1. **PROCEDURAL ITEMS**

1.1 Acknowledgement of Country

The meeting commenced at 10.30 am with the Chair acknowledging the traditional custodians of the land on which the University stands, and the lands where members are located today.

1.2 Welcome and Apologies

The Chair welcomed everyone to the meeting, noting the apologies outline above. She welcomed the two newest members of Academic Senate, Clinical Associate Professor Jamie Berry and Danielle Tonkin and noted that Professor Eric Knight, the new Executive Dean of the Macquarie Business School would be at the next meeting.

The Chair also acknowledged the work of Koo Abuali, Alexei Feofiloff and Alexander Hablutzels as student members who have left Academic Senate. She reminded members of their role on Academic Senate and advised that polling would be used to record the vote for all resolutions requiring approval or endorsement.

1.3 Disclosure of conflicts of interest

No conflicts of interest were disclosed.

1.4 Adoption of unstarrred items

The following items were starred: 2.2 and 3.5.

Note that TESOL Master is listed as Arts, should be FMHHS – correct resolution

*Resolution 20/81*

*Academic Senate resolved that the items not starred for discussion (Items 4.2, 4.3, 4.4, 5.1, 8.1, 9.1, 9.2, 9.3, 9.4 and 12.1) be noted and, where appropriate, be adopted as recommended.*
2. MINUTES AND MATTERS ARISING

2.1 Minutes of the meeting held on 21 July 2020 for approval

Resolution 20/82

_Academic Senate resolved to approve the minutes of the meeting held 21 July 2020 as a true and correct record._

2.2 Ratification of Endorsement of Professional Learning and Capability Enhancement (PLaCE): A Framework for Learning and Teaching Staff Development by Circular Resolution

The Chair advised that a student member has raised a question regarding this framework and invited her to speak to the meeting. Ms Tonkin noted that she had not been a member of Academic Senate at the time of this circular resolution and asked for further information on how the new Framework will apply to the training and performance of tutors and PAL leaders, noting the current discrepancy in training provided to the two groups. Professor Parrish advised the Framework will apply to tutors with the Framework outlining the capabilities required for the development of teaching staff. PAL/PASS leaders were not included in the Framework as they are managed by faculties, but she offered to speak to the Learning Skills Unit on this matter.

The Chair suggested that Professor Parrish provide an update on the implementation of the Framework in early 2021.

Resolution 20/83

_Academic Senate resolved to ratify the endorsement by circular resolution of the Professional Learning and Capability Enhancement (PLaCE): a Framework for Learning and Teaching Staff Development._

3. REPORTS

3.1 Report from the Chair

The Chair advised that she has spoken to a number of members to obtain feedback on Academic Senate’s activities and projects and has met with the student members. She noted that both the Operational Plan 2020-2024 and the University’s application for re-registration with TEQSA will be key elements of Senate’s work schedule in 2021. She has attended the most recent meetings of Council and the main committees of Senate and will be attending Faculty Boards, noting she will represent Senate on the Academic Standards and Quality Committee (ASQC) and the Research and Research Training Committee (RRTC), while the Deputy Chair will represent Senate on the Senate Learning and Teaching Committee (SLTC). Professor Rodger will be joining ASQC and Professor Fath will be joining SLTC replacing Associate Professor Bradford as the Senate representative on these committees. The Review of Student Support project will now be co-chaired by Leanne Freame and Danielle Tonkin. Members were also advised that the Freedom of Speech policy has been approved by Council.

3.2 Report from the Vice-Chancellor

The Vice-Chancellor provided a brief verbal report to Academic Senate on the following matters:

- Freedom of Speech Policy: He noted that the University Council had been impressed with the depth of consultation involved in developing the policy, and that the approval of the policy has been reported to the Federal Government and the Chancellors’ Committee;

- Student enrolments in Session 2, 2020: Students have returned to campus for some activities in Session 2, although lectures remain online, and he thanked all the staff involved in developing the current model of blended learning. The University’s enrolments for Session 2 are likely to be as forecasted, with a downturn in international student numbers. This downturn is likely to carry on into Session 1 numbers for 2021 particularly while coronavirus case numbers remain high in Victoria. The situation in Victoria will delay plans for a transit corridor for international students, as this will require a pilot phase before it is expanded more widely;

- Operational Plan 2020-2024: the Executive Group has endorsed the first phase of development for each of the six pillars in the Operational Plan. He pointed out that Academic Senate will have a particular interest and involvement in three of the pillars: Coursework Suite and Delivery, with a review under development to look at the viability of current courses, majors and specialisations; Professional Services, which focuses on improving the efficiency and effectiveness of work at the University, including student advising and support; and Research Enterprise, which will identify those areas of research the University will focus on.

