



The University of Sydney

Academic Board

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MEMORANDUM TO: Members of the Academic Board

A meeting of the Academic Board will be held at 2.15 pm on **Wednesday, 10 September 1997** in the Professorial Board Room.

The agenda for the meeting is set out below, and the Chair's recommendation for the action to be taken by the Board in respect of each agenda item is set out below each item, preceded by the symbol #. The Chair has also starred those items which she believes need discussion. Members will be invited at the beginning of the meeting to star any other items that they wish to have discussed.

Erica Ring

for

Dr W Adams

Acting Registrar and Deputy Principal (Administrative Support Services)

2 September 1997

The items on this agenda are as follows:

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A G E N D A

P A1. Starring

Members of the Board are invited to star any unstarred item which they wish to have discussed.

that the Board resolve as recommended with respect to all unstarred items.

A2. Minutes

1. Minutes of the meeting held on 13 August 1997

The minutes of the meeting of the Academic Board held on Wednesday, 13 August 1997 are enclosed.

Any proposed amendments to the minutes should be submitted in writing to the Registrar (Attention: Miss E R Ring) before the meeting and preferably by Tuesday, 9 September so that they can be included in the supplementary agenda for the meeting.

that the Board confirm the minutes of the meeting held on Wednesday, 13 August 1997 as a correct record.

2. Business arising out of the minutes

A4. Report of the Chair

Part I

1. Report on Senate Matters

To be tabled at the meeting.

that the Board note the report.

2. Membership of faculties and academic colleges by pro-vice-chancellors (college)

Senate, at its meeting on 5 May 1997, on the report of the Academic Board, resolved:

- (1) to let the proposed amendments to the Resolutions of the Senate relating to the constitutions of the Faculties of Dentistry, Health Sciences and Medicine lie on the table for the time being;
- (2) to ask these Faculties to invite the Pro-Vice-Chancellor (College) to attend Faculty meetings in the interim; and
- (3) to wait until recommendations had been received from all faculties before reconsidering the matter of the membership or otherwise of pro-vice-chancellors (college) of faculties.

Following the May meeting of the Board, Professor Mack wrote to deans and college directors/principals and the pro-vice-chancellors (college) to advise them of this resolution of Senate and to ask that all faculties consider the matter and advise the Board of their intentions in respect of the relationship between the college pro-vice-chancellor and faculty by 2 July.

Since all faculties and academic colleges and pro-vice-chancellors (college) are satisfied with the procedure whereby the college pro-vice-chancellors are invited to attend all faculty/college board meetings, there is no need to amend the Resolutions of the Senate relating to faculty/college board constitutions.

that the Board report in these terms to Senate.

3. **Postgraduate HECS exemption policy, 1998**

A recommendation regarding a postgraduate HECS exemption policy for 1998 is set out below. The adoption of this policy, which is the same as that adopted last year, is supported by the Acting Pro-Vice-Chancellor (Research).

1998 HECS Exemption Scholarship Policy (APAs without stipend)

For 1998 the University's policy in relation to APAs without stipend will be the same as for 1997 which is:

- PhD - full time HECS exempt for seven (7) semesters
- part time HECS exempt for up to fourteen (14) semesters
- Master's Research, - full time HECS exempt for three (3) semesters
- EdD - part time HECS exempt for up to six (6) semesters
- SJD (New Resolution)

However in 1997 the University received an increase in its quota of APAs without stipend from DEETYA, compared with previous years, and it was possible to award HECS Exemption Scholarships to more research students than the underlying policy stipulated. DEETYA will inform the University of its 1998 APA without stipend quota in December 1997 and students will be advised if any increase in the above allocations can be made.

Students receiving an APA with stipend will also be given matching HECS exemptions automatically. Transfers of APAs without stipend from full to part time and vice-versa do not affect the total exemptions which a student may receive. Note that in transferring from, for example, a Master's degree to a PhD candidature, the number of APA exemptions used in the Master's candidature will be deducted from the numbers set out above.

For the purposes of allocating HECS Exemption Scholarships, the above categories will relate to students enrolled by the HECS census date, 31 March for first semester and by 31 August for second semester. Students who enrol after these dates will normally not qualify for an exemption scholarship until the following semester. Note that for HECS and candidature purposes, enrolment at any time during a semester requires the full semester to be counted. Note also that students who enrol after the census date do not attract funding from DEETYA until the following semester.

that the Board adopt the policy, as requested.

P 4. **NSW Government's White Paper on HSC Reform**

Dr John Mack has provided the following comments on the White Paper on the HSC Review:

The NSW Government released its White Paper on the HSC Review on 20 August. This 40 page report, entitled "Securing Their Future - the NSW Government's reforms to the HSC" is available on the Internet at the address: <http://www.dtec.nsw.gov.au/HSCReform/>

I shall be brief in this summary, whose principal purpose is to identify those issues, involving the NSW universities, where additional advice and recommendations need to be provided both to the NSW Government and, through the "Committee of Chairs", to the NSW VCC.

Essentially, most of Professor McGaw's arguments and recommendations for the HSC have been adopted in principle and many adopted completely. The Government's charter for the Review recognised the importance of the HSC as a highly regarded, broadly applicable preparation for citizenship and for future pathways into employment, education and training. It also sought to strengthen the quality of the HSC, improve the reporting of students' achievements and to make the whole curriculum, assessment and reporting aspects

Curriculum and Assessment

Together, the decisions taken here are intended to simplify the curriculum structure, impose strict criteria governing the introduction of new subjects or courses, reduce the number of existing subjects and courses, and encourage students to attempt high level courses within a given subject by using a single standards-based scale of assessment to report student achievement in each subject.

The placing of subjects into “Key Learning Areas” will be abolished, so that a focus on the coherence of the total curriculum may emerge. In my view, this is a long overdue reform.

As at present, results in each course will be reported as a school assessment (with marks moderated against the external examination results), an external examination mark, and an overall HSC mark (the average of the above two). A Course Report will be issued to each student for each course taken. This will also describe the achievements of a “typical student” placed in each of five broad bands and show the HSC mark distribution of all students in the course, on a 0-100 scale.

