needed to study and understand the papers provided;
• Apply good analytical skills, objectively and with sound judgement;
• Bring their talents, insights and views of other members of the University community to discussions;
• Be the point of contact between the University and the faculty/community;
• Express opinions frankly and ask questions that go to the fundamental core of the issue; and
• Work collaboratively with other members of Senate.

4. Chair and Deputy Chair of Academic Senate
The members of Senate elect:
• Any full time academic staff of the University at level D and E to be Chair; and
• One of the Faculty members to be Deputy Chair.

The term of office of the Chair and Deputy Chair is 2 years.

If a Faculty member is elected as the Chair, a casual vacancy occurs in the office of that member and it must be filled in accordance with the rules for filling a casual vacancy set out in section 3 above.

A casual vacancy in the office of either the Chair or the Deputy Chair of the Academic Senate must be filled by members electing one of their number to be Chair or Deputy Chair
as the case may be, who must hold office for the remainder of the term of office of the Chair or Deputy Chair whose place that person has filled.

The role of the Chair is:

- leading the Senate;
- being a member of Council and its Committees, as appropriate;
- overseeing the Senate in the effective discharge of its role;
- efficient organisation and conduct of the Senate’s functions and Meetings;
- facilitating the effective contribution of all Senate members;
- developing and maintaining a relationship with appropriate members of staff and the Secretariat to ensure appropriate reporting;
- ensuring adequate reporting from Senate committees and reporting to Council;
- promoting constructive and respectful relations between members; and
- committing the time necessary to discharge effectively his/her role as Chair.

The role of the Deputy Chair is to provide support to the Chair in each of his/her activities.

5. Roles and responsibilities

Senate is directly responsible and accountable to Council for the exercise of its responsibilities. Senate has the principal responsibility to encourage and maintain the highest academic standards.

Senate’s responsibilities are set out below:

- Overseeing all academic activities of the University,
- formulating and reviewing policies, guidelines and procedures in relation to academic matters;
- recommending rules concerning academic matters to Council;
- in conjunction with any relevant executive/management committee assuring the quality of teaching, and scholarship in the University;
- monitoring effectiveness of policies, guidelines and procedures in relation to academic matters, including monitoring of implementation and effectiveness of each faculty;
- providing academic advice to both Council and the Vice-Chancellor on all academic matters, including:
  - academic priorities and policies of the University,
  - academic aspects of the University’s strategic plan,
  - the maintenance and enhancement of academic standards; and
  - any academic matters it considers to be of strategic importance.

Specifically, Senate has delegated authority to:
• approve admission requirements, academic selection criteria and pathways
• approve new programs;
• approve changes to existing programs;
• determine policy regarding programs of study and assessment;
• approve credits, deeming provisions and any dispensation or suspension of rules;
• determine requirements to be satisfied by candidates for awards;
• approve examination results;
• review appeals and determine the outcomes of any appeals under the rules; and
• determine the terms and conditions of awards, scholarships and prizes.

6. Delegation to Committees
Senate may establish Committees from time to time to assist in fulfilling its functions. Senate remains responsible for activities and decisions it delegates to Committees. Committees must report to the meeting of Senate which follows a Committee meeting. Senate must ensure that each Committee is established according to a clear terms of reference and/or Rules. Committees will consist of members appointed by Senate and can include persons who are not members of Senate.

7. Administrative arrangements

7.1 Meetings
Senate will meet as frequently as required. A meeting plan, including meeting dates and agenda items, will be agreed by the Senate each year. The meeting plan will address all of the Senate’s responsibilities as detailed in these Terms of Reference.

7.2 Attendance at meetings and quorums
A quorum will consist of half of the total number of Senate members plus one. All questions must be decided by the majority of the members present and voting at the meeting and the member presiding at the meeting will have a deliberative vote and, in the case of an equality of votes, a casting vote. Senate may request other persons attend meetings of Senate. If a member cannot attend a meeting of Senate, the member should advise the Secretary. An observer can attend in a member’s place but cannot participate in the meeting. Any person acting in an ex-officio member role has the same rights and responsibilities as a member.
7.3 Observers
The Chair of Academic Senate can approve the attendance of observers at Senate meetings. Any observers may only attend the meeting for non-confidential items and may not participate in the proceedings of the meeting. A request must be submitted to the Secretary at least 48 hours prior to the meeting.

