Present:
Associate Professor Paul Wormell (Chair)  Dr Susan Armstrong
Dr Catherine Attard  Professor Andrew Cheetham
Dr Bronwyn Cole  Professor Donna Craig
Professor Kevin Dunn  Associate Professor Craig Ellis
Dr Betty Gill  Professor Rhonda Griffiths
Professor Peter Hutchings  Dr Cindy Kersaitis
Mr Angelo Kourtis  Professor Kerri-Lee Krause
Ms Shaneen McGlinchey  Associate Professor Jane Mears
Dr Awais Piracha  Associate Professor Anne Power
Associate Professor Leanne Rylands  Dr Seyed Shahrestani
Professor Lynette Sheridan Burns  Ms Maxine Veale
Professor Margaret Vickers  Mr Greg Whateley
Professor Steve Wilson

In Attendance:
Mr Martin Derby (Secretary)  Mr James Fitzgibbon

Apologies:
Professor Michael Adams  Associate Professor Berice Anning
Ms Robyn Benjamin  Professor Gabriel Donleavy
Assoc Professor Cecily Hengstberger-Sims  Mr Terry Mason
Dr Peter Mauch  Professor Wayne McKenna
Dr Terri Mylett  Dr Michael O’Connor
Professor Jan Reid  Professor Simeon Simoff
Professor Clive Smallman  Professor Deborah Sweeney

Absent:
Ms Soumaya Alaouie  Mr Robert Coluccio
Mr Elie Hammam  Professor Annemarie Hennessy
Professor Gregory Kolt  Professor Gary Smith
Professor Deborah Stevenson

1  PROCEDURAL MATTERS

1.1  INTRODUCTION, WELCOMES, AND APOLOGIES

Welcome

The Chair of Academic Senate Associate Professor Paul Wormell chaired the meeting of the Senate, and opened it by reading an Acknowledgment of the Traditional Owners, as follows:

“As a matter of Indigenous cultural protocol and out of recognition that its campuses occupy their traditional lands, the University of Western Sydney
acknowledges the Darug, Gandangarra and Tharawal peoples and thanks them for their support of its work in Greater Western Sydney."

It was noted that though she was absent, this was Professor Deborah Stevenson’s first Senate meeting following her appointment as an Associate Pro Vice-Chancellor (Research).

**Apologies**

Apologies as listed were noted.

**1.2 DECLARATION OF CONFLICT OF INTEREST**

No members reported any conflict of interest in relation to agenda items.

**1.3 STARRING OF ITEMS**

It was agreed that items 3.1 Chair’s Report, 3.7 *Academic Senate Standing Committees Policy*, 3.8 *Doctor of Philosophy Policy*, 3.11 Approval of Scholarships and 3.12 Research Plan be starred, as well as the items already starred on the agenda, as follows:

- 3.2 TEQSA Higher Education Standards and Regulatory Risk Framework
- 3.3 AQF Compliance
- 3.4 Learning and Teaching Plan
- 3.9 Education for Sustainability Conference

It was resolved (AS12:02/01):

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

**1.4 ORDER OF BUSINESS**

It was agreed that item 3.12 Research Plan should be considered after item 3.4 Learning and Teaching Plan.

**1.5 OTHER BUSINESS**

The Chair reported that to assist with advertising and promotion of UWSCollege’s Associate Degree in Creative Industries in advance of a mid-year intake, the College had identified a series of pathway proposals between selected TAFE NSW Advanced Diplomas and Diplomas into the Associate Degree in Creative Industries. These would make the Associate Degree attractive to TAFE graduates, and the details had been circulated in a paper “Other Business: Pathway Proposals from TAFENSNW.”

It was resolved (AS12:02/02):

