1. PROCEDURAL ITEMS

1.1 Acknowledgement of Country

A meeting of the Academic Senate commenced at 9:32 am with Alexander Hablutzel acknowledging the traditional custodians of the land.

1.2 Welcome and Apologies

Members noted that the Deputy Chair, Professor Jacqueline Phillips will chair this and the following meeting while Professor Mariella Herberstein is overseas, but Professor Herberstein will attend by Skype. The Chair welcomed members, and noted the apologies listed above. She advised of some membership changes, noting that Professor Jim Denier has stepped down from membership with Professor Alison Rodger joining to fill the resulting vacancy. She asked members to join with her in acknowledging Professor Denier’s contributions to Academic Senate, including his work with the Purpose and Composition of Academic Senate working group. Members also noted that Dr Florence Chiew was elected unopposed to the position of non-Faculty academic staff member. The Chair welcomed observers to the meeting, including the Vice President (People and Services), Nicole Gower, attending to present item 6.1

1.3 Disclosure of conflicts of interest

No conflicts of interest were disclosed.

1.4 Adoption of unstarred items

The following item was starred: item 7.

Resolution 19/104

Academic Senate resolved that the items not starred for discussion (Items 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 8.1 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 3 September 2019 for approval

Resolution 19/105

Academic Senate resolved to approve the minutes of the meeting held 3 September 2019 as a true and correct record.

2.2 Matters Arising from the Minutes: Developing a Shared Responsibility Model for Academic Governance: Principles and Authorisations

The Chair asked members to approve an amendment to the resolutions related to the item on developing a shared responsibility model for academic governance from Academic Senate's meeting of 23 July 2019, noting the amendment clarifies that Faculty Boards can both establish and disestablish grouping of units as majors, specialisation and derived minors. Members approved the amendment.

Resolution 19/106

Academic Senate resolved to amend Resolution 19/76 from its meeting of 23 July 2019 as follows:

Resolution 19/78

Academic Senate resolved to:

iii. recommend to the Vice-Chancellor that Faculty Boards be authorised as agents of Academic Senate, for the approval of courses (delegation 5.3) and approval of amendments to courses (delegation 5.4), with the following authority in accordance with the Delegations of Authority Policy:

1. approve the establishment or disestablishment of groupings of units as a major or specialisation;
2. approve the establishment or disestablishment of groupings of units as a derived minor, if required and as specified by the Faculty Board;
3. approve learning outcomes for a major or specialisation;
4. recommend the establishment or disestablishment of groupings of units to Academic Senate for approval as a designated minor;

3. REPORTS

3.1 Report from the Chair

Professor Phillips advised members that Professor Herberstein would speak to them via Skype.

Professor Herberstein thanked Professor Phillips and the Governance Services unit for their support while she is at the Berlin Institute for Advanced Study (Wissenschaftskolleg). She spoke to members regarding the process for setting projects for 2020, reminding them that this approach to Senate's work had been adopted a few years ago. Proposed projects will be prioritised and presented to Senate for approval before the development of terms of reference and the establishment of working groups.

Professor Phillips referred to a notice in This Week published that morning which invites submissions to the external review of Academic Senate, and invited Gail White to provide more detail. Ms White advised members that this review will form part of the University's approach to re-accreditation with TEQSA as evidence of its commitment to robust governance. The external reviewer will be available to speak with people during his time on campus in November, but at this stage staff are being invited to make written submissions.

3.2 Report from the Vice-Chancellor

The Vice-Chancellor spoke to the meeting on the following issues:

• The Federal Government is currently focussing on productivity growth and this directly affects Higher Education providers, as additional funding is now contingent on criteria such as graduate completions and employability, while research funding will preference business and industry engagement;

• The report of the Review of the Higher Education Provider Category Standards (the Coaldrake review) has been released, and media reports have speculated that those Australian universities with lower research outputs may be at risk of losing their university status, but this will not impact Macquarie University;