7.4 Questions on Notice
Questions on notice may only be received from members and will only be accepted with the prior approval of the Chair. The following procedures apply to questions received on notice:

• At least 2 days notice must be provided for questions on notice;
• The Chair will determine if the matter is within the Academic Senate’s terms of reference and appropriate to be addressed at the meeting;
• The Chair will allocate a period during the meeting to allow for any questions on notice to be addressed;
• The Chair may allow an address by the member who submitted the question and this will be limited to five minutes;
• Any written paper to support the question on notice must be provided to the Chair at least 2 days in advance of the meeting;
• No member should be permitted to address more than two successive meetings of Academic Senate or more than half of the meetings in a year; and
• In respect of a question on notice, no decision will be made on the basis of an address to Academic Senate without management having a reasonable opportunity, if necessary, to respond to any matters raised in that question and address.

7.5 Secretariat and minutes
The Registrar of University or nominee is Secretary to the Senate. The Secretary will ensure the agenda for each meeting and supporting papers are circulated, after approval from the Chair, at least one (1) week before the meeting, and ensure the minutes of the meetings are prepared and maintained.

Late papers will only be accepted with the prior approval of the Chair.

Draft minutes must be prepared and initially reviewed by the Chair of the Senate and then circulated to members within ten (10) working days of the date of the meeting of which they are a record. The minutes of the Senate meetings shall be confirmed as a true and correct record of the meeting.
7.6 Reporting

A report from Senate will be submitted to each Council meeting following a Senate meeting. Members are encouraged to communicate issues and decisions to their faculty/interest group and a summary of each meeting will be prepared for this purpose.

7.7 Conflicts of interest

It is recognised that members will have an interest in most matters before Senate. However, it is each member’s obligation to act in the best interests of Senate and the University not in the interests of the group (faculty, department, students etc) that they may belong to. Members can present the interests of that group in the deliberations of Senate but must make decisions in the best interests of the Senate and University.

Members must declare any conflicts of interest at the start of each meeting in relation to an agenda item or before discussion of any subsequent matter arising during the course of the meeting.

Where members or observers at Senate meetings are deemed to have a real or perceived conflict of interest it may be appropriate that they are excused from the Senate deliberations on the related matter.

7.8 Review of terms of reference

At least once a year the Senate will review its Terms of Reference. Any subsequent changes to the Terms of Reference will be recommended by Senate and formally approved by Council.

7.9 Assessment arrangements

Senate will establish a mechanism to review and report on the performance of the Senate at least annually. The review will be conducted on a self-assessment basis (unless otherwise determined by the Senate) with appropriate input sought from the Council, relevant management and any other relevant stakeholders, as determined by Senate. The assessment will be conducted by the Senate Secretary.
ITEM 9.1

ACADEMIC QUALITY AND STANDARDS COMMITTEE

Attached are the minutes of the meeting held on 14 August 2012.

Recommendation

That Academic Senate:

Note the minutes of the Academic Standards and Quality Committee meeting held on 14 August 2012 and approve items as recommended.
1. MINUTES OF MEETING HELD ON 17 JULY 2012

The minutes of the meeting held on 17 July 2012 were approved.

2. BUSINESS ARISING FROM THE MINUTES

2.1 Report to Academic Senate

The Committee noted that Academic Senate at its meeting on 7 August 2012 approved the recommendations of the ASQC meetings held on 26 June and 17 July 2012.

3. INDIVIDUAL STUDENT CASES

3.1 Faculty Reports

The Committee noted a report received from the Faculty of Human Sciences.
4. REPORT OF THE UNDERGRADUATE SUB-COMMITTEE

The Committee reviewed the minutes of the Undergraduate Sub-Committee meeting held on 31 July 2012. The agenda and associated papers for the Sub-Committee’s meetings can be found for review by members on the ASQC web site at: http://senate.mq.edu.au/apc/sub_committees.html

4.1 2013 Academic Program

Emergency Changes to the 2013 Schedule of Units

Faculty of Arts

AHST490 Ancient History Honours (FT)
AHST495 Ancient History Honours (PT)

The Faculty submitted a request to amend the prerequisites for both units to “Admission to Bachelor of Ancient History (Honours)".

Faculty of Human Sciences

PSY351 Research Methods in Psychology

The Faculty submitted a request to amend the prerequisite for PSY351 to include PSYC332, as PSY245 has been recoded to PSYC332.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the Emergency Change requests for the above units, with effect from 1 January 2013.

Emergency Changes to the 2013 Schedule of Programs/Majors/ Specialisations

Faculty of Arts

Politics and International Relations Major POL02

The Faculty requested that the 300 level requirements for the Politics and International Relations major be amended. The Subcommittee discussed the amendments and agreed to recommend the request with a different expression in the changes - LEX300 should be moved under the 300 level option set which will then change to “9 credit points from”.