3.3 Report from the Interim Deputy Vice-Chancellor (Academic)

Professor Herberstein referred to the portfolio overview provided with the agenda and updated members on TEQSA re-registration with reference to agenda item 6.1 (Managing Quality at
Policy mapping is well under way to identify where policy review or development is needed, and interviews are underway for a manager to lead the re-registration process. She thanked all staff involved with ensuring Session 2 units met COVID-19 blended learning requirements, and particularly acknowledged Professor Brawley and his team for their work in enabling students to return to campus. Professor Parrish and her team are also working on how examinations can be conducted at the end of the session.

Dr Holt was invited to report on the impact of COVID-19 on the University’s indigenous students. She advised that indigenous student numbers for Session 1 2020 were similar to those for Session 1 2019, but the attrition rate from Session 1 to Session 2 was much lower in 2020 than for 2019. The number of students accessing tutoring has been higher this year and her team have offered extra-curricular items (social, wellbeing and cultural) online which were greatly appreciated and utilised by students. The move to online offerings enabled remote students to be more engaged with both academic and extra-curricular events, and students have provided very positive feedback.

The Chair thanked Dr Holt for her report and congratulated her on the award of the 2020 Chief Executive Women and Roberta Sykes Indigenous Educational Foundation Scholarship and her appointment to membership of the Federal Government’s Higher Education Equity Panel.

3.4 Question Time
The Vice-Chancellor was asked to reflect on how many jobs are likely to go as a result of the planned Voluntary Redundancy Scheme, and how the University will continue to support excellence in the wake of these job losses.

The Vice-Chancellor advised that the goal of the scheme is a reduction in overall salary costs, not a specific number of jobs. In terms of how the University would continue to support excellence, he referred back to his comments on Pillar 5 of the Operational Plan and the need to improve efficiency and effectiveness at the University. Work under this Pillar will review the nature of work at the University to ensure quality is protected but to also learn from the experiences of this year.

3.5 Student-Led Business
The Chair advised that the student members have raised a number of questions as follows:

- Ms Zoue sought advice on any changes to the Student Success Support Package for Session 2 2020. Ms White advised that the webpage has been updated to set out the support available to students in Session 2, with students asked to register so that staff from Student Wellbeing can contact them to discuss their needs. The University has provided over $13 million in support this year and while the majority of assisted students are international students the support package is open to all students.
- The Chair noted that students had also sought clarification that the support package is available to students receiving Services Australia benefits with Ms White confirming that students are not automatically barred from receiving support because of such benefits but that these would be taken into account when assessing the student’s overall level of need. Ms Tonkin added that she is a domestic student who had received support in Session 1 and expressed her thanks for the help the University was able to provide her.

4. ITEMS FOR APPROVAL/ENDORSEMENT

4.1 Terms of Reference: Academic Standards and Quality Committee and Senate Learning and Teaching Committee (ASQC / SLTC)
The Chair referred to the overview provided by Associate Professor Lavermicocca on SharePoint and invited questions on the proposed amendments to the committees’ terms of reference. She thanked Associate Professors Lavermicocca and Breyer and the members of the working group for their efforts. Members approved the revised terms of reference and the alteration to the terms of membership for members appointed as nominees of Executive Deans.

Resolution 20/84

*Academic Senate resolved to approve*

i. the revised Terms of Reference for the Academic Standards and Quality Committee and Senate Learning and Teaching Committee with effect from 1 January 2021; and

ii. the alteration of the terms of membership for members on both committees appointed as nominees of Executive Deans to expire on 30 June 2021.

4.2 Terms of Reference: Research and Research Training Committee (RRTC)

Resolution 20/85

*Academic Senate resolved to approve the amended Terms of Reference and Membership of the Research and Research Training Committee.*
2021 Schedule: Course Review: amendments to the Master of Speech and Language Pathology for approval (ASQC)

Resolution 20/86

Academic Senate resolved to approve the proposed amendments to the Master of Speech and Language Pathology, with effect from 2021.