> to approve the articulation proposals from the following TAFENSW courses to 7021 Associate Degree in Creative Industries, each consisting of the granting students 40 credit points advanced standing, comprising four unspecified units:
• 12L0044 – TAFENSW Diploma of Advertising BSB50107;
• 12L0045 – TAFENSW Advanced Diploma of Advertising BSB60110;
• 12L0046 – TAFENSW Advanced Diploma of Business BSB60207;
• 12L0047 – TAFENSW Diploma of Business BSB50207;
• 12L0048 – TAFENSW Diploma of Business Administration BSB50407;
• 12L0049 – TAFENSW Diploma of Management BSB51107;
• 12L0050 – TAFENSW Advanced Diploma of Management BSB60407;
• 12L0051 – TAFENSW Advanced Diploma of Marketing BSB60507;
• 12L0052 – TAFENSW Diploma of Marketing BSB51207;
• 12L0053 – TAFENSW Diploma of Music CUS50109;
• 12L0054 – TAFENSW Advanced Diploma of Music CUS60109;
• 12L0055 – TAFENSW Advanced Diploma of Music Business CUS60309;
• 12L0056 – TAFENSW Diploma of Music Business CUS50309;
• 12L0057 – TAFENSW Diploma of Communication Media 9075;
• 12L0058 – TAFENSW Diploma of Fine Arts 91477NSW;
• 12L0059 – TAFENSW Advanced Diploma of Fine Arts 91478NSW;
• 12L0060 – TAFENSW Diploma of Graphic Design CUV50311;
• 12L0061 – TAFENSW Diploma of Graphic Design and Communication 91458NSW;
• 12L0062 – TAFENSW Diploma of Interactive Digital Media CUF50207;
• 12L0063 – TAFENSW Diploma of Interior Design & Decoration LMF50408;
• 12L0064 – TAFENSW Advanced Diploma of Interior Design LMF60208;
• 12L0065 – TAFENSW Advanced Diploma of Live Production, Theatre and Events CUE60203;
• 12L0066 – TAFENSW Diploma of Live Production, Theatre and Events CUE50303;
• 12L0067 – TAFENSW Diploma of Screen and Media CUF50107;
• 12L0068 – TAFENSW Advanced Diploma of Screen and Media CUF60107;
• 12L0069 – TAFENSW Advanced Diploma of Sound Production CUS60209;
• 12L0070 – TAFENSW Diploma of Sound Production CUS50209;
• 12L0071 – TAFENSW Diploma of Photo-imaging CUV50407;
• 12L0072 – TAFENSW Diploma of Visual Merchandising SIR50207;
• 12L0073 – TAFENSW Diploma of Events SIT50207;
• 12L0074 – TAFENSW Advanced Diploma of Events SIT60207;
• 12L0077 – TAFENSW Diploma of Fashion Design 91488NSW;
• 12L0078 – TAFENSW Advanced Diploma of Fashion Design 91489NSW;
1.6 MINUTES OF THE PREVIOUS MEETING

It was resolved (AS12:02/03):

To confirm the minutes of the Senate meeting held on 24 February 2012 as an accurate record.

2 BUSINESS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING

2.1 MINUTE 3.5 – CHANGES TO ACADEMIC POLICIES

Without discussion, it was noted that the following policies had been published on the Policy DDS or would be published shortly:

- Academic Policies Framework
- Review of Grade Policy
- External Advisory Committee Policy
- Scholarships for Undergraduates Policy
- Graduation Policy
- Advanced Standing Policy

2.2 MINUTE 2.2 – STUDENT ELECTIONS

Without discussion, it was noted that student elections were currently in progress. Notices of election had been issued, with nominations closing on 4 May 2012.

3 GENERAL BUSINESS

3.1 CHAIR’S REPORT

Senate had before it a report from the Chair, covering recent activities undertaken on behalf of the Senate since 24 February 2012.

Speaking to the report he said that he had attended the UWS Senior Management Conference on 27 April, with a theme of “Uncharted Horizons: Mapping the Path for UWS”.

The Vice Chancellor provided a perspective of how the new sector might develop in the new competitive tertiary marketplace, over the next five and ten years, and other senior officers covered various aspects of the teaching and research landscape. The Conference identified a number of priorities for the University, including modes of course delivery and learning spaces; marketing the University in relation to image, reputation and competitive edge; financial sustainability; and academic programs.

In relation to his work with the NSW/Territories Committee of Chairs of Academic Boards and Senates, he acknowledged the valuable contribution that Associate
Professor John Macfarlane makes as a statistical expert, and the University’s representative, on UAC’s Technical Committee on Scaling.

3.2 TEQSA HIGHER EDUCATION STANDARDS AND REGULATORY RISK FRAMEWORK

The Chair reported on the measures the University is undertaking to comply with the Provider and Qualification Standards, taking into account the TEQSA Regulatory Risk Framework which “...sets out TEQSA’s policy and processes for identifying and assessing risk in the higher education sector.”