Media, Culture and Communications Major MED02

The Faculty requested that the program structure for the Media Culture and Communications major be amended in order to give equal weighting to the CUL, MAS and ICOM disciplines.

Honours Degree of Bachelor of Psychology PSYC01 (new code PSYC02)

The Faculty requested to amend the program for PSYC01 (new code PSYC02) from 24 credit points of PSY units at 300 level to 18 credit points of PSY units at 300 level. The Subcommittee agreed to recommend the request while requested clarification regarding the general requirements.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the above Emergency Change requests, with effect from 1 January 2013.
Proposal to Discontinue an Award

Faculty of Human Sciences

Graduate Diploma of Psychology

The Faculty requested that the Graduate Diploma of Psychology be discontinued from 2013 as there will be no new intakes into this program.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the discontinuance of the Graduate Diploma of Psychology, with effect from 31 December 2012.

Units to be Deleted in 2013

Faculty of Human Sciences

PSY245 Principles of Psychological Assessment

The Faculty requested that PSY245 be deleted from the Schedule of Units from 2013 as it is being replaced by the new unit PSYC332.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the discontinuance of PSY245 Principles of Psychological Assessment, with effect from 31 December 2012.

New Unit Proposals 2013

Faculty of Human Sciences

PSYC332 Principles of Psychological Assessment

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above unit, with effect from 1 January 2013.

2013 Schedule of Participation Units

Faculty of Arts

LAWZ448 Animal Law

The Faculty requested that LAWZ448 Animal Law be added to the Schedule of Participation Units from 2013.

The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above unit and also its addition to the Schedule of Participation Units, with effect from 1 January 2013.

4.2 Participation Stream

The Subcommittee discussed the outcomes of the Participation-stream taskforce chaired by Ms Clark.

Ms Clarke provided an update to the participation stream proposal. The taskforce met on 16 July 2012 to consider a range of administrative issues and the criteria for all proposed Participation-stream units.

Ms Clarke reiterated that the key objectives of ‘streaming’ were to:

- Maximise the range of student choices in Participation Units;
• Increase community partner access to students with skills and knowledge in discipline-specific areas of particular relevance to the partner’s needs;
• Spread the workload involved in the teaching and administration of Participation units.

The Committee reviewed the taskforce report and agreed to **RECOMMEND THAT ACADEMIC SENATE** approves the following:

**Unit codes**

Participation-stream units will:
• use the same unit code number as their mainstream counterpart,
• share the first three letters of the mainstream unit’s prefix, and
• use ‘Z’ as the fourth letter of the unit prefix, e.g. LAWZ448

**Enrolment deadlines**

Participation-stream Units will have to observe the same enrolment deadlines as those for all other units (i.e. enrolment to be finalised before the end of first week of the relevant session for external offerings, and before the end of second week for internal offerings).

**Pre-requisites**

Participation-stream units will require Executive Dean approval as a pre-requisite (as well as any other relevant prerequisites for unit content/level).

**Criteria that proposed Participation-stream units would need to meet**

• Compliance with the Senate-approved Criteria for Participation Units and Activities (September 2011);
• All learning outcomes of the 'mainstream' version of the unit must be included, but an additional learning outcome in the 'participation stream' may be listed to reflect the participation focus (NB. Some learning and teaching activities and/or assessment tasks may differ between the two versions of the unit.);
• Unit cannot be a core requirement in a program (NB. It is proposed that this particular criterion hold for 2013-14, until an evaluation of the effectiveness of this mode of delivery is undertaken. The results of the evaluation may suggest that a relaxation of this criterion is warranted for 2015 and beyond.).

**Limited trial of Participation-streams in 2013**

The Participation-stream approach will be trialled in a small number of units (2-3) in 2013-14, starting with LAWZ448 Animal Law.

**4.3 Session 3 – Limitations on Required Units Offered in Session 3**

The Committee noted that the Subcommittee discussed the issue of required units being offered only in Session 3 (and not in Sessions 1 and 2). The various negative impacts were discussed and concerns were raised regarding students who would need to prolong their studies to undertake their required units. International students were identified as being particularly vulnerable as they would likely not be able to satisfy their VISA requirements while waiting to undertake their required units. Therefore it was agreed that Session 3 offerings should be voluntary intensive offerings, rather than as part of a trimester system of compulsory offerings.