• The government has issued the first scores to universities for the new performance-based funding, which will see a pool of $80 million distributed across the sector. Based on the scores provided, Macquarie is likely to receive just over $2 million, with the University receiving maximum scores for two criteria (1st year attrition rates and employment outcomes), 93% for a third (equity groups, including 100% for Indigenous and low SES student recruitment, and 80% for rural, regional and remote student recruitment) but only 60% for student experience (based
The University’s quality assurance and quality enhancement update focused on the new 2020 curriculum, with quality as a major aspect of this. Work on the University’s application for re-accreditation with TEQSA has commenced earlier than might otherwise have been anticipated, but this will assist the University in its curriculum transformation efforts. The Pro Vice-Chancellor (Programs and Pathways) advised that the Academic portfolio’s approach to quality will involve his office focusing on quality assurance while the Pro Vice-Chancellor (Learning and Teaching) will focus on quality enhancement. A new policy is being planned, but preliminary work will involve the development of a University Quality Code and support document, including operating plans and manuals. He took members through a presentation of the points to be covered in the draft code and advised that a working group is identifying the data to be used by the quality systems to generate information for reviews. Feedback will be sought on the draft code before it is presented to Academic Senate and the Executive for approval.

3.4 Question Time

The following questions were raised in response to the reports presented:

- The Vice-Chancellor was asked what measures would be taken to improve the University’s teaching quality and student ratings of teaching. He advised that the QILT data could be analysed for more information, with the Deputy Vice-Chancellor (Academic) noting that the questions asked of students are known, but it is difficult to map responses to questions from the data. The Vice-Chancellor added that the University needs to ensure that its curriculum is the best possible for its students, noting the Curriculum Architecture project has been crucial to this approach.

- In response to a question on how the University will engage with students regarding surveys on teaching quality, the Vice-Chancellor stated that the feedback loops incorporated into the student success framework will play a vital role.

- The Vice-Chancellor was also asked if there is a connection between QILT results, student satisfaction and the ratio of staff to students. He responded that this analysis should occur at the Faculty and departmental level, rather than at the University level, and be based on what is best for students.

- A question was asked on how to engage the student body more effectively at executive and governance levels of the University, with the Vice-Chancellor advising he has implemented meetings with the Student Representative Committee, and suggested engagement of student members of Faculty Board is also required. The Deputy Vice-Chancellor (Academic) added that it is an ongoing challenge to engage with the full student body, and that the Pro Vice-Chancellor (Learning and Teaching) is looking at more nuanced approaches, while the Executive Director, Student Engagement and Registrar is working with Group Marketing to develop a structured approach to social media targeting students.

4. ITEMS FOR APPROVAL

4.1 Change from GPA to WAM (ASQC)

Professor Lavermicocca advised members that this proposal outlines the framework for converting current GPAs to the new WAM, particularly the treatment of fail grades and the introduction of time...
limits for withdrawal from units. Members noted the report and endorsed the approach to limit self-withdrawal from units as outlined in the resolution.

**Resolution 19/107**

Academic Senate resolved to:

i. note the way in which FA, FH, and F grades will be included in the calculation of a WAM;

ii. note that consequent amendments to policies will be presented to Academic Senate for approval; and

iii. endorse the approach to limit self-withdrawal after the ‘last date to withdraw without academic penalty’, such that all students enrolled after the last date to withdraw without academic penalty, except where a case for withdrawal without academic penalty is approved, will receive a mark that will be included in a WAM calculation.

4.2 Changes to the MQ Model of Combined Degree Architecture Principles and the MQ Model of Postgraduate Curriculum Architecture Principles (ASQC)

**Resolution 19/108**

Academic Senate resolved to approve the proposed changes to the MQ Model for Combined Degree Architecture Principles, and to the MQ Model: Postgraduate Curriculum Architecture Principles, effective 1 January 2020.

4.3 MUIC Subcommittee Terms of Reference: Changes to Membership (ASQC)

**Resolution 19/109**

Academic Senate resolved to approve the proposed amendments to the MUIC Subcommittee Terms of Reference with immediate effect to allow for recruitment and student representation on the Subcommittee from Term 1 2020 at latest.

4.4 Exemption from Re-examination of Honours Thesis for MRes Equivalency (RRTC)

**Resolution 19/110**

Academic Senate resolved to approve the removal of the requirement for the external re-examination of a student’s honours thesis in the combined Master of Clinical Psychology/PhD, Master of Clinical Neuropsychology/PhD and Master of Organisational Psychology/PhD degrees for those applicants admitted with a First Class Honours degree in Psychology and who have achieved a Distinction average in the first year of their Masters course, with effect from the 2019 intake round.

4.5 Unit Guide Procedure (SLTC)

**Resolution 19/111**

Academic Senate resolved to approve the amendments to the Unit Guide Procedure.