HSC Requirements

In Preliminary Year (Year 11), at least 12 units of study are required, including 2 units of English. In the HSC Year (Year 12), 10 units are required, of which at least six must be from Board-developed courses and two must be from a Board-developed course in English.

Separating HSC Reporting from the TER

From the 1997 HSC onwards, the TER for each applicant who has requested one will be available only individually. It is expected that, as well as using direct mail from UAC, UAC will provide an advance TER advice via a telephone voice-response system secured via the PIN used by school-leaver applicants to lodge their UAC applications by phone. UAC and universities will have access to needed data subject to agreed security and privacy conditions. The name TER will change to UAI (for Universities Admission Index).

Items requiring action by the University

1. The most important matter, for immediate attention and action, relates to the proposed curriculum structure and especially to the abolition of 3 unit courses. The White Paper recognises the need for further investigation into several curriculum aspects, hence explicit decisions are not reported in it in relation to this matter and some others.

The basic course structure proposed for most subjects is a “2/2” one, with standard and advanced courses having one-third common content, and with students choosing only one of these. English will have an additional high-level Literature 2 unit course, available as an extra 2 unit course, and Mathematics will also have an additional high level 2 unit course. The course structure in LOTE is yet to be finalised.

Those faculties and departments that currently have an “assumed knowledge” or prerequisite entry criteria based on one or more 3 unit courses should address this without delay and provide evidence and advice to the Academic Board if they wish to argue for a “3 unit” possibility in these subjects to remain in the reformed HSC. I would expect that some departments in Arts, as well as Mathematics, will do so.

As an example of a valuable 3 unit course in terms of subject development at university level, I cite Mathematics 3 unit, which is commonly assumed or prescribed for entry into Commerce, Science, Applied Science and Engineering courses. The table below shows the total 1997 University of Sydney UAC offers to school-leavers broken down by broad field of study and HSC Mathematics course:

Broad Field of Study	Total	HSC maths course					
		none	MIP	MIS	2 unit	3 unit	4 unit
01 Agriculture	181	1	2	64	76	36	2
02 Architecture	59			6	20	28	5
03 Arts	1791	102	8	426	762	396	97
04 Commerce	761	5		69	335	294	58
05 Education	248	9	1	79	126	30	3
06 Engineering	480			4	72	294	110
07 Health Sciences	1051	14	3	126	333	389	186
09 Science	733	5		20	256	358	94
10 Veterinary	49				9	30	10
Total	5353	136	14	794	1989	1855	565

I believe the White Paper itself provides a sound argument in support of retaining a 3 unit course in some key subjects relevant to tertiary study. A commitment to “enhancing intellectual rigour” and “challenging students to achieve their best” is complemented by a commitment to “achieving greater fairness” and “establishing clear links to post-school pathways of education, training and employment”.

Intellectual rigour of the HSC will fall if current rigorous 3 unit courses are replaced by rigorous 2 unit courses. “Time on task” is an important aspect of teaching and learning and less will be achieved in those subjects which currently offer a rigorous 3 unit course. Using bridging courses or starting university courses with a preliminary semester in such subjects is costly to students or places greater pressure on students, especially in those professionally accredited courses where graduation outcomes are set in part by relevant professional bodies.

In a subject like Mathematics, I would find it difficult to justify setting a “4 unit” entry standard, because no current university course to my knowledge demands this. I see little reason for expecting most of those students contemplating a post-school pathway to university wanting to restrict the breadth of their HSC subject choice by choosing 4 units of English or Mathematics and in the case of Mathematics, 3 units has been an effective and successful solution for 20 years.

2. Less urgent, but important, is the need to reconsider the present “TER spread of subjects” requirement. The corresponding “spread” requirement has been removed from the HSC, as have stand-alone 1 unit courses. Given the emergence of support for “.. a generalist degree followed or accompanied by a more targeted professional degree”, and our use of combined degrees as a means of addressing this, should we argue for retention of a “humanities/science” spread requirement in the UAI?
3. At the individual subject level, I hope many university staff with a good discipline-wide knowledge and experience in a range of relevant assessment practices will offer their services towards the difficult task of constructing good standards-based achievement scales and descriptions for the new HSC, a task to be done in conjunction with the development of the new course structure, rather than before this is done. (Having the curriculum drive the assessment is, I hope, still good practice in Education.)

that the Board note the report and ask faculties consider if they wish to argue for a “3 unit” possibility to remain in the reformed HSC in those subjects which currently are assumed knowledge or prescribed as pre-requisites. (Responses should be submitted by 30 September 1997 to the Chair of the Board.)

5. Nominations for membership of the Appointments Board

At its last meeting the Board was asked to nominate four members of the full-time academic staff for membership of the Appointments Board in accordance with section 4(4)(c) of the Education Act 1988. The Board has agreed to nominate the following members:

The Board agreed to delegate to me as Chair authority to determine the Academic Board nominees on its behalf.

The following nominations are being recommended for appointment by Senate:

Dr Reg Mitchell (Graduate Studies Committee)

Associate Professor Lloyd Dawe (Undergraduate Studies Committee)

Dr Anne Reynolds (Italian)

Associate Professor Judy Yates (Economics)

that the Board note the report.

6. 1997 Bookfest

Lady Black seeks the support of Deans in publicising the 1997 Bookfest. It will be held in the Great Hall, between 20 and 24 September, from 10.00 am to 4.00 pm each day. Lady Black would be especially grateful if this could be relayed to students, who should also be advised of the low prices set for most of the items on offer. These include materials relevant to many fields of study.

that the Board note the report.

7. Action under delegated authority and reports from the Academic Groups

Under delegated authority, I have considered the recommendations of the Academic Groups in respect of academic appointments and the appointment of Faculty Promotions Assessment Committees and selection committees that have been processed under the "old" appointments procedures and have approved/noted them as appropriate. A report on the appointment of Visiting Professors and changes to FPACs that I have approved is attached. (Page 24)

that the Board note the report.

8. Work in progress

Student Appeals Document

The final draft is being prepared at present.

that the Board note the report.

9. Questions on notice

No questions have been received this month.

that the Board note that no questions have been received this month.

P Part II

To be presented at the meeting.