The Committee noted that a policy regarding Session 3 offerings was being developed. The Committee **RECOMMENDS THAT ACADEMIC SENATE** approves that a guideline be established stating that a required unit cannot be offered in Session 3 only; it must also be offered in Session 1 or Session 2, noting that this guideline will become part of the policy
regarding Session 3 offerings.

4.4 People and Planet Unit Review for 2014

The Committee noted that the Subcommittee commenced the review of People and Planet units for 2014. The review will be continued at an extra-ordinary meeting to be held on 21 August 2012. The Subcommittee will deliver its report upon conclusion of the review.

5. REPORT OF THE POSTGRADUATE SUB-COMMITTEE

The Committee noted that the Postgraduate Sub-Committee has not met since the last ASQC meeting.

6. POSTGRADUATE CURRICULUM RENEWAL – LANGUAGE UNITS IN POSTGRADUATE DEGREES

The Committee considered a memo Language Units in PG Degrees dated 30 July 2012 from the Associate Dean, Learning and Teaching, Faculty of Arts.

The Faculty proposed that the Committee consider whether introductory to advanced level language units should be included in postgraduate programs to provide auxiliary skills for reading and interpreting academic texts in another language that could contribute positively to the postgraduate learning outcomes and graduate capabilities. The Faculty argued that while such language skills should be a prerequisite for certain postgraduate study, such an approach may disadvantage students who may have relevant disciplinary majors, but simply lack language experience. There is currently no incentive for a student to learn the language since an undergraduate language unit does not count for credit in a postgraduate program.

The Faculty acknowledged that a clear direction as part of the postgraduate curriculum renewal was that all postgraduate units would need to consist of postgraduate content. The Faculty suggested that according to the relevant AQF position (pp.60), “The design of the components of the qualification will provide coherent learning outcomes for the level and qualification type and will enable graduates to demonstrate them.”, the provision of component and specific units at postgraduate level that might not in themselves be considered totally postgraduate should be permitted in applicable circumstances.

After some discussion and consideration of various examples of offerings from other universities, the Committee agreed to RECOMMEND THAT ACADEMIC SENATE approves the following principles, with effect from 1 January 2014:

(i) That a maximum of one 600 level unit can be included as part of a 32 credit point Masters program where completion of such a unit is considered core to the understanding of the program;
(ii) ASQC will approve such proposals on a case by case basis.

7. GUIDELINES FOR VARIATION TO EXAMINATION POLICY

The Committee considered a draft paper Guidelines for Variation to Exam Policy prepared by Associate Professor Coutts.

The paper raised the urgent need to develop a set of criteria that can be both distributed to faculties and used by ASQC in its decision making in relation to cases requesting an exception to the recently implemented Final Examinations Policy. The Committee noted the relevant section of the policy as follows:
EXCEPTIONS

Exceptions to this Policy will only be considered when supported by a case made on the basis of a sound pedagogical or operational argument.

Cases for exception are to be submitted for consideration to the Academic Standards and Quality Committee and will require the approval of Academic Senate.

Based on the policy, the Committee RECOMMENDS THAT ACADEMIC SENATE approves the following principles and guidelines for both implementation and consideration of exception requests:

1. Any case for a request for an exception to the provisions of the Final Examination Policy must be approved by the Faculty Standards and Quality Committee or the Executive Dean and submitted for consideration to the Academic Standards and Quality Committee which will make a recommendation to Academic Senate.

2. Any request for an exception, and consequent decision, will be valid for one teaching session only for units offered in 2012.

3. Any request for an exception to the policy must be made on the basis of a sound pedagogical or operational argument.

4. In the case of a request for an exception to the requirement to publish final examinations because of the use of particular question types (e.g. multiple choice items) the department must:
   a. Provide evidence that the assessment regime for the unit is consistent with the University Assessment Policy, Procedure and Guidelines;
   b. Provide evidence and a sound pedagogical framework or sound operational argument to support the re-use of the question sets;
   c. Provide information about the measures that will be taken to ensure that the integrity of the unseen examination paper is not compromised once the first cohort of students has sat the examination.

8. OUA – SCHEDULE OF UNITS 2013

The Committee noted the 2013 Schedule of Units to be offered by OUA that has been approved by the Chair on behalf of ASQC (Attachment 1).

9. 700 LEVEL NEW UNIT

The Committee considered the submission of a further new 700 level unit MRES700 Research Communications, a required unit in the first year of the Master of Research (MRes). The Committee RECOMMENDS THAT ACADEMIC SENATE approves the introduction of the above unit, with effect from 1 January 2013.