4.6 Senate Learning and Teaching Committee Terms of Reference: Changes to Membership (SLTC)

**Resolution 19/112**

Academic Senate to approve the following changes to the membership of the Senate Learning and Teaching Committee:

i. an increase of membership in the category of ‘Student Member’ from 1 to 2 and to endorse the appointment of the following ‘Student Members’:

   • Melissa Pehlivan – Faculty of Human Sciences.
   • MD Safayatul Islam – Faculty of Science and Engineering
   for the period of September to November 2019; and

ii. the co-option of Philip Raponi, Manager, Office of Pro Vice-Chancellor (Learning and Teaching) for 12 months to replace Olga Kozar during a period of approved leave.

4.7 Emeritus Professor Nomination

**Resolution 19/113**

Academic Senate resolved to endorse the recommendation of the Emeritus Professor Working Group and recommend the nomination to University Council for its approval.

5. **ACADEMIC SENATE PROJECTS**

5.1 Post-implementation Review: Partnership with and Recognition of Student Members

**Resolution 19/114**

Academic Senate resolved to approve the Project Overview for the Post-Implementation Review: Partnership with and Recognition of Student Members.
5.2 **Review of Freedom of Speech, Inquiry and Assembly: Response to Recommendations**

**Resolution 19/115**

5.3 **Review of General Coursework Rules: Practical, Clinical and Professional Program Requirements**

Professor Dean advised members that the working group considering this issue had met in the previous week. She pointed out that the General Coursework Rules were first introduced in 2014, and since then several other rules, policies and guidelines have been developed with respect to individual courses, curriculum architecture, fitness to practice and inherent requirements. The working group is considering how these changes can be reflected in the General Coursework Rules and a set of proposed amendments will come to the next meeting.

**Resolution 19/116**

5.4 **Establishing 2020 Projects for Academic Senate**

Professor Phillips provided an overview on Academic Senate’s consultative project-based approach to planning its work and priorities for each year, and presented a status update on current projects including information on the work to be carried forward to 2020. These will include:

- a post-implementation review of Shared Academic Governance to measure effectiveness and identify risk;
- consideration and implementation of the recommendations from:
  - the Freedom of Speech, Inquiry and Assembly Working Group;
  - the review of the General Coursework Rules;
  - the external review of Academic Senate; and
- preparations for TEQSA re-registration (in conjunction with the Deputy Vice-Chancellor (Academic) and TEQSA re-registration steering group).

Members also received advice on policies due or overdue for review in 2020, noting that most learning and teaching policies are either already under review or plans are in place to review them next year. The one exception is the University Medal Policy, and it is likely a light touch review will occur before the end of next year. Three Higher Degree by Research policies are also due for review and will be referred to the Research and Research Training Committee, although members noted that work on these is likely to be deferred until the appointment of a new Pro Vice-Chancellor (HDR Training and Partnerships). HDR related issues have also been raised at forums with Associate Deans and Heads of Departments and these will be discussed further with the Deputy Vice-Chancellor (Research).

A feedback form will be circulated to collect further ideas, but Professor Phillips encouraged members to ensure suggestions align with the projects already discussed, or are time sensitive. She also asked members to note her and the Chair’s commitment to a consultative approach involving elected student and academic members, and key Faculty contacts such as Associate Deans and Heads of Departments.

**Resolution 19/117**
Academic Senate resolved to discuss and note the revised approach to identifying and prioritising Academic Senate Projects for 2020.

6. **ITEMS FOR DISCUSSION**

6.1 **Review of Academic Promotions**

The Chair invited Nicole Gower and Professor Lesley Hughes to present the findings of the review to the meeting. Ms Gower reminded members that a new Academic Promotions scheme had been introduced in 2017. Two full promotion rounds have been completed under the scheme, with a third nearing finalisation. As the new scheme is substantially different it was agreed it would be reviewed after two years of operation. She provided an overview of the new scheme and the process used for review, noting the scheme is working well and only minor changes are planned in response to the review, with any amendments to the policy to be discussed with Academic Senate.