A5. Statement by the Vice-Chancellor and Principal

Part I

1. Report on Senate Matters

To be tabled at the meeting.

that the Board note the report.

P Part II

To be presented at the meeting.

A8. Report by the Vice-Chancellor and Principal on proctorial matters

The Vice-Chancellor and Principal will table a report at the meeting.

that the Board note that a report was tabled.

A12. Report of the Academic Forum

The Academic Forum met on Monday 18 August 1997.

1. Forum focus: Information technology and flexible learning

Discussion was introduced by Dr Simon Carlile, Sub Dean (IT), Faculty of Medicine who has been involved in the integration of information technology into the new four-year Graduate Medical Program. The majority of the program's educational resources were delivered over a Faculty wide intranet of about 180 workstations located where the students learn, including the teaching hospitals. Students access multi-media resources on faculty servers using Web browsers and have access to email, electronic discussion groups and medical data bases. The central production of these resources has involved the coordinated efforts of approximately 400 academic and clinical teachers.

Dr Carlile said the rapid maturation and popularisation of information technologies, particularly through the WWW, was challenging universities to identify and support the generic IT skills that graduates will need and to exploit the emerging continuing vocational professional education needs (including 'just-in-time' learning).

Dr Carlile argued that flexible delivery entailed significant change in the educational focus to emphasise the receiver in the communication transaction and involved greater emphasis on instructional design than is the case in traditional pedagogic models. He argued that while flexible delivery did not equal IT, the appropriate educational deployment of IT did equal flexible delivery and flexible learning. Reconfiguration of existing resources would be needed, requiring a serious commitment by the institution.

Some of the University's current initiatives in flexible delivery and IT included the Faculty of Health Science's involvement in Singapore; the programs from Orange Agricultural College; integration of IT into the curriculum in Medicine, the Arts IT unit, the Centre for Computing Design (Architecture); and the establishment of NeTTL and its association with CTL. The success of Staff Development, CTL and Fisher Library IT related courses indicated a strong interest in these technologies by staff members and there was increasing pressure from students for access to educational materials on the Web.

Development of the technical skills necessary to meet these challenges was a relatively small component of the problem. Other issues to be faced included: a shift in the pedagogy towards more student centred models of teaching and learning, considerable refurbishment of current teaching resources, and development of teachers' instructional design skills appropriate to the medium.

The potential benefits to the institution were huge, including appropriate training for graduates for the information age, improvement in learning outcomes by supporting a shift to student centred learning, and establishing an educational culture and technological infrastructure best suited to exploit the emerging continuing education and 'just in time learning' markets.*

The following points and questions were raised in the ensuing discussion.

- A value of IT resources is that they are available when students need them, not just when a faculty can provide them.
- IT facilitated management of resources as material could be made available overnight at any number of sites simultaneously and taken away as easily when no longer required.
- IT could be connected with lifelong learning and continuing education. There were great advantages for the University in maintaining strong contacts with its alumni. A major issue was how training can be deployed to support continuing education. Some companies

such as Microsoft ran certificate awarding courses. It was up to the University to seize the market and keep control of the quality.

- Should the Web be used to deliver course content so much as for training students in using it for reference material, as an adjunct to learning?
- When TV was first introduced into schools, schools had to get people to design courses and give them credit for this; similarly, the University department concerned has to build course design into their workload somehow.
- Teaching the teacher was a problem and the need for the institution to allocate time for this. The University could contribute by providing funds to departments so staff could work with CTL or other groups to develop skills. This could also be done on an individual basis.
- Teachers need to capitalise on the fact that, given the opportunity to use current technology, students quickly go beyond what is imagined of them. Encouragement and provision of opportunity can break down resistance from some students who don't initially have laser skills and the reluctance of some staff to get involved with IT. It is important to identify the barriers to flexibility and what is needed to break them down.
- Guidance would be needed from the University as to what level of resources was required and how the issue of equity of access would be handled. It was suggested that it should be incumbent on the University to provide student access to IT as it would textbooks in libraries. Equity of access for people with visual and other impairments also needed consideration before IT programs and systems were put in place.
- What was the appropriate level from which initiatives in IT should come? In Medicine the initiative came from both the architects of the course and the dean at the time, in the knowledge that the institution would follow through with meeting costs. Centralising IT development could facilitate overcoming problems of instilling good instructional design principles; Web developers, instructional designers and curricula architects could all interact regularly. The initiative should be more central than at faculty and department level only, but eventually it has to move to where the teaching is taking place, namely the department.
- There are media and commercial organisations who will deliver expert courses. The University's problem will be that it can't compete.
- How were other institutions in NSW responding to the IT challenge? Could the University learn from their experiences?
- The University should be concerned with the educational objectives such as what are the advantages for students as they work through a problem using IT compared with other resources. A pilot might be useful to identify the advantages and costs and where we should go from there.
- The University has four or five positive examples of groups already using IT for teaching. We shouldn't allow the debate to settle into an either/or situation. IT may not be appropriate for all purposes. Some of the most creative uses of IT have occurred in laboratory and tutorial settings. It is important to pick the medium that gives the best results.
- Those four or five examples in the University are regarded as leaders in the field. But the University is not so regarded. We need to determine how to draw out that level of expertise so it is available for those people who do want to go down the IT path.

2. Question time

A question was addressed by Associate Professor Ross Drynan to the Chair of the Academic Board concerning the University's use of UAC-reported TERs in selecting students. Professor Drynan noted that information had come before at least one faculty purporting to show that in TER scaling for the 1996 HSC, students' relative performance in English was often reversed. A student of English could be downgraded in order of merit by as many as 6000 places compared to the HSC examiners' assessment of relative performance. He asked whether the Chair of the Board could assure the Forum that HSC examiners' assessments

In response Professor Pesman reported that the decision had been taken by the Committee of Chairs not to apply changes made to English by the Board of Studies that were not applied to other subjects. Consequently English has continued to be scaled as before, on the same basis as all other subjects with more than one course. Professor Pesman intended to take the matter up with the Committee of Chairs but also thought it important to await the outcome of the McGaw Report.