Professor Mansfield provided an update to the MRes. He advised that the above unit will have a D1 offering (internal, Session 1) and will be a required unit for all first year MRes students. Ms Spinks noted that a number of other 700 level units have an external offering and queried whether consideration has been given to offering the degree externally as well. Professor Mansfield responded that the focus initially would be to build on the delivery of a quality internal program. The concept of bundled offerings that combine the MRes and the PhD in offshore locations is being considered.

Professor Mansfield also advised the Committee that the structure of the second year of the MRes program is yet to be finalised, pending further discussion and consideration of a wide range of issues. Consideration is being given to a model of a time based program in the
second year where certain milestones are met along the way. The Committee suggested that there may be a need to unitise certain research training components, such as literature review and research methodology, while maintaining an appropriate level of flexibility in this year of the program.

The Committee also noted that communication of the program via coursefinder is being addressed by the Marketing Unit.

10. ANY OTHER BUSINESS

10.1 OUA Units

The Committee discussed the issue of higher failure rates seen in OUA units compared to MQ units generally and suggested that there may be value in identifying cohorts of students who would benefit from additional assistance. The Provost suggested that it would be useful to review the proportion of OUA students who do not sit final examinations and those who withdraw from the units. This will be followed up with COE and OUA.

10.2 Session 3

The Committee discussed the need to monitor and address issues of mode of offering and learning outcomes in relation to units offered in Session 3. These issues relate primarily to the use of casual staff, ensuring that they are appropriately qualified to deliver the unit, in upholding the quality of the curriculum. The Committee noted that the late amendment form however does not currently ask for the Faculty to demonstrate that resourcing is satisfactorily addressed in enabling a quality delivery of an additional Session 3 offering to an existing unit. These issues need to be urgently addressed.

10.3 Review of the Macquarie University Undergraduate Degree to reduce complexity whilst maintaining flexibility

The Committee noted that a Working Party has been established to review the recommendations following the joint review of the above report by ASQC and the Senate Learning and Teaching Committee at the 26 June 2012 ASQC meeting.

11. NEXT MEETING

The next meeting is scheduled for Tuesday 11 September 2012 commencing at 9.30am. The meeting will be held in Room 310 Lincoln Student Services Building.
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**CODE:**
- New unit in 2013
- Not running in 2013
- Change of unit title
- Change of unit code
- Change of both unit title and code
ITEM 9.2

SENATE LEARNING AND TEACHING COMMITTEE

The draft Teaching Awards Policy, Peer Assisted Learning Policy and Grade Appeal Policy are recommended for approval.

Recommendation

That Academic Senate:

1. Approve as recommended the Teaching Awards Policy.
2. Approve as recommended the Peer Assisted Learning Policy.
3. Approve as recommended the Grade Appeal Policy effective for appeals associated with Session 2 2012.
## POLICY

### Learning and Teaching Awards Policy

| Purpose | To recognise, reward and celebrate learning and teaching excellence and encourage its dissemination.  
To align Faculty, University, State and National Learning and Teaching Awards in one integrated system.  
To decrease the administrative load in applying for and administering Learning and Teaching Awards and to broaden the input to the initiation of an award application.  
To increase the success of Macquarie University staff in successfully applying for State and National Learning and Teaching awards.  
To raise the profile of learning and teaching at Macquarie University.  
To recognise and reward the contribution of all members of the University community to the learning environment and experience of Macquarie’s students by awarding Learning and Teaching awards annually. |
|---|---|
| Overview | Macquarie is nurturing a performance culture in Learning and Teaching. In a performance culture, reward and recognition is a vital element. It also serves to encourage the quality enhancement of learning and teaching.  
In this culture, teaching is a public activity with excellence identified by peers and students. Processes around awards should be transparent and collegial, and should encourage the identification of excellence in teaching and the student experience of learning. |
| Scope | This policy applies to all members of the Macquarie community who contribute to the quality of the learning experience of Macquarie’s students. |
| Policy | 1. Award processes should not be administratively onerous for applicants of awards.  
2. Peer and student nomination should be incorporated into the initial award process in the Department and Faculty  
3. There should be a seamless transition between faculty, University, State and National Awards. Internal timelines, criteria and award categories should facilitate this transition  
4. Faculty and University Learning and Teaching Awards should be funded from central rather than faculty sources to ensure equity across the University. |
5. University Learning and Teaching Awards are an award for excellence, not a grant. Any monetary reward may be paid into a personal bank account.

6. Faculty and University winners should receive institutional support for external applications.

7. Awards should provide a means of recognising the contribution made by professional staff towards the student experience.