Amendment to Migration Course Level Savings Report (ASQC)

Resolution 20/87

Academic Senate resolved to note and endorse the variation by the Faculty of Arts to manage the migration course mapping for the following 2013 Laws degrees by deeming rather than by a savings case approach:

i. Bachelor of Arts - Media with the degree of Bachelor of Laws
ii. Bachelor of Arts - Psychology with the degree of Bachelor of Laws
iii. Bachelor of Arts with the degree of Bachelor of Laws
iv. Bachelor of Business Administration with the degree of Bachelor of Laws
v. Bachelor of Commerce - Professional Accounting with the degree of Bachelor of Laws
vi. Bachelor of Commerce with the degree of Bachelor of Laws
vii. Bachelor of Environment with the degree of Bachelor of Laws Environmental Management
viii. Bachelor of Laws
ix. Bachelor of Science with the degree of Bachelor of Laws

5. ACADEMIC SENATE PROJECTS

5.1 Policies Under Review / Development

Resolution 20/88

Academic Senate resolved to note the list of policies under review/development as at 7 August 2020.

5.2 Planning 2021 Projects for Academic Senate and its Committees

The Chair proposed developing a schedule of projects for Academic Senate and its committees in 2021 to be derived from any 2020 projects still to be completed, work arising from the Operational Plan 2020-2024, legislative obligations (including re-registration with TEQSA) and policies due for review plus suggestions and feedback from Senate members. The resulting list of potential projects will be discussed at the next meeting and ranked in terms of risk, importance and resource capacity.

Members endorsed this approach.

Resolution 20/89

Academic Senate resolved to endorse the approach to establishing projects for Academic Senate and its Committees for 2021.

5.3 General Coursework Rules: Report from Review of the Requirements for Practical, Clinical and Professional Courses; and Governance Services

The Chair referred to the overview provided by Professor Dean and noted that the final set of amendments to the General Coursework Rules will come to the next meeting of Academic Senate for endorsement and recommendation to Council. She encouraged members to contact Professor Dean if they wished to provide further feedback.

Resolution 20/90

Academic Senate resolved to note the report on the proposed amendments to the General Coursework Rules.

5.4 Review of the Assessment Policy: Update from Working Group

The Chair referred to the overview provided by Associate Professor Breyer on this update and invited comments. Members discussed the following points:

- Concerns were raised regarding the number of examinations exceeding two hours, the use of hurdle requirements, and the feedback from student surveys on the lack of marking rubrics and assessment guidelines in some units. Associate Professor Breyer agreed that missing or incomplete rubrics and assessment guidelines, coupled with an inconsistent approach to how feedback is provided, is a major issue for students. This issue and the issue regarding exam length could be addressed by strengthening and clarifying the relevant sections of the policy;
• Staff workload needs to be considered if timelines are to be introduced for feedback. Associate Professor Breyer agreed but added that limited feedback, or feedback that is not timely, has a detrimental effect on student outcomes and experience;

• Members queried whether the lack of compliance with parts of the policy was due to a lack of knowledge of the policy and its contents, with Associate Professor Breyer advising that the review will develop a more succinct version of the policy to address this issue. The revised policy will also clarify staff responsibilities and mandatory requirements;

• The shift in emphasis from units to courses, and the implications for assessment was raised with Associate Professor Breyer agreeing that course-based assessment has been an aspiration which needs to be clarified and properly addressed in the revised policy;

• Moderation and student expectations about how individual assessment task marks relate to their final grade was raised as an issue, as well as the issue of ensuring students who have passed a unit have also met all learning outcomes. Associate Professor Breyer agreed this had been raised by staff and students in feedback on the current policy, and she also noted that the mapping of learning outcomes in units in the Curriculum Management System (CMS) is inconsistent, giving the example of a task worth 10% of the overall mark being mapped to ten different learning outcomes;

• It was suggested that best practice ideas be gathered from academics who are giving timely and detailed feedback to their students, with Associate Professor Breyer agreeing this would be worthwhile;

• Some staff have difficulties developing appropriate rubrics and using iLearn effectively and it would be useful to provide more training and support. Associate Professor Breyer agreed that more needs to be done to identify how existing systems can support staff e.g. looking at how data can be pulled from CMS to pre-populate documents.

The Chair thanked Associate Professor Breyer and encouraged members to send Associate Professor Breyer any other feedback.

Resolution 20/91
Academic Senate resolved to note the update on the SLTC project to review the Assessment Policy.