Responding to comments from Ms Katrina Curry regarding Senate's policy on fees, the Vice-Chancellor said it was false to say there had been no wide consultation. Student bodies had been circulated with the preliminary paper and asked for input, students were represented on the working groups, and there had been wide consultation with the academic community through the Academic Board. Professor Gill said there had been discussion at the Academic Forum on 19 May. Professor Pesman added that consultation was ongoing and that the Academic Board would monitor admission policies.

Answering a question concerning the psychology building, the Vice-Chancellor said that while development of the building was not one of the major capital items for 1997-8, it was still part of the capital strategy.

3. Reports for noting

The Forum noted reports, that had been circulated, from the Senate, Vice-Chancellor and Chairs of the Academic Board and Forum, as well as tabled reports from the Senate (on its meeting of 4 August, as reported to the August Academic Board meeting) and the Chair of the Forum. In the latter, congratulations were extended to: Dr Geoff Gurr (OAC) on being made a Fellow of the Royal Entomological Society; Dr David Mills (Physics) on his election as President of the International Solar Energy Society; and Pro-Vice-Chancellor Professor David Weisbrot on his appointment as an acting judge of the District Court of NSW.

that the Board note the report.

B1. Report of the Faculty of Agriculture

Semester Dates 1998

The Faculty of Agriculture seeks the approval of the Academic Board to vary its teaching dates in its 13 week Second Semester 1998 from those recommended by the Academic Board for students in years 2, 3 and 4 of the BScAgr and BHortSc degrees.

The Faculty has agreed that, in the best interests of the students and teaching staff, the Semester break should be of two weeks duration, with the last teaching day before the break being Friday 25 September and classes, given by the Faculty, resuming on Monday 12 October. This includes the AVCC Common Week and the following week.

A large number of the students attend a one-week Faculty excursion (2nd & 3rd years) at that time of the year. If there was only a one week break at the end of September, this would not allow students any free time. It is not appropriate to expect this activity to take place in a two week StuVac, before final examinations. Fourth year students will be better able to utilize their time in finalising their research projects and preparing for final exams at this time than in a two week StuVac.

Agriculture students undertaking units of study in another faculty will be expected to follow the teaching timetables of that faculty. Thus, students taking First Year Chemistry and Biology will be expected to follow the Science timetable. Students taking subjects offered by the Department of Agricultural Economics and departments in the Faculty of Economics should normally follow the timetable set for Economics students.

The small number of BScAgr or BHortSc students taking units offered by the Department of Agricultural Economics in Third or Fourth year will be expected to adjust their attendance accordingly.

Faculty passed a motion, on 17 June 1997 agreeing to forward the request for 1998 to the Academic

The Dean of the Faculty of Science has advised acceptance noting the expectation that First Year students in Chemistry and Biology would be expected to attend classes, if any, scheduled for the second week.

that the Board approve the semester dates for the Faculty of Agriculture for 1998, as requested.

C1. Report of the Undergraduate Studies Committee

The Committee met on 19 August 1997. There were present: Professor Jocelyn Lawler (Chair), Associate Professor Geoff Barton, Ms Ricky Campbell-Allen, Professor Brian Farrow, Dr Ross Gilbert, Associate Professor Christopher Gillies, Dr Jim Kitay, Dr Gary Lee, Dr Edith Lees, Mr Ross Wilson and Ms Shelley Wright. Professor Ros Pesman was present by invitation, and Ms E Bergmann was in attendance.

1. Credit points

(1) General comments

The responses of faculties and some individuals to the Committee's discussion paper on credit points (dated July 18, 1997) generally favour a more uniform system of defining credit points. As expected, there is less agreement on the means of allocating credit points to particular units.

Overall, it seems that there is a readiness to achieve some uniformity, provided that the system adopted allows for the diversity in curricula, teaching approaches, subject matter, and external accrediting requirements.

(2) Definition of Terms and Methods Used

Many faculties have adopted the Academic Board's policy of using, where possible, 48 credit points per year and have assigned unit weightings according to the number of units of study in a semester (or the two semester year). Most faculties use some form of arithmetical means to assign credit points to units of study, at least explicitly, so that the number of credit points per unit is a function of their relative contribution to the whole course.

At the level of individual units of study, the most common system in current use is to equate 1 credit point (approximately) with 1 hour of class contact or some other comparable form of educational activity. However, there are implicit and explicit expectations that students will complete additional related work beyond 'formal' classes so that credit points reflect both relative contact time and the effort expended by students. That is, credit points are measures of quantity.

The University of Sydney's diversity in curricula, teaching contexts and courses of study makes it impractical to be prescriptive in the use of a strictly applied arithmetical formula to units of study. There is the view, however, that uniformity should be achieved in those units of study that are shared across different degrees and faculties and where this yet has not been effected.

Some responses from faculties highlighted the desirability of articulating more explicitly the nature of 'student effort' and how it relates to credit point values for units of study.

(3) Recommendations

The Committee **recommends**

- (i) that the term 'credit point' be used only to indicate the relative quantitative contribution of a unit of study to a course of study;
- (ii) that units of study shared across courses be examined with a view to achieving uniformity in credit point allocations;
- (iii) that the means by which student effort is equated with allocated credit points in individual units of study be articulated and defined within the

- (v) that from 2000 all existing courses that currently do not comply with this pattern will be 24 credit points per semester; and
- (vi) that any faculty wanting exemption from (v) above is required to state their case to the Undergraduate Studies Committee by 7 October 1997.

that the Board adopt the Committee's recommendations.

2. Proceedings of the Committee

(1) Reference from the Academic Board: Reporting Honours Grades

The Committee established a Working Party to report to the Academic Board on uniform reporting of honours grades and marks across the University, comprising the following members:

Professor J Lawler (Chair)
Associate Professor C Gillies
Dr E Lees
Professor R Pesman

(2) Draft set of procedures for the consideration of student appeals against academic decisions made in relation to undergraduate or postgraduate course awards

Professor Lawler had written to Professor Pesman listing the issues raised by the Committee relating to a draft set of procedures for the consideration of student appeals against academic decisions made in relation to undergraduate or postgraduate course awards. Professor Pesman advised that the input from the Committee had been very helpful, and that a revised draft would be submitted before it went to the Academic Board.