Considerable work was in progress, and compliance would be critical, with TEQSA having powers to determine whether a university retains its status as a self-accrediting institution (i.e., an institution that can approve its own courses). In this sense, TEQSA was a regulator and very different in character to AUQA in having the authority to direct universities and enforce requirements. It appeared that these requirements would be challenging – for example, requirements for CRICOS registration were more exacting than before, and course accreditation processes for non self-accrediting providers very onerous. It was suggested that the extensive level of regulation enabled the Federal Government to exercise some measure of control over a sector which was expensive to fund, where limits on student places had been lifted, and where concerns had been raised about quality and standards.

Clearly, the University needed to ensure it was meeting the TEQSA Provider and Qualification Standards, and managing the regulatory risks that TEQSA identified. Recent media coverage had identified a university that, according to the report, might face the consequences of failing to observe the Standards.

The University had initiated projects to look at each of the TEQSA standards, and TEQSA’s Regulatory Risk Framework, and work out who was accountable for ensuring the University addressed them, and that the relevant policies and procedures were updated to ensure compliance.

In essence, Senate and its committees had to continue their work. It was important that the standing committees met, and they addressed their terms of reference, kept good records, and identified where improvements were needed. Under the auspices of Senate, very robust processes for assessment, results processing and approval, and course and unit development, had to be followed and well documented.

It was hoped that TEQSA compliance, and the reporting required, would not add significantly to the workload on schools and research institutes.

3.3 AUSTRALIAN QUALIFICATIONS FRAMEWORK COMPLIANCE

At the 24 February Academic Senate meeting, it was noted...

“... TEQSA had adopted the Australian Qualifications Framework (AQF), and the University would have to look at courses, learning outcomes, and assessment to ensure compliance.”

Senate had before it a paper “Australian Qualifications Framework Compliance”.

Speaking to the paper, the Chair reported that a timeline for managing compliance had been developed and a preliminary review of the University’s courses in relation
to AQF nomenclature and volumes of learning had been undertaken. It was intended to start with ensuring the University’s level 7 courses were compliant, as discussions were still taking place about the volume of learning for postgraduate awards, and the AQF level and nomenclature of Graduate Certificates and Graduate Diplomas, and some types of embedded Honours awards.

The Chair reported that it was likely to be a while before the outcome of the review of the Graduate Certificates and Diplomas was known, with the next AQF Council meeting arranged for 29 May 2012.

In discussion, the following points were made:

- In relation to combined and double degrees, and nested awards, these appeared not to be explicitly covered by the AQF. However TEQSA would take the view that for any award, there would be a need for learning outcomes to be achieved. For a double degree, the learning outcomes of each degree would need to be met, as well as the appropriate volume of learning.
- In early discussions about the regulatory environment for universities, there had been a proposal that academic teaching staff had to hold higher qualifications than the courses they taught, so, for example, someone teaching at masters-level would need to hold a doctorate. It was not clear what status this requirement now had. It had serious implications for all universities, especially in professional and vocational disciplines where doctorates were often not the norm for academic staff. The Chair agreed to follow up this concern with colleagues in other universities. It was possible that TEQSA would look at the qualifications of academic staff as part of accreditation of institutions. It was noted that under previous arrangements where states had regulated universities, this regulation had addressed the design and management of the curriculum, and not how it was delivered.

It was resolved (AS12:02/04):

To endorse the process and timeline for ensuring that all UWS award courses comply with the revised Australian Qualifications Framework.

3.4 LEARNING AND TEACHING PLAN 2012-2014

The Committee had before it the latest iteration of the University’s draft Learning and Teaching Plan for 2012-2014.

The Pro Vice-Chancellor (Education) reported that she had been to seven School Academic Committee meetings to discuss the Plan, and it was intended that the Plan be referred to the Board of Trustees in June for approval.

Feedback from schools had covered the following:

- There was general support for the three objectives which covered student experience (access, engagement, retention and success), the curriculum and standards, and staff capacity for quality teaching.
- Though there were concerns about over-reliance on student data, the importance of student feedback on teaching as a measure of academic performance was acknowledged. However peer feedback should also be taken into account. Staff participation in the Foundations of Learning and Teaching program should also be seen as a performance indicator for
evaluating teaching. The documentation about staff performance could be used in applications for promotion.

- The role sessional staff played was important, and references to their work in the Plan were welcomed.
- Errors had been identified in some of the data on the MyUniversities web site. The Office of Strategy and Quality were able to get corrections made to data by those responsible for the site.
- Postgraduate coursework was recognised in the Plan, and this was seen as important.
- The University was attempting to attract high achieving students, and the Plan needed to reflect this.
- While the need for academic literacy and mathematics support was recognised, there were concerns whether the necessary resources would be made available.
- In relation to the objective about the student experience (access, engagement, retention and success), it was important that the Plan covered second and third years as well as new students.