6. ITEMS FOR DISCUSSION

6.1 Managing Quality at Macquarie University
Professor Herberstein referred to the agenda item and her explanatory video highlighting the report’s recommendation to establish a de-centralised model based on the University’s portfolio structure. The Chair acknowledged that the report was for noting but has implications for future work both for Senate and the Academic Standards and Quality Committee. She asked members to formally vote to acknowledge the report.

Resolution 20/92
Academic Senate resolved to:

i. note that the Executive Group meeting of 19 August 2020 endorsed the development of a University-wide Quality Enhancement Framework; and

ii. discuss and agree on an approach to delivery of those aspects of the Framework which fall under the responsibility of Academic Senate, including:
   a. consultation on the University-wide Quality Enhancement Framework Policy, and;
   b. developing Academic policy and procedure which is integral to the Quality Framework, in particular to enable periodic and comprehensive course review following the 2020 Curriculum Transformation.

7. QUESTIONS ON NOTICE

There were no questions on notice.

8. ITEMS APPROVED BY THE CHAIR UNDER EXECUTIVE ACTION

8.1 Summary of items approved under Executive Action by the Chair
Resolution 20/93
Academic Senate resolved to ratify the following decisions made under executive action by the Chair of Academic Senate as follows:

i. the appointment of Professor Alison Rodger as a nominee of Academic Senate on the Academic Standards and Quality Committee for a period of membership expiring 31 December 2020;
ii. the appointment of Dr Michael Donovan as a nominee of the Pro Vice-Chancellor (Indigenous Strategy) on the Academic Standards and Quality Committee for a period of membership expiring 30 June 2021;

iii. the appointment of Professor Thomas Fath as a nominee of Academic Senate on the Senate Learning and Teaching Committee for a period of membership expiring 31 December 2020;

iv. the appointment of Distinguished Professor Catriona Mackenzie as a nominee of the Faculty of Arts and Professor Marcus Stoodley as a representative of the Faculty of Medicine, Health and Human Sciences on Academic Senate’s Professor Emerita/Emeritus Working Group;

v. the award of the Macquarie University Award for Academic Excellence to coursework and MUIC graduands;

vi. the approval of the development of two zero credit point units (e.g. Literacy & Numeracy) to be added to the Teacher Education courses offered at Macquarie University where students need to complete Literacy and Numeracy Tests for Initial Teacher Education Students (LANTITE) requirements, for an interim period until a more satisfactory and consistent approach to managing accreditation and registration requirements across the University is established;

vii. the approval of the following late changes for 2020 curriculum effective 1 January 2020:

**Faculty of Arts**
- C000190 Master of Teaching (Primary);
- ECHP4240 Professional Experience 7;
- LAWS4052 International Participation and Community Engagement;
- LAWS4099 Professional and Community Engagement (PACE) On-Campus Consultancy;
- MMCC3121 Creative Industries Internship;
- MMCC3160 Arts Management Internship;
- N000247 International Relations (OUA);

**Macquarie Business School**
- C000120 Master of Applied Finance;
- C000152 Graduate Diploma of Applied Finance;
- C000164 Master of Applied Finance (Advanced);

**Faculty of Medicine, Health and Human Sciences**
- C000048 Master of Organisational Psychology;
- MUIC
- C000136 Diploma of Information Technology; and

viii. the approval of the following urgent changes for 2021 curriculum effective 1 January 2021, including disestablishment where indicated:

**Faculty of Arts**
- C000030 Bachelor of Media and Communications;
- C000168 Master of Counter Terrorism;
- C000172 Master of Criminology;
- C000173 Master of Cyber Security Analysis;
- C000178 Master of Intelligence;
- C000189 Master of Security and Strategic Studies;
- C000190 Master of Teaching (Primary);
- C000226 Master of Counter Terrorism (OUA);
- C000227 Master of Criminology (OUA);
- C000228 Master of Cyber Security Analysis (OUA);
- C000229 Master of Intelligence (OUA);
- C000230 Master of Security and Strategic Studies (OUA);

**Macquarie Business School**
- C000120 Master of Applied Finance;
- C000145 Graduate Certificate of Finance;
- C000152 Graduate Diploma of Applied Finance;
- C000164 Master of Applied Finance (Advanced);
- GMBA8121 Advise;
- GMBA8122 Be Curious;
- GMBA8123 Applied Immersion 1;
- GMBA8124 Applied Immersion 2;
- MGMT8010 Professional Practice;
- MGMT8055 International Business Project;
- MKTG2010 Marketing Internship;
9. REPORTS FROM STANDING COMMITTEES

9.1 Academic Senate Standing Committee: report on circular resolutions in June and July 2020
Academic Senate noted the report of circular resolutions dealt with by the Academic Senate Standing Committee in June and July 2020.