Professor Hughes added further information on the qualitative information obtained by the review team using surveys and interviews. Responses were generally positive, but applicant responses indicate that more work is required on defining the role of the Head of Department, clarifying the definitions of “integration” and “application”, strengthening the feedback process (particularly to unsuccessful applicants) and addressing ambiguity around points allocation. Committee member responses were similarly positive but also highlighted a number of areas for refinement, including
how “integration” and “application” are addressed in applications, concerns about the usefulness of applicant-nominated referees, lack of consistent quality in Head of Department applicant reports, the link between work allocation and promotion and points allocation. Chairs of committees were interviewed and provided similar responses to those surveyed, with some chairs supporting applicants self-selecting their three points in any of the categories while others felt applicants should have to choose from one of the four scholarship pillars (Discovery, Teaching, Integration or Application). She concluded by summarising the issues for further consideration as follows:

- Requirement to claim 3 points in one of Discovery, Teaching, Integration or Application;
- How to adjust for different job families;
- Criteria refinement;
- Need to amend referee requirements (committees have questioned the usefulness of junior and peer referees);
- A more consistent process to manage exceptions (e.g. exemption from two years of service to apply for promotion); and
- Should feedback on committee scores be provided to all applicants or on request?

Members raised the following points in discussion:

- Ms Gower responded to a question regarding the experience of teaching fellows engaging with the new promotions process, advising that the review team is looking at how such applicants can demonstrate an additional point to achieve the three required. She added that feedback on this would be appreciated from existing teaching fellows;
- The dip in success rates for Level C applicants applying for promotion to Level D was also noted, with Ms Gower advising the review team is considering whether there is a gendered notion of leadership and how this could be addressed. The criteria for demonstrating leadership are also being reviewed, with Professor Hughes adding the review team would like to see more information sessions and workshops on defining leadership and addressing this section of the application. The Performance Development and Review process also needs to be checked for consistency with the academic promotions process;
- The proposed alignment with job families was questioned, and it was suggested the alignment could disadvantage some staff. Ms Gower asked members to send her any concerns on this issue;
- Professor Hughes advised that she and Svetlana Martynovich are currently analysing the data from the first two promotions rounds to develop a research paper, with Ms Gower adding that a number of Australian and overseas universities have expressed interest in implementing similar promotions processes.

Professor Phillips thanked Ms Gower and Professor Hughes for their presentation.

Resolution 19/118

Academic Senate resolved to note the presentation on the review of Academic Promotions.

6.2 Transitioning to Practice-Based Education at Macquarie: a Distinctive MQ Pedagogy

The Chair welcomed Lindie Clark, noting that this report had been to the Senate Learning and Teaching Committee (SLTC) in 2018, and has been further revised since then. Feedback is being sought on the report recommendations before they are submitted to Academic Senate in November for approval. Ms Clark advised members that she had chaired the SLTC’s task force on practice-based curriculum, and outlined the work done by that group and its recommendations. She particularly pointed out the work of Professor David Boud which has underpinned the thinking of the task force. Members were also advised that the delay in presenting the task force’s report to Senate has allowed alignment of the report recommendations with the revised Learning and Teaching strategic framework.

Members noted that the task force has made the following recommendations:

- That practice-based education be embraced as a defining feature of Macquarie’s distinctive pedagogy — a pedagogy that is connected, relevant and engaging — which embodies the University’s culture of transformative learning in a research-enriched environment;
- That Academic Senate request the PVC (Learning & Teaching) to develop for its consideration a set of quality standards for curriculum development and suggestions of transformative practices that define Macquarie’s distinctive pedagogy;
- That Academic Senate endorse the creation of a Community of Practice to focus on best practice and problem solving for a distinctive MQ pedagogy and encourage innovative curriculum development aligned with the Senate quality standards;
- That the development of transformative practices in line with the Senate quality standards proceed according to timeframes determined by Faculty Boards;
• That the progress and effectiveness of Macquarie’s distinctive pedagogy be monitored and evaluated in line with the University’s quality assurance and quality enhancement framework; and
• That Academic Senate requests the DVC (Academic) to consider how the University’s embrace of practice-based education as part of its distinctive pedagogy might best be resourced and supported

Professor Phillips suggested a working group be formed to consider these recommendations and report to the next meeting of Academic Senate, and asked members to contact her if they wished to be involved. Members discussed a range of issues related to the report, including the resource implications (in particular training for staff), and acknowledging that some of the work suggested by the report will have already been captured in the curriculum transformation project. Ms Clark and the Deputy Vice-Chancellor (Academic) both stressed that the implementation of the recommendations would be phased, with Ms Clark pointing out this approach had worked well with the initial introduction of PACE. The Vice-Chancellor expressed his support, but noted that the University must address the issue of what activities will cease to provide resources and space for new approaches such as this one.