8. Award recipients should be publicly celebrated and will constitute a marketing resource for the University.

9. Award winners should be seen as role models and leaders and contribute to the further development of learning and teaching excellence and improving the student experience of learning, through sharing their knowledge and skills and mentoring colleagues through the award application experience.

**COMPLIANCE AND BREACHES**

The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).

<table>
<thead>
<tr>
<th>Contact Officer</th>
<th>Learning and Teaching Awards and Grants Officer, Office of the Deputy Vice-Chancellor (Provost)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved</td>
<td>tbd – draft 22 August 2012</td>
</tr>
<tr>
<td>Approval Authority</td>
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<td>Date of Commencement</td>
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<td>Date for Next Review</td>
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<td>Related Documents</td>
<td>Learning and Teaching Awards [Procedure]</td>
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<td>Policies/ Rules Superseded by this Policy</td>
<td>Learning and Teaching Awards Policy approved 17 November 2009</td>
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<td>Keywords</td>
<td>Learning and Teaching Awards, Vice-Chancellors Awards, OLT, Office for Learning and Teaching</td>
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</table>
### POLICY

**Peer-Assisted Learning Policy**

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th>To document the principles underpinning the operation of Peer Assisted Learning (PAL) program at Macquarie University.</th>
</tr>
</thead>
</table>
| **Overview** | Macquarie University is committed to supporting students within each faculty to achieve their full potential throughout the duration of their study program. The PAL program provides peer-led study assistance through a collaborative study experience. Participation in PAL workshops can assist students to:  
- improve academic performance  
- achieve satisfaction with the unit  
- build self confidence by enabling students to review and question course material (in particular difficult or challenging concepts) in a supportive environment  
- develop group interaction skills  
- improve communication skills  
- assist students to develop study techniques, and  
- provide the opportunity to network and build relationships with other students.  
Research has shown that PAL has the potential to assist in improving student retention and satisfaction. It may also improve assessment outcomes for students. |
| **DEFINITION** | **PAL Program:** weekly workshops organised by student peers, who facilitate opportunities for participants to engage in active learning designed to improve student satisfaction and understanding of a unit’s subject matter. |
| **Scope** | This Policy applies to all students involved in the PAL program either in their capacity as a workshop facilitator or as a workshop participant. Workshop facilitators and participants can be based at either the North Ryde or Macquarie City campus. |
| **Policy** | The Associate Dean, Learning and Teaching will work with Unit Convenors to select units of study for inclusion in the PAL program. Units will be selected where it is identified that students will benefit from peer support in their learning and funds are available to run the program. |
| **FORMAT** | **PAL workshops:**  
- will consist of between 5 and 20 students, and  
- may be facilitated by one or two facilitators depending on the nature and requirements of the unit. |
ELIGIBILITY
Each Workshop Facilitator:
- must be a current Macquarie University undergraduate student
- have previously completed the nominated unit and achieved a grade of Distinction or better, or demonstrated academic excellence in a comparable unit
- completed at least 24 credit points, and
- maintained a GPA of 3 or above.

Each faculty may also determine additional eligibility and selection criteria for their PAL facilitators.

EXCEPTIONS
Any exception to the eligibility criteria will require approval from the relevant faculty Associate Dean, Learning and Teaching.

TRAINING
Training of PAL facilitators will be undertaken by each faculty and will consist of at least 14 hours of training.

BENEFITS
Facilitators may receive one or more of the following:
- financial remuneration for facilitating workshops (the remuneration offered will be determined by each faculty)
- academic credit for conducting the workshops by enrolling in an approved unit
- a certificate of participation.

WORKSHOPS
Workshops will be offered on the basis that:
- all students enrolled in a unit will be able to participate in a PAL workshop, if available
- PAL is not a compulsory requirement for undergraduate units
- participation is voluntary
- a student may register at any time during the session, and
- there is no charge for students to participate.

CONDUCT
The PAL program will be coordinated by the Faculty PAL Coordinator in consultation with the unit coordinator.

Facilitators:
- will be supported and guided by the Faculty PAL Coordinator, and
- are bound by the Macquarie University Ethics Statement.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).
<table>
<thead>
<tr>
<th><strong>Contact Officer</strong></th>
<th>Associate Dean, Learning and Teaching, Faculty of Business and Economics</th>
</tr>
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<tbody>
<tr>
<td><strong>Date Approved</strong></td>
<td>tbd – draft 22 August 2012</td>
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<td><strong>Related Policies, Procedures, Guidelines, Forms or Templates</strong></td>
<td>Peer-Assisted Learning (PAL) Procedure Macquarie University Ethics Statement</td>
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<td><strong>Policies/Rules Superseded by this Policy</strong></td>
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<td><strong>Keywords</strong></td>
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</table>
Please complete Sections 1-6 for a policy, procedure or guideline and send with the draft to policy@mq.edu.au.