9.2 Academic Standards and Quality Committee: report of the meeting of 9 June 2020
Academic Senate noted the report of the Academic Standards and Quality Committee meeting of 9 June 2020.

9.3 Research and Research Training Committee: report of the meeting of 30 June 2020
Academic Senate noted the report of the Research and Research Training Committee meeting of 30 June 2020.

9.4 Senate Learning and Teaching Committee: report of the meeting of 1 June 2020
Academic Senate noted the report of the Senate Learning and Teaching Committee meeting of 1 June 2020.

10. REPORTS FROM FACULTY BOARDS

The Chair noted that the reports from the Faculty Boards are not normally starred, but that she had invited the Chairs of the Faculty Boards to speak briefly on how their faculties had managed the impact of COVID-19 on their students during Session 1, including changes to assessment and moderation.

10.1 Faculty of Arts Faculty Board: report of the meeting of 7 July 2020
Professor Möllering outlined the moderation process used by her faculty, noting that a decision was made to ignore the results from some assessment tasks as they did not represent the general performance of the students involved. She recommended a University-wide approach be developed on moderation and related processes. The Faculty was satisfied with the overall results for Session 1 and Professor Möllering thanked her staff for the work in shifting from blended to totally online and back to blended learning, noting the Faculty’s experience of online learning via Open Universities Australia had not translated across all areas of the Faculty. She noted there had been an increase in applications for Special Consideration but no increase in academic dishonesty cases.

10.2 Macquarie Business School Faculty Board: report of the meeting of 9 July 2020
Professor Tickle also thanked the staff in the Macquarie Business School, particularly noting their high level of engagement throughout the Session. The School’s online support and information site received over 78,000 views and there was positive feedback on the School’s use of synchronous activities and teamwork activities. She stressed the importance of timely and clear communication with students and advised the School is looking at moving PAL online as well as other initiatives. Session 1 results were good with slightly lower failure rates in many units. She indicated that increased support to unit convenors may have helped with the results. The School had used an online moderation checklist but suggested further work be done to ensure staff are engaging with it in a meaningful and authentic way.

10.3 Faculty of Medicine, Health and Human Sciences Faculty Board: report of the meeting of 9 July 2020
Professor McNeil advised this was the first ratification of results meeting held by the enlarged faculty, noting the extra work on all staff and acknowledging their efforts. While the faculty were conscious of the impact of COVID-19 on the student experience, marking and moderation focussed on ensuring achievement of learning outcomes was demonstrated. Results across units were mixed (some higher, some lower) and clinical placement results were moderated to recognise the impact of lockdown and social distancing requirements. He advised that his Faculty has an Assessment Committee which held a full day meeting with unit convenors to consider results, pointing out this also allows the different discipline areas to share information on their specific approaches. As many courses offered in the Faculty are accredited and have professional and practical elements, the Faculty tracks student performance at course level as well as looking at each unit.

10.4 Faculty of Science and Engineering Faculty Board: report of the meeting of 9 July 2020
Professor Nydén also thanked staff in his faculty and noted the Faculty’s concern regarding the impact of non-invigilated assessments on grade distribution, particularly in the technical disciplines where the form of questions focuses on answering problems where there is only one correct solution, rather
than essay or text-based answers. The Faculty also noted an increase in student collaboration on answering online quizzes and exams and has identified a need to change the pedagogy and assessment approach in some disciplines.

The Chair noted that a number of points raised in these reports should be considered in the Assessment Policy review.

Associate Professor Bradford took the opportunity to thank Professor Tickle for her work as Interim Executive Dean of the Macquarie Business School.

11. UNIVERSITY DISCIPLINE COMMITTEE

Summary report of the University Discipline Committee meetings held in July 2020

The Chair referred members to her video on this report available on the Senate SharePoint site, but advised that a more detailed report on discipline matters would be presented to Academic Senate in future.

12. OTHER BUSINESS

12.1 Academic Senate Elections

Resolution 20/94

Academic Senate resolved to note the advice regarding elections to be held to fill student and academic staff positions on Academic Senate.

The next meeting of the Academic Senate will be held on Tuesday 20 October 2020. Agenda Items are due by Tuesday 6 October 2020.

The meeting closed at 12:04 pm.