Professor Phillips thanked Ms Clark for her report and presentation.

The Vice-Chancellor left the meeting at 11:30 am. Professor Martina Möllering left the meeting at 11:36 am.

**Resolution 19/119**

Academic Senate resolved to note the report on Transitioning to Practice-based Education at Macquarie: a Distinctive MQ Pedagogy, and to consider the report’s recommendations at the next meeting on 26 November 2019.

**6.3 Program Beacon Update**

Gail White spoke briefly to the update provided in the agenda papers, noting that several milestones have been achieved including the launch of the Curriculum Management System, the upgrade of AMIS and the start of student migration to the 2020 curriculum. Students will be given advice on how to re-enrol and there have been no major concerns received from students to date. Following student migration, the Program’s next major pieces of work will be amendments to government reporting and improvements to AMIS for staff and students.

Members endorsed the distribution of the report to Faculty Boards

**Resolution 19/120**

Academic Senate resolved to note the update from Program Beacon and endorse the distribution of the report to Faculty Boards.

**7. QUESTIONS ON NOTICE**

The Chair advised members that the following question on notice was raised by Dr Frank Carrigan and had been forwarded to the Deputy Vice-Chancellor (Academic) for a response:

I would like to ask at Senate Question Time whether CMS is designed to lower the use of formal exams as a mechanism for testing students?

Professor Jameson advised that the answer to this question is “no”. He pointed out that the role of examinations and other assessment instruments should be discussed by Academic Senate and the broader University within the context of the University’s Assessment Policy. The Curriculum Management System (CMS) does not drive policy at the University but is designed to support existing policy. Any change to the use of examinations or other assessment instruments must be reflected within the Assessment Policy, however he noted the policy does allow for different approaches across disciplines and departments.

The Chair asked Dr Carrigan if this answered his question, and Dr Carrigan responded that given the high level of concern regarding the rise of contract cheating, it was important that the University not water down the use of standard examinations. Professor Jameson reiterated that the CMS is being used to drive change to assessments at the University, but noted that the Assessment Policy does need review and further work is required on the University’s approach to academic integrity.

**Resolution 19/121**

Academic Senate resolved to note the response to the Question on Notice.
8. ITEMS APPROVED BY THE CHAIR UNDER EXECUTIVE ACTION

8.1 Summary of items approved under Executive Action by the Chair

Resolution 19/122

Academic Senate resolved to ratify the following decisions made under executive action by the Chair of Academic Senate as follows:

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

ii. the approval of the following 88 combined course combinations for inclusion in the approved list of course names within the Bachelor of Combined Studies and the Master of Combined Studies, effective 1 January 2020:

1. Bachelor of Combined Studies in Actuarial Studies / Science
2. Bachelor of Combined Studies in Actuarial Studies / Applied Finance
3. Bachelor of Combined Studies in Actuarial Studies / Professional Accounting
4. Bachelor of Combined Studies in Actuarial Studies / Mathematical Sciences
5. Bachelor of Combined Studies in Actuarial Studies / Business Analytics
6. Bachelor of Combined Studies in Applied Finance / Business Analytics
7. Bachelor of Combined Studies in Applied Finance / Economics
8. Bachelor of Combined Studies in Applied Finance / Professional Accounting
9. Bachelor of Combined Studies in Applied Finance / Information Technology
10. Bachelor of Combined Studies in Business Administration / Psychology
11. Bachelor of Combined Studies in Business Administration / Arts
12. Bachelor of Combined Studies in Business Administration / Professional Accounting
13. Bachelor of Combined Studies in Business Administration / Information Technology
14. Bachelor of Combined Studies in Business Analytics / Professional Accounting
15. Bachelor of Combined Studies in Commerce / Psychology
16. Bachelor of Combined Studies in Commerce / Arts
17. Bachelor of Combined Studies in Commerce / Science
18. Bachelor of Combined Studies in Commerce / Media and Communications
19. Bachelor of Combined Studies in Commerce / Information Technology
20. Bachelor of Combined Studies in Education (Primary) / Arts
21. Bachelor of Combined Studies in Education (Secondary) / Arts
22. Bachelor of Combined Studies in Education (Secondary) / Science
23. Bachelor of Combined Studies in Laws / Arts
24. Bachelor of Combined Studies in Laws / Commerce
25. Bachelor of Combined Studies in Media and Communications / Arts
26. Bachelor of Combined Studies in Science / Arts
27. Master of Combined Studies in Commerce / Forensic Accounting and Financial Crime
28. Master of Combined Studies in Commerce / International Relations
29. Master of Combined Studies in Commerce / Media and Communications
30. Master of Combined Studies in Creative Industries / International Relations
31. Master of Combined Studies in Environment / Conservation Biology
32. Master of Combined Studies in Environment / Marine Science and Management
33. Master of Combined Studies in Environment / Sustainable Development
34. Master of Combined Studies in Finance / Commerce
35. Master of Combined Studies in Finance / International Business
36. Master of Combined Studies in Finance / Marketing
37. Master of Combined Studies in Information Systems Management / Business Analytics
38. Master of Combined Studies in Information Technology in Cyber Security / Business Analytics
40. Master of Combined Studies in International Business / Commerce
41. Master of Combined Studies in International Business / International Relations
42. Master of Combined Studies in International Business / Media and Communications
43. Master of Combined Studies in International Relations / Criminology
44. Master of Combined Studies in International Relations / Counter Terrorism
45. Master of Combined Studies in International Relations / Cyber Security Analysis
46. Master of Combined Studies in International Relations / Intelligence
47. Master of Combined Studies in International Relations / Security and Strategic Studies
49. Master of Combined Studies in International Trade and Commerce Law / Criminology
50. Master of Combined Studies in Laws / Criminology
52. Master of Combined Studies in International Trade and Commerce Law / International Relations
53. Master of Combined Studies in International Trade and Commerce Law / Counter Terrorism
54. Master of Combined Studies in International Trade and Commerce Law / Cyber Security Analysis
55. Master of Combined Studies in International Trade and Commerce Law / Intelligence
56. Master of Combined Studies in International Trade and Commerce Law / Security and Strategic Studies
57. Master of Combined Studies in Laws / Counter Terrorism
58. Master of Combined Studies in Laws / Cyber Security Analysis
59. Master of Combined Studies in Laws / Intelligence
60. Master of Combined Studies in Laws / Security and Strategic Studies
61. Master of Combined Studies in Marketing / Commerce
62. Master of Combined Studies in Marketing / Creative Industries
63. Master of Combined Studies in Marketing / International Business
64. Master of Combined Studies in Marketing / International Relations
65. Master of Combined Studies in Marketing / Media and Communications
66. Master of Combined Studies in Media and Communications / Creative Industries
67. Master of Combined Studies in Media and Communications / International Relations
68. Master of Combined Studies in Public and Social Policy / Criminology
69. Master of Combined Studies in Public and Social Policy / International Relations
70. Master of Combined Studies in Public and Social Policy / International Trade and Commerce Law
71. Master of Combined Studies in Public and Social Policy / Counter Terrorism
72. Master of Combined Studies in Public and Social Policy / Cyber Security Analysis
73. Master of Combined Studies in Public and Social Policy / Intelligence
74. Master of Combined Studies in Public and Social Policy / Security and Strategic Studies
75. Master of Combined Studies in Counter Terrorism / Criminology
76. Master of Combined Studies in Counter Terrorism / Cyber Security Analysis
77. Master of Combined Studies in Counter Terrorism / Intelligence
78. Master of Combined Studies in Counter Terrorism / Security and Strategic Studies
79. Master of Combined Studies in Criminology / Cyber Security Analysis
80. Master of Combined Studies in Criminology / Intelligence
81. Master of Combined Studies in Criminology / Security and Strategic Studies
82. Master of Combined Studies in Cyber Security Analysis / Intelligence
83. Master of Combined Studies in Cyber Security Analysis / Security and Strategic Studies
84. Master of Combined Studies in Intelligence / Security and Strategic Studies
86. Master of Combined Studies in Translation and Interpreting Studies / International Relations
87. Bachelor of Combined Studies in Commerce and Education (Secondary)
88. Bachelor of Combined Studies in Education (Primary) and Psychology; and

iii. the approval of the following late changes to the following submissions effective 1 January 2020:

**Faculty of Arts**

Co000064 Master of Creative Writing
Co000075 Juris Doctor
Co000096 Bachelor of Social Science
Co00132 Bachelor of Laws
Co00184 Master of Laws
Co00195 Bachelor of Laws (Honours)
Bachelor of Security Studies and Master of Counter Terrorism
Bachelor of Security Studies and Master of Security and Strategic Studies
Bachelor of Security Studies and Master of Intelligence
Bachelor of Security Studies and Master of Cyber Security Analysis
Bachelor of Security Studies and Master of Criminology
Bachelor of Arts
Master of Creative Writing (OUA)
Medieval and Early Modern Studies

Faculty of Human Sciences
Master of Education
Master of Educational Leadership
Master of Disability Studies
Master of Early Childhood

Faculty of Science and Engineering
Bachelor of Environment
Bachelor of Science
Graduate Certificate of Sustainable Development
Master of Biotechnology and Business
Master of Biotechnology
Graduate Diploma of Sustainable Development
Graduate Diploma of Geoscience
Graduate Certificate of Biostatistics
Master of Biostatistics
Graduate Diploma of Environment
Graduate Certificate of Environment
Graduate Diploma of Applied Statistics
Master of Applied Statistics
Master of Data Science
Bachelor of Advanced Science
Bachelor of Marine Science
Master of Science Innovation in Environmental Sciences
Master of Engineering in Networking and Telecommunications Engineering
Bachelor of Biodiversity and Conservation and Master of Conservation Biology
Bachelor of Information Technology and Master of Information Systems Management
Bachelor of Mathematical Sciences and Master of Applied Statistics
Bachelor of Medical Sciences and Master of Biotechnology
Bachelor of Science and Master of Laboratory Analysis, Quality and Management
Applied Environmental Science
Atmospheric Environments
Energy and Climate Change
Spatial Information Science
Planetary Science
Oceanography
Geochemistry
Climate Science
Environmental Earth Science
Environmental Management and Spatial Science
Geology
Palaeontology and the Earth System
Advanced Palaeontology and the Earth System
Geophysics
Advanced Environmental Sciences
Advanced Geology
Advanced Geophysics
Studies in Environmental Earth Sciences and Biology
Studies in Chemistry and Geology
Studies in Chemistry and Environmental Earth Sciences
Studies in Biology and Geology
Studies in Geology and Chemistry
Studies in Geology and Biology
Studies in Environmental Earth Sciences and Chemistry
Studies in Biology and Environmental Earth Sciences

Macquarie Business School
9. **REPORTS FROM STANDING COMMITTEES**
   9.1 Academic Standards and Quality Committee: reports of the meetings of 17 September and 8 October 2019
   Academic Senate noted the reports of the Academic Standards and Quality Committee meetings of 17 September and 8 October 2019.
   9.2 Research and Research Training Committee: report of the meeting held by circulation in September 2019
   Academic Senate noted the report of the Research and Research Training Committee meeting held by circulation in September 2019.
   9.3 Senate Learning and Teaching Committee: report of the meeting of 16 September 2019
   Academic Senate noted the report of the Senate Learning and Teaching Committee meeting of 16 September 2019.

10. **REPORTS FROM FACULTY BOARDS**
    10.1 Macquarie Business School Faculty Board: Report of the meeting of 2 September 2019
    Academic Senate noted the report of the Macquarie Business School Faculty Board meeting of 2 September 2019.
    10.2 Faculty of Human Sciences Faculty Board: Report of the meeting of 10 September 2019
    Academic Senate noted the report of the Faculty of Human Sciences Faculty Board meeting of 10 September 2019.
    10.3 Faculty of Science and Engineering Faculty Board: Report of the meeting of 24 September 2019
    Academic Senate noted the report of the Faculty of Science and Engineering Faculty Board meeting of 24 September 2019.

11. **UNIVERSITY DISCIPLINE COMMITTEE**
    Summary report of the University Discipline Committee meetings held in July, August and September 2019.
    Academic Senate noted the summary report of the meetings of the University Discipline Committee held in July, August and September 2019.

12. **OTHER BUSINESS**
    12.1 Academic Senate membership: result of election for non-Faculty academic staff representative
    Resolution 19/123
    Academic Senate resolved to note the report on the outcome of the election to fill a casual vacancy for the position of non-Faculty academic staff representative on Academic Senate.
    The next meeting of the Academic Senate will be held on Tuesday 26 November 2019. Agenda Items are due by Tuesday 12 November 2019.
    The meeting closed at 11:43 am.