In discussion, the following points were made:

- There was some scepticism about the validity of student responses to surveys. The Pro Vice-Chancellor (Education) reported that consideration was being given to having on-line surveys, and work was continuing to review and refine data collection in relation to student feedback on units and student feedback on teaching.
- It was suggested that the response rates for student surveys were very good compared with the rest of the sector, and the University appeared to perform well when the feedback was analysed. There was no need to prioritise increasing the level of feedback.
- Careful consideration should be given to how the Indigenous Graduate Attribute was implemented. It was important to have the support and commitment of the Indigenous community, which favoured oral rather than written communication of Indigenous knowledge.
- The position of staff with teaching-focussed roles needed to be carefully managed, and this was covered in the Plan; however, it was not clear from the Plan how this would be done. The Pro Vice-Chancellor (Education) reported she was part of a working party with the Executive Director, People and Culture where professional development and the professionalisation of the academic work force, and support for staff being considered for promotion, were being discussed.

The Chair thanked Senate members for a valuable discussion.

3.5 REPORT OF THE AHEGS (AUSTRALIAN HIGHER EDUCATION GRADUATION STATEMENT) STEERING COMMITTEE

Without discussion ...

It was resolved (AS12:02/05):

To note the report of the AHEGS Steering Committee.
3.6 MINOR CHANGES TO ACADEMIC POLICIES – INHERENT REQUIREMENTS

Without discussion …

It was resolved (AS12:02/06):

To approve the amendments to the:

- Academic Advising Policy
- Admissions Policy
- Assessment Policy – Criteria & Standards-Based Assessment

... effective from the date of publication of the revised Policy.

It was resolved (AS12:02/07):

To note the “Inherent Requirements of Nursing Education (IRONE) Final Project Report”.

3.7 ACADEMIC SENATE STANDING COMMITTEES POLICY

Senate had before it a proposal to amend the Academic Senate Standing Committees Policy.

A replacement paper was tabled to correct an error with the circulated version.

The Chair said that at the time the Policy was approved, discussions about governance arrangements for research institutes had not been finalised. The Research Studies Committee had expressed the view that the same academic governance model should be adopted for schools and research institutes to ensure that governance is carried out uniformly, as both schools and institutes have responsibilities for higher degree research students. He reported that there was not yet a consensus, with one institute suggesting that it was too small to warrant a committee with the same membership as the school committees. It was agreed that if suitable terms of reference and membership for Institute Research and Higher Degrees Committees could be developed, they be approved by the Senate Executive Committee unless they raised significant matters of principle.

The changes in the paper before Senate covered:

- a change to the membership of the School Research and Higher Degrees Committee to ensure that the Dean is always a member;
- the proposal to establish a new Committee – the Student Experience and Engagement Committee – as a standing committee of the Senate, reporting through the Education Committee. This new Committee would replace the current First Year Experience Expert Advisory Group;
- a change to the membership of the Curriculum Quality Committees, to clarify the positions of the Pro Vice-Chancellors (Education).

It was resolved (AS12:02/08):

To approve the proposed revisions to the Academic Senate Standing Committees Policy effective from the date of publication of the revised Policy.
3.8 DOCTOR OF PHILOSOPHY POLICY

Senate had before it a proposal to amend the Doctor of Philosophy Policy, recommended by the Research Studies Committee. This included a revised set of delegations and responsibilities, to reflect the new structure of schools and research institutes, and the addition of a further examination outcome (Option M), requiring the candidate to undertake minor rewriting of an editorial nature (not substantial changes) of the thesis.

The Chair proposed that the revisions, if approved, be incorporated into the other higher degree policies (Doctor of Philosophy by Publication, etc.) and these changes be referred to the Senate Executive Committee for approval.

In relation to delegations, the Policy should be accompanied by a schedule of delegations indicating officer-level and committee responsibilities for decision making.