(3) Admission and selection into fee-paying undergraduate courses in 1998

Professor Lawler advised that, while the Committee had been asked to advise on issues of access and equity in relation to the admission and selection into fee-paying undergraduate courses in 1998, events had overtaken this plan as Senate and UAC deadlines had had to be met, and relatively straight-forward admissions procedures were now in place for 1998. However she suggested that the Committee should look at admission criteria being considered by faculties for 1999 and beyond, noting that it was one of the functions of the Committee to advise the Academic Board on admissions.

The Chair undertook to write to Deans, requesting information for consideration by the Committee at its October meeting on (i) how admissions criteria for fee-paying students in 1998 would operate, (ii) how the faculty intended to make judgements about reasonable standards for fee-paying and for HECS-liable students in 1998, and (iii) approaches to admissions in 1999 for all categories of students.

(4) Overseas Qualifications Sub-Committee

In response to a question, Professor Pesman agreed that there was an urgent need for a policy on advanced standing arrangements, and Professor Lawler indicated that this would be a future item for the Committee to consider.

(5) Approval mechanisms for new courses and major changes to existing courses

A second meeting of the Working Party would be held immediately after the August meeting, at which a draft proforma would be considered.

(6) Membership

Ms Shelley Wright is the representative of the Faculty of Law for the next three meetings.

that the Board note the report.

C2. Report of the Graduate Studies Committee

The Committee met on 25 August 1997 when there were present: the Chair, Professor J R Lawrence, presiding, Professor C Adam, Dr L C Campbell, Dr M J Halliwell (for Dr P McCallum), Drs M King and M J Mahony and Associate Professors A F Masters, R Pratt, C D Shorey and G Stone. Ms J Tysoe was present as an observer, and Miss E R Ring was in attendance.

1. Amendment of the Resolutions of the Senate

The Committee **recommends** that the following proposals for new and amended award programs be approved and that the Resolutions of the Senate be amended and new Resolutions be adopted to effect the programs as set out below.

(1) Faculty of Architecture Digital Media

The Faculty of Architecture proposes the introduction of a new postgraduate stream in Digital Media within the Faculty's existing Master's degree, graduate diploma and graduate certificate.

The new stream is intended to enhance opportunities for graduates from a range of disciplines to gain entry into professional industry positions and is aimed at developing a technical and aesthetic awareness of the issues and skills relating to the production of interactive digital media for both off-line and on-line applications.

Draft amendments to the Resolutions of the Senate to effect the amendments are attached. (Page 25)

that the Board, acting on behalf of Senate, amend the Resolutions of the Senate to effect the introduction of the new stream.

(2) Faculty of Arts

The Faculty of Arts proposes the introduction of:

- the new subject areas of Australian Studies and European Studies within the existing MA, GradDipArts and GradCertArts programs;
- the new subject areas of Jewish Studies (within the existing Semitic Studies area), English for Academic Purposes, Cross-cultural Communication and Museum Studies, Curatorial Studies and Museum Education within the existing MA program;
- the new subject areas of History and Semitic Studies within the existing MLitt program;
- the new subject area of Social Studies within the existing GradDipArts, GradCertArts and MLitt programs; and
- the new award program, the Graduate Certificate in Museum Studies (to be available in the areas of Museum Management, Museum Collection Studies and Museum Communication).

Australian Studies

The focus of Australian Studies in 1998 is that of reviving and extending its fee-paying coursework program. In the early 1990s, a Master's coursework program was offered in this University in Australian Studies. The present proposal does not deviate in any significant way from past practice in that its core courses are similar in content and approach to the previous core course and it lists options from Departments whose courses have been listed for Australian Studies in the past. The changes that area proposed are the offering of two core courses from 1998 and in the offering of diplomas and certificates in Australian Studies.

European Studies

The proposed program in European Studies repackages the existing coursework units offered across the University that deal with Europe-focused topics under the umbrella of European Studies, thus attracting new students to the coursework offerings already in existence. These courses will cater to a community of

English for Academic Purposes

This is a well-established area of study within the field of Applied Linguistics. The purpose of this program is to provide a specialised course of study for teachers of English in secondary and tertiary contexts in Australia, south-east Asia and the Pacific. Academic English is of growing importance in this region because of the wealth of scientific and technical knowledge which has to be accessed through English across disciplines. In particular, the program will take advantage of the Department's special expertise in this area and the extensive practice developed in the University's Learning Assistance Centre.

Cross-cultural Communication

It is vital in our complex interdependent world that people be made aware of the differences between cultures and the way they communicate, so that intercultural communication can proceed more effectively and serious, perhaps fatal, misunderstandings can be minimised. It is the purpose of this proposed course to do exactly this. A basic grounding in linguistics is provided by two core courses, so that the specific linguistic problems involved in cross-cultural communication can be seen in their wider context. A third core course then focuses on the central topic of cross-cultural communication, its various problems and approaches to their analysis. Finally, there is a range of some nine electives (most offered every other year) which look in greater depth at a number of these problem areas, such as the role of gender, class, genre, standardisations, literacy, etc in the construction of cultural categories and their effects on communicative practices.

Museum Studies, Curatorial Studies and Museum Education

The Museum Studies Unit seeks to extend the range of programs it offers to include a Master of Arts program, the components of which would be made up entirely from existing units of study. Three MA programs are proposed to cater for distinct market areas.

- The Master of Arts in Museum Studies is intended as an alternative option to the Master of Letters already offered by the Unit.
- The Master of Arts in Curatorial Studies is intended as an option for students who wish to further their undergraduate discipline with an added museological focus and who will be seeking positions in curatorial work or collection management.
- The Master of Arts in Museum Education is intended as an option for students who wish to pursue appropriate study for entry into this field, including teachers seeking a career change. There are no available training opportunities focused on Museum Education.

History

This proposal aims to provide the opportunity for further study in history at the postgraduate coursework level beyond that provided by the MA program.