1. NAME OF POLICY OR PROCEDURE OR GUIDELINE

<table>
<thead>
<tr>
<th>PAL POLICY</th>
<th>PAL PROCEDURE</th>
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<td>Macquarie Memory (RAS)</td>
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2. Macquarie Memory (RAS) FILE #

P371

3. DATE SUBMITTED
The date the document is submitted to the Policy Unit.

19 June 212

4. CONTACT OFFICER
Indicate who can be contacted for this document.

Name: A/Prof Leigh Wood  Ext: 4756

Position and Section: Associate Dean, Learning and Teaching (FBE)

5. CONSULTATION
Describe the consultation undertaken, including the dates and names of committees / staff / student meetings.

The Associate Dean for Learning and Teaching in FBE commenced development of what was then the Peer Assisted Learning (PAL) / Peer Assisted Study Sessions (PASS) Policy and Procedure in 2011. The documents were circulated to the other Associate Deans for L&T for their comment and input. The revised documents were then included on the February 2012 SLTC agenda where further changes were suggested. A small working party consisting of SLTC members reviewed the documentation with presented revised versions to the June 2012 SLTC meeting. SLTC received and considered the documents, making minor changes to clarify who could approve an exception to the stated eligibility criteria, the funding for the program and who conducts the PAL workshops. SLTC then recommended the documents through to UPRG prior to seeking formal approval.

6. COMMUNICATION PLAN
Indicate how the document will be communicated to allow for implementation. Note that an MQ Announcement and publishing on Policy Central are assumed; information about additional communication strategies must be provided.

The Associate Deans in Learning and Teaching will communicate the policy and procedure to unit convenors, heads of departments and the Executive Dean.
7. UNIVERSITY POLICY REFERENCE GROUP SIGN OFF

Reviewed by UPRG on: 18 July 2012

Conforms to Requirements?

YES / NO

Name of UPRG member: B Kosman

Signature: via email

8. APPROVAL AUTHORITY DECISION

Name of Approval Authority: ______________________________  Approved?

YES / NO

If approved:
Date of Approval: ______________________________

Date of Commencement: ______________________________

Date for Next Review: ______________________________

Notification Officer: ________________________________________

Position: ________________________________________________
# Grade Appeal Policy

<table>
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<th>To outline the expectations and requirements involved in a review of the final grade for a coursework unit of study.</th>
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<tr>
<td><strong>Overview</strong></td>
<td>The University is committed to promoting excellence in its learning and teaching. The final grade a student is awarded through this learning and teaching is a reflection of their performance against the stated aims and objectives of a unit of study. It is a permanent record of the performance of the student. It is imperative that the University has in place policies and procedures to ensure that the grade that is awarded is appropriate and correct. The emphasis is on procedural fairness – that is, on the procedures used in the grade appeal process, rather than the actual outcome of the appeal. It requires a fair and proper procedure be used when making a decision. The University expects students to take an active role in their learning and to assimilate and incorporate feedback received throughout their studies. Students are encouraged to discuss their progress with relevant teaching staff and to reflect on their expectations against the stated learning outcomes of each unit they attempt. In promoting excellence in its learning and teaching, the University is committed to ensuring it continuously improves. It has therefore built-in a requirement for a review of the grade appeal process as part of its quality assurance processes.</td>
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<tr>
<td><strong>Scope</strong></td>
<td>This policy applies to any student enrolled in a Macquarie University coursework unit. It is relevant to all undergraduate and postgraduate coursework students; research students enrolled in coursework units; academic and professional staff involved in the teaching, assessment, management and review of units. It applies to the final Standardised Numerical Grade (SNG) a student receives for a unit of study. It is does not apply to results received for individual assessment tasks.</td>
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<tr>
<td><strong>Policy</strong></td>
<td>The University will operate a quality assured system for the recording and awarding of a final grade for each student officially enrolled in a coursework unit of study. A student who has been awarded a final grade for a unit has the right to appeal that grade.</td>
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</table>
FEEDBACK
Coursework units involve continuous assessment. A student is expected to seek feedback on individual assessment tasks prior to the award of a final grade. In particular, a student is expected to view their final examination paper in advance of submitting a grade appeal, if this is relevant to their case.

Students also have the right to request feedback from the Unit Convenor on their overall performance in the unit, including in a final examination. This can be done at any time in the six month period starting from the day on which the final grade of the relevant unit is published.