In discussion, the following points were made:

- It was suggested that the English language requirements for entry were too low (IELTS - 6.5 overall score with a minimum 6.0 in each subtest); however it was noted that this was in the current Policy and did not represent a change.
- In relation to clauses (110) and (115) on the appointment of examiners, the clauses were contradictory in that (106) stipulated that appointment was by the “HDR Director” where (111) said that “… recommendation will be made to the School or Institute Research and Higher Degrees Committee who will approve the examination panel.” It was agreed that it was desirable that examiners were approved by the Committee, and it was agreed that the Policy be edited to reflect this. The Committee’s approval of examiners could be by an electronic meeting.
- The title of the Committee in clause (122) needed to be corrected.

With these amendments...

It was resolved (AS12:02/09):

To approve the proposed revisions to the Doctor of Philosophy Policy effective from the date of publication of the revised Policy.

3.9 EDUCATION FOR SUSTAINABILITY CONFERENCE

Senate had before it a report of the Education for Sustainability Conference, held on 19 April 2012.

The Chair said that as noted in the report, the Executive Director Sustainability had said: “All suggestions on what we might like to add, drop, change or highlight in this report would be most gratefully received.”

It was suggested that sustainability was potentially a unifying theme for the University and should be embraced. It could leverage strategic partnerships as well as lead to innovation in the curriculum.

The “Next Steps” in the paper envisaged follow up at campus forums. The Chair advised that further work would be undertaken on sustainability in the curriculum.
3.10 AWARDS OF THE UNIVERSITY MEDAL

Without discussion...

It was resolved (AS12:02/10):

To approve the awards of the University Medal, approved by the Chair of Academic Senate, on behalf of the Senate.

3.11 APPROVAL OF SCHOLARSHIPS

Senate had before it proposals for two new University Scholarships - The George WH Lan Business Scholarship, and the Hawkesbury City Council Scholarship, prepared by the Office of Development.

It was noted that there was a discrepancy between the description of the Hawkesbury City Council Scholarship on the agenda, and the schedule for the scholarship. The description on the agenda was in error, but the schedule for the scholarship was correct.

In relation to one of the criteria for the Hawkesbury City Council Scholarship, as follows:

“Applicants must have completed their HSC within two years of commencement of study at UWS and be under 20 years of age at the time of their application for the scholarship.”

... it was suggested that it was not clear why the applicant needed to be under 20. Though probably intended to allow mature age applicants to apply, it might be unduly restrictive.

It was agreed that the Pro Vice-Chancellor (Students) would contact the Office of Development and clarify the intentions of the donor. It was thought that this matter could be resolved quickly, and with this proviso about the criteria for the Hawkesbury City Council Scholarship...

It was resolved (AS12:02/11):

That Academic Senate approve the proposed George WH Lan Business Scholarship.

That Academic Senate approve The Hawkesbury City Council Scholarship.

3.12 RESEARCH PLAN 2012-2014

Senate had before it the UWS Research Plan 2012-2014.

Speaking to the Plan, the Pro Vice-Chancellor (Research) said that the underpinning theme was enhancement of the University’s research reputation, as this was critical for attracting talented staff and research higher degree candidates, which in turn would lead to more research publications, increased research income, and better ERA rankings.
ERA rankings were published and widely used by those looking at whether to engage with the University. Achieving rankings of 4 (world standard) and 5 (above world standard) was critical as these would enable the University to engage in partnerships, attract staff and students, and receive funds for research training and scholarships.

It was important to ensure that our higher degree research students had a positive experience, as they would then serve as ambassadors for the University.

‘In discussions, it was suggested that the Plan should take account of individual researchers, and researchers who were part of a small group, including those whose work did not necessarily relate to a field of research which was evaluated for ERA, as well as those whose research can still contribute to ERA rankings in a productive way, even if not part of designated, formal collectives. The Pro Vice-Chancellor (Research) said that because of the cut-off threshold for publications, excellent research that was carried out in specialised niche areas would not be included in the ERA. Schools had to manage that research but also had to operate so as to ensure improved ERA rankings, because that was how the sector operated and it was critical for the University to improve its rankings. As stated in the preamble to the Plan “…Consequently, in this plan there is a strong emphasis on driving quality in the context of how the ERA assesses quality. This is complex as the assessments are different from discipline to discipline and are assessed by field of research (FoR) code, not by groupings of researchers.” This recognises that school-based researchers can also contribute to ERA rankings.’

It was suggested that research partnerships needed to be developed strategically. Initially they might not carry weight in terms of ERA and funding, but over time, as reputation and weight of publications increased, they could become very valuable in those terms.

The Pro Vice-Chancellor (Research) said that the Plan would be refined following discussion with Deans and Research Institute Directors.