Semitic Studies

This proposal is for the introduction of a new subject area, Semitic Studies, in the existing MLitt program and the amendment of the existing MA in Semitic Studies program by extending the available options in Jewish Studies. The purpose of this proposal is to provide students with options which will enable them to extend their study into specific areas of Jewish civilisation, thought and culture. The specific options which have been chosen reflect the areas in which students, both inside and outside the University, have expressed a keen interest, as evident from requests made every year for courses dealing with the modern period. It will enable students with a BA (pass) with a significant record in Semitic Studies, History or related field to extend and deepen their knowledge of some of the key issues in Jewish history, thought and writing in either the classical or modern periods.

Social Studies

The Graduate Diploma in Arts and the Graduate Certificate in Arts in the proposed area of Social Studies will draw on the content of the MA in Social Studies currently available within the Department of Social Work, Social Policy

taught in the MA in Social Studies program emphasise the applied nature of social science, and as such, prove of interest to those working in both government and non-government agencies, but who do not require a full, specialised Master's degree.

The Master of Letters in Social Studies similarly draws on the content of the MA in Social Studies, but will extend beyond that range of units.

Graduate Certificate in Museum Studies

The Graduate Certificate in Museum Studies is intended as an orientation course for people employed in museums in areas which support the professional aspects of museum work, including marketing, finance and personnel. Industry consultation indicates that museum managers perceive a clear need for such a course and are willing to support staff enrolments. There are currently available courses with a similar focus.

Draft amendments to the Resolutions of the Senate and draft new Resolutions to effect the amendments and new programs are attached. (Pages 25-27)

Proposed Joint Programs of the University of Sydney and the University of Technology, Sydney in Public History

The Committee also considered a report from its Working Party on the proposal for the introduction of Joint Programs of the University of Sydney and University of Technology, Sydney for a Master of Letters in Public History, a Master of Arts in Public History, a Graduate Diploma in Public History and a Graduate Certificate in Public History.

Under this proposal, all students would enrol initially at UTS and after one or two semesters could elect to transfer their candidatures to the University of Sydney. The Working Party identified several areas of concern. First, there was no evidence as to the level of commitment from the Deans of the relevant Faculties at the two institutions, which left open the possibility of students being stranded midway through their studies if either institution decided not to proceed. It was agreed that written confirmation of their support for the programs would have to be obtained from the two Deans. Second, the draft legislation did not specify clearly the 'rules' under which transfer would take place, including the right of this University to limit the number of students transferring. It was agreed that students wishing to transfer to the University of Sydney would be subject to the same entry requirements as any other students seeking to enrol in a similar program within the Faculty of Arts. Third, the proposal required that all units of study taken at UTS would appear on the University of Sydney transcript, identifying the name of the unit along with the mark and grade obtained. As no members of the Working Party were aware of any precedents in this area, it was agreed that the Faculty of Arts would contact Student Records to verify that this process was feasible. Other minor difficulties with the draft legislation had also been identified.

The Working Party agreed that the proposed programs in Public History are educationally desirable but that they should not be implemented until written commitments were received from the Dean of Arts at the University of Sydney and her counterpart at UTS that adequate resources were in place to effect the programs and the wording of the draft legislation amended.

that the Board:

- **acting on behalf of Senate, amend the Resolutions of the Senate to effect the introduction of the new subject areas within the existing award programs; and**
- **recommend that Senate approve the introduction of the new award program, the Graduate Certificate in Museum Studies.**

(3) Faculty of Education

The Faculty of Education proposes:

- the introduction of the new degree, the Master of Philosophy in Education;

- the amendment of the existing Graduate Diploma in Educational Studies.

Master of Philosophy in Education

The attached proposed new Resolutions of Senate are to enable the Faculty to introduce a new research degree, the Master of Philosophy in Education, to replace the Master of Education (Honours) degree. This is in line with University policy that a generic research Master's degree be introduced by all faculties. The resolutions proposed are based on those of the Faculty of Arts for the Master of Philosophy and incorporate rules and practices previously governing the Master of Education (Honours). No significant substantive changes have been incorporated into the requirement for the MPhil as opposed to the MEd, and there are no new resourcing implications.

Graduate Certificate in Educational Studies

From 1998, the Faculty also intends to offer the Graduate Certificate in Educational Studies, for which the proposed resolutions are attached. The course articulates with the Master of Education in that the award is made to candidates who complete two units of study selected from those offered in the Master of Education. Credit for these units may be counted towards the award of the Graduate Diploma in Educational Studies and/or the Master of Education. This does not represent any structural change to programs offered by the Faculty. It is simply an award for completion of a portion of the requirements for a full coursework Master's degree and, as such, has no resourcing implications outside the Masters program itself.

Master of Education

In respect of the Master of Education degree, reference to the honours component has been removed and is now contained within the resolutions for the Master of Philosophy in Education. These resolutions now apply only to the coursework Master's degree. Amendments to take account of the new nomenclature have also been incorporated. There has been an increase from four to six years for the time lapse permitted between enrolment in the degree and completion of courses for which credit is sought. The only significant alteration to these resolutions is in the designated degrees offered. Of these designated areas, four only are new programs of study; other alterations are name changes resulting from amalgamation of existing programs. A statement of rationale for these changes is included with this document, along with the proposals for all designations offered. A number of new units of study have been introduced and many others have been removed. This represents no change to the actual structure of the Master of Education in a designated area, simply a review of the areas currently offered.

Graduate Diploma in Educational Studies

Amendments to the Resolutions of Senate for the Graduate Diploma in Educational Studies are as follows. The Table of Courses has been removed and will now appear in the Resolutions of Faculty. The eligibility for admission to candidature has been amended to include the Bachelor of Teaching and Master of Teaching. Amendments to take account of the new nomenclature have also been incorporated. An increase to six years for the time lapse between enrolment in the Diploma and completion of courses for which credit is sought is proposed. These represent no substantive changes and carry no additional resourcing implications.