GROUND FOR APPEAL
A formal Grade Appeal must be supported by evidence. Grounds for a Grade Appeal are limited to:

- a clerical error occurred in the determination of a final grade
- the Unit Guide was not provided in accordance with the Unit Guide Policy
- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide
- the assessor’s judgement was not objectively applied*.

*Appeals on this basis will be reviewed by at least two members of the academic staff, one of whom must be either the Head of Department or the Associate Dean, Learning and Teaching.

PROCESS
Requests based on a suspected clerical error will be processed administratively.

An appeal will not be reviewed by an individual who has been involved in the assessment processes or the determination of the final grade of the relevant unit.

Where the student believes there has been a procedural irregularity in the consideration of their Grade Appeal, they may submit a written appeal to the University Grading Appeals Committee (addressed to the Deputy Registrar). Appeals on this basis are limited to procedural grounds only.

All requests will be managed through the University’s official Grade Appeal system.

SYSTEMS AND DEADLINES
The absolute deadline for submission of a Grade Appeal will be 20 working days from the published result date for the relevant unit. Any
exceptions to this requirement will require documented exceptional circumstances and approval by the Deputy Registrar.

A Grade Appeal must be submitted via the University’s approved Grade Appeal system.

The successful submission of a Grade Appeal will be acknowledged.

The student will be notified of the outcome of their Grade Appeal.

Executive Deans will ensure that Grade Appeals are reviewed in a timely manner.

Each Grade Appeal will be considered on its own merits.

OUTCOME
A Grade Appeal may result in no change, an increase or a reduction to the awarded Standardised Numerical Grade (SNG).

The notification of the outcome of a Grade Appeal will detail the grounds upon which the reviewer came to that finding.

The University will ensure the absolute minimum number of staff will have access to the documentation related to a Grade Appeal.

REPORT
The University’s approved Grade Appeal system will have reports available for use by Executive Deans, Heads of Department and the Senate Learning and Teaching Committee (SLTC), in which de-identified data is provided on:
- the number and type of Grade Appeal submissions during the last calendar year, by unit and Faculty
- the outcome of each application
- the grounds upon which these decisions had been made, and
- a comparison of this information with that from previous years.

Executive Deans will also report to the SLTC on the operation of the Grade Appeal process within their Faculties by 1 April each year. The reports will detail issues that arose in the operation of these processes and the strategies to be implemented to address them.

The University will implement quality enhancements strategies to reduce the number of Grade Appeals received.

COMPLIANCE AND BREACHES
The University may commence applicable disciplinary procedures if a person to whom this policy applies breaches this policy (or any of its related procedures).

Contact Officer

<p>| Associate Dean, Learning and Teaching, Faculty of Science |</p>
<table>
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Please complete Sections 1-6 for a policy, procedure or guideline and send with the draft to policy@mq.edu.au.

1. NAME OF POLICY OR PROCEDURE OR GUIDELINE

<table>
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<tr>
<th>PAL POLICY</th>
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<td></td>
<td>P371</td>
</tr>
</tbody>
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2. Macquarie Memory (RAS) FILE #

3. DATE SUBMITTED

The date the document is submitted to the Policy Unit.

19 June 212

4. CONTACT OFFICER

Indicate who can be contacted for this document.

Name: A/Prof Leigh Wood
Ext: 4756
Position and Section: Associate Dean, Learning and Teaching (FBE)

5. CONSULTATION

Describe the consultation undertaken, including the dates and names of committees / staff / student meetings.

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The Associate Deans in Learning and Teaching will communicate the policy and procedure to unit convenors, heads of departments and the Executive Dean.
7. UNIVERSITY POLICY REFERENCE GROUP SIGN OFF

Reviewed by UPRG on: 18 July 2012

Conforms to Requirements? YES / NO

Name of UPRG member: B Kosman

Signature: via email

8. APPROVAL AUTHORITY DECISION

Name of Approval Authority: _______________________________ Approved? YES / NO

If approved:
Date of Approval: _______________________________

Date of Commencement: _______________________________

Date for Next Review: _______________________________

Notification Officer: ______________________________________________

Position: ______________________________________________
ITEM 10.3: EMERITUS PROFESSOR NOMINATION

THE NOMINATION OF PROFESSOR ANN HENDERSION-SELLERS FOR THE AWARD OF EMERITUS PROFESSOR

Due to the confidential nature of this item, pages 58 to 151 are available in a separate folder in Truth.

Please contact a member of the Governance Services team to obtain access.