4 REPORTS AND RECOMMENDATIONS FROM SENATE COMMITTEES

4.1 SENATE EXECUTIVE COMMITTEE

Without discussion...

It was resolved (AS12:02/12):

To note the reports of the Senate Executive Committee electronic meeting conducted between 19 and 20 March 2012, and the Senate Executive Committee face-to-face meeting held on 23 March 2012.

4.2 RESEARCH COMMITTEE

The Research Committee met on 7 February and 3 April 2012. The minutes of these meetings were not available.

4.3 RESEARCH STUDIES COMMITTEE

Without discussion...
It was resolved (AS12:02/13):

To note the minutes of the 6 March and 3 April 2012 Research Studies Committee meetings.

4.4 EDUCATION COMMITTEE

Without discussion...

It was resolved (AS12:02/14):

To note the report of the Education Committee meeting held on 2 April 2012.

4.5 ACADEMIC PLANNING AND COURSES APPROVALS COMMITTEE

Without discussion...

It was resolved (AS12:02/15):

To note the report of the Academic Planning and Courses Approvals Committee electronic meeting conducted between 4-13 and 18-24 April 2012, and ratify the recommendations contained therein, as follows:

(APCAC12: 03/04):
To approve the major course variation to 2755 Master of Business Administration, consisting of change of course codes and change to course structure, to commence in Q1 2013. TRIM reference: D12/182895

(APCAC12: 03/05):
To approve the major course variation to 2756 Graduate Diploma in Business Administration consisting of change of course codes and change to course structure, to commence in Q1 2013. TRIM reference: D12/182895

(APCAC12: 03/06):
To approve the major course variation to 2757 Graduate Certificate in Business Administration, consisting of change of course codes and change to course structure, to commence in Q1 2013. TRIM reference: D12/182895

(APCAC12: 03/19):
To approve the major course variation to 4595 Master of Art Therapy, consisting of change to admission criteria to commence in 2013. TRIM reference: D11/569176

(APCAC12: 03/21):
To approve the major course variation to 3506 Bachelor of Computer Science and 3634 Bachelor of Computer Science (Advanced) consisting of changes to admission criteria and list of alternate units to commence in 2013. TRIM reference: D12/112837

(APCAC12: 03/22):
To approve the major course variation to 3675 Bachelor of Science consisting of addition of mid-year intake to commence in 2012. TRIM reference: D12/184515

(APCAC12: 03/23):
To approve the major course variation to 3673 Bachelor of Medical Science consisting of addition of mid-year intake to commence in 2012. TRIM reference: D12/184515

(APCAC12: 03/24):
To approve the major course variation to 3670 Bachelor of Natural Science (Animal Science) consisting of addition of mid-year intake to commence in 2012. TRIM reference: D12/184515

(APCAC12: 03/25):
To approve the major course variation to 3671 Bachelor of Natural Science (Environmental Management) consisting of addition of mid-year intake to commence in 2012. TRIM reference: D12/184515

(APCAC12: 03/26):
To approve the major course variation to 3672 Bachelor of Natural Science (Environment and Health) consisting of addition of mid-year intake to commence in 2012. TRIM reference: D12/184515

(APCAC12: 03/27):
To approve the major course variation to 4660 Bachelor of Health Science/Master of Traditional Chinese Medicine, consisting of change to course structure as an administrative correction, to commence in Spring 2012. TRIM reference: D12/63588

(APCAC12: 04/03)
To approve the introduction of 3684 Bachelor of Information and Communications Technology (Advanced), for commencement in Autumn 2013.

(APCAC12: 04/04)
To approve the introduction of 3685 Bachelor of Computing (Information Systems) Advanced, for commencement in Autumn 2013.

4.6 BOARD OF TRUSTEES

The Board of Trustees most recent meeting was held on 11 April 2012.

The next meeting was scheduled for 7 June 2012. Summaries of Board of Trustees meetings, and minutes of Board of Trustees meetings, are available on the web-site at: http://www.uws.edu.au/boardoftrustees.

5 FOR INFORMATION

No items

6 NEXT MEETING

Senate meeting dates for 2012 are as follows:
• Friday 22 June – **venue to be confirmed**
• Friday 17 August
• Friday 26 October
• Friday 7 December (provisional meeting - to be held if necessary)

All the meetings start at 9.30 AM, and will be held in the Board Room, Building AD, at Werrington North **(except for the 22 June meeting where the venue is to be confirmed.)**