Draft amendments to the Resolutions of the Senate and draft new Resolutions to effect the amendments and new programs are attached. (Pages 27-42)

that the Board:

- **acting on behalf of Senate, amend the Resolutions of the Senate relating to the Master of Education and the Graduate Diploma in Educational Studies; and**
- **recommend that Senate approve the introduction of the new award programs, the Master of Philosophy in Education and the Graduate Certificate in Educational Studies.**

(4) **Faculty of Science**
Master of Science (Microscopy and Microanalysis)

The Committee had recommended to the August meeting of the Board that approval be given a proposal from the Faculty of Science for the introduction of the new Master of Science (Microscopy and Microanalysis) degree. At the August Board meeting, attention was drawn to the fact that the duration of the proposed MSc (Microscopy and Microanalysis) was at variance with that of other master's degrees in the Faculty of Science.

This issue had been discussed by the Graduate Studies' Working Party that had considered the proposal. Following the Board meeting, further discussions were held, and the Committee, with the support of the Faculty Science, recommends that the proposal be approved.

The proposed MSc (Microscopy and Microanalysis) is an extension of the existing Graduate Diploma in Science (Microscopy and Microanalysis) program by the addition of two projects and a long essay. This is in order to provide an MSc for those who want to study microscopy and microanalysis in greater depth than is possible in the Graduate Diploma, and for those Graduate Diploma students who wish to upgrade their qualifications.

Draft amendments to the Resolutions of the Senate and draft new Resolutions to effect the introduction of this new program are attached. (Pages 42-43)

that the Board recommend that Senate approve the introduction of the new award program, the Master of Science (Microscopy and Microanalysis).

(5) **Sydney College of the Arts**

The Sydney College of the Arts proposes the introduction of two new Master's degrees, the Master of Studio Art and the Master of Multimedia Design.

Master of Studio Art

The purpose of the Master of Studio Art is to provide an opportunity for professional educators and other professionals with an interest in upgrading studio and contemporary critical skills, to return to studio practice within a professional art environment, to enhance their own research capacity and to update knowledge about contemporary art.

Master of Multimedia Design

The proposed Master's by coursework in Multimedia Design is a fee-paying postgraduate degree with an intended market of people with some knowledge of digital media who hold an undergraduate degree or equivalent professional experience and who wish to upgrade and/or consolidate their skills for both personal and/or professional reasons.

Draft amendments to the Resolutions of the Senate and draft new Resolutions to effect the new programs are attached. (Pages 44-47)

that the Board recommend that Senate approve the introduction of the new award programs, the Master of Studio Art and the Master of Multimedia Design.

(6) **Board of Studies in Social Work**

The Board of Studies in Social Work proposes the introduction of two new award programs, the Graduate Diploma in Social Work and the Graduate Certificate in Professional Practice Supervision.

Graduate Diploma in Social Work

The Graduate Diploma in Social Work draws on the content of the existing Master of Social Work program currently available within the Department of Social Work, Social Policy and Sociology but does not entail the completion of the compulsory core units required for the MSW degree.

Graduate Certificate in Professional Practice Supervision

be the first time that such a recognised qualification was awarded in NSW that was based on the specialised knowledge required for the professional field instruction of undergraduate social work students. The qualification will also be in demand by those social workers who undertake student supervision in association with other Universities.

Draft amendments to the Resolutions of the Senate and draft new Resolutions to effect the new programs are attached. (Pages 47-50)

- # ***that the Board recommend that Senate approve the introduction of the new award programs, the Graduate Diploma in Social Work and the Graduate Certificate in Professional Practice Supervision.***

Consultation in the formulation of proposals for new programs

The Graduate Studies Committee's guidelines for proposals for new and amended award programs provide that departments are expected to have consulted with other departments or faculties who may have a legitimate interest in the proposal before the proposal is considered by the Committee and preferably before faculty or college board consideration.

During consideration of the proposal to introduce the new stream of Digital Media within the existing postgraduate coursework awards in the Faculty of Architecture, the Working Party identified a problem, *viz.* a potential overlap with the content of a proposal from the Sydney College of Arts for the introduction of the Master of Multimedia Design, a proposal which was the subject of a separate Working Party scheduled to meet two days later. The extent of the potential overlap was unclear, and the Working Party was very concerned about the apparent lack of communication between the proponents of the two proposals. A final decision on this specific proposal was therefore delayed until the outcome of consultations with the Sydney College of the Arts was known. It was agreed that these consultations should take place as a matter of urgency, and the Chair of the Working Party together with the Chair of the Graduate Studies Committee agreed to facilitate an urgent meeting of representatives from the two sets of proposals.

That meeting was chaired by Professor Lawrence and attended by Dr Ross (Chair of the Working Party), Professor Gero and Dr Rutherford from the Faculty of Architecture, and Professor Dunn, Ms Baker, Ms Davidson and Mr Weary from the Sydney College of the Arts.

This meeting was amicable and productive. The extent of possible overlaps was identified. Both proposals focused on the production of multimedia output in digital form, either on CD-ROM or on the Internet. It was agreed that although there was significant potential for overlap, the two proposals were clearly differentiated on several grounds and that each proposal could go forward without unnecessary duplication of University resources and without creating confusion in the minds of potential postgraduate students as to which program they should pursue.

This is reported to the Board to highlight the importance of appropriate consultations having taken place when new and amended programs are being formulated.

- # ***that the Board note the report.***

2. PhD Examining times

The Committee received a report from its PhD Award Sub-Committee on an analysis by Professor Berry, the Chair of the Sub-Committee, of examination times recorded in faculties' reports on PhDs awarded at faculty level for the period ending June 1997. The Sub-Committee had noted that there had been a substantial improvement, with the majority of theses being examined within the specified time. To enable regular feedback on progress in this area, the Sub-Committee resolved to provide a summary of examination times to the Graduate Studies Committee following each quarterly report from faculties. The summary for the period ending June 1997 is set out below.

PhDs awarded directly at faculty level without further qualification, subject to typographical corrections, or subject to all emendations.

Faculty	Total	Number awarded within specified months from submission								
		<3	4	5	6	7	8	9	10- 12	>1 yr
Agriculture	4	1		1	2					
Architecture	3		2		1					
Arts	10		3		2	1	1		3	
Economics	3			2	1					
Engineering	7			1	2	1	1		1	1
Grad. Sch Business	3		1	2						
Law	1				1					
Medicine	12		2	2	3	3		1	1	
Nursing	1	1								
Science	20	6	5	4	3	1	1			
Vet. Science	7	1		1	1	1	2	1		
TOTAL	71	9	13	13	16	7	5	2	5	1

The time of examination is defined as the number of days between the date that the thesis was submitted and the date that the candidate was informed of the result (that is, the date of the letter informing the result).

The shortest time was 54 days and the longest 377 days. 51 (72%) were awarded within 6 months of submission, and 6 (8%) took more than 9 months.

The Sub-Committee further resolved to request from faculties that, in supplying future quarterly reports on PhDs awarded at faculty level, they provide an explanation of circumstances for any thesis for which the examination time (from submission of thesis to notifying candidate of result) exceeded six months.

The Committee agreed to endorse the resolutions of its Sub-Committee. In discussion of this item the Committee considered again the problem of internal examiners often causing the delay in the examination process and agreed that an additional paragraph be added to the correspondence appointing the internal examiner, to the following effect:

Over the years, it has become apparent that internal examiners are responsible for most delay in the examination of theses. With this in mind, you are requested to comply with the specified examining time-scale.

that the Board note the report.

3. Proceedings of the Committee

(1) Report of the PhD Award Sub-Committee

On the report of the meeting of the PhD Award Sub-Committee held on 19 August 1997, the Committee noted that:

Doctor of Philosophy

- the award of the degree had been approved, without further qualification, to three candidates;
- the award of the degree had been approved, subject to emendations, to one candidate;
- the degree had not been awarded to one candidate in the Faculty of Architecture and that the candidate had been permitted to revise and re-submit; and
- examiners had been appointed for 18 candidates (one of whom was revising and re-submitting).

These figures include the PhDs awarded at faculty level by the Faculty of Economics during the period April to June 1997.

(2) Report of the Coursework Sub-Committee

- (a) guidelines for the preparation of the academic content of new postgraduate coursework award programs and the distinction between undergraduate and postgraduate coursework;
- (b) guidelines for theses, treatises, dissertations, essays and long essays as units of study within a coursework program; and
- (c) distance education;

(3) Higher doctorates

Appointment of examiners

The Committee noted that the Chair had approved a recommendation from the Faculty of Medicine for the appointment of examiners for a candidate for the degree of Doctor of Medicine and confirmed his action.

Award of degree

The Committee noted that the Chair had approved a recommendation from the Faculty of Arts for the award of the degree to the following candidate and confirmed the Chair's action:

Degree of Doctor of Letters

Andrew Yarwood

(4) Appointment of Working Parties to consider new and amended award programs

The Committee noted that the Chair had appointed the following working parties to consider proposals for new and amended award programs:

Faculty of Law

Proposal for the introduction of the following new programs

- Master of International Taxation
- Graduate Diploma in Taxation
- Graduate Diploma in Environmental Law
- Graduate Diploma in Commercial Law
- Graduate Diploma in Corporate, Securities and Finance Law

and for amendments to the following existing programs

- Master of Taxation
- Master of Criminology
- Graduate Diploma in Criminology

Dr R Ross (Chair)

Professor J R Lawrence

Professor C Adam

Mr C Wood or Mr K Oliver (or nominee)

Professor T Carney

Professor R Vann

Associate Professor J Hill

Associate Professor M Allars

Faculty of Medicine

Proposal for the introduction of a new award program, the Graduate Diploma in Indigenous Health Promotion

Dr R Ross (Chair)

Professor J R Lawrence

Associate Professor C D Shorey

Mr C Wood or Mr K Oliver (or nominee)

Professor D Nutbeam

Ms J Mooney

(5) 1998 meeting dates

The Committee agreed to meet at 2 pm on the following Mondays in 1998:

February	23	July	27
March	23	August	24
April	27	September	28

(6) Work in progress

The Committee noted reports on the following work in progress:

(a) Deferment of public availability of theses

The Chair reported that he had met with the Director of the Business Liaison Office to discuss the increasing number of requests for deferment of public availability of theses, some involving externally-funded contract research projects and patents. A set of clear principles for approving such deferment applications was being drafted.

(b) Working Party on electronic publication of theses

Dr King presented an interim report on the proceedings of the Working Party on electronic publication of theses.

(c) Annual Progress Report Forms

The Chair reported that he had met with the Directors of the International Office and the Research and Scholarships Office. While there was agreement in principle that there would be benefits in one single annual progress report form being used for assessing the progress of research students, a number of practical difficulties also became apparent. Further discussions would be held with a view to compiling a single annual progress report form for use in 1998.

(d) Postgraduate Awards Sub-Committee

The Chair reported on the Board's resolutions in respect of the establishment of a College Postgraduate Awards Advisory Committee structure, the establishment of a working party to make recommendations on criteria for ranking and the request that the Undergraduate Studies Committee establish a working party to prepare guidelines for the uniform reporting of honours grades and the award of university medals.

(e) Electronic submission of theses

The Chair reported that he had met with Dr King to discuss detailed procedural matters relating to provision for electronic submission of theses. A draft paper would be presented to the Committee for its consideration before a firm recommendation was made to the Academic Board.

that the Board note the report.

C3. Report of the Teaching and Learning Committee

There is no report from the Committee this month.

C4. Report of the Research Committee

The Committee met on 14 August 1997 when there were present: Professor D Cockayne, Deputy Chair Academic Board (Presiding Member); Professor GJ Gill, Acting Pro-Vice-Chancellor (Research); Associate Professor D Cook; Professor Clunies Ross; Associate Professor SR Garton; Professor ID Hume; Dr J Lingard; Professor DB Melrose. In Attendance: Professor L Field, Professor R Pesman, Dr A Reynolds, Ms M Robb, and Ms S Reid (Committee Secretary).

1. Revised Proposal for Use of University Research Grant Scheme Funds (URGS)

The Committee discussed the possibility of streamlining the application and selection process for the University Research Grant Scheme by combining the URGS with the ARC Small Grants application process. The Committee noted that a similar arrangement may exist at the University of Queensland. The Committee discussed how this arrangement might work, noting that if applicants were competitive, they may be successful under the ARC Small Grants Scheme, otherwise they could be considered under the URGS. However,

Committee agreed that Professor Gill should further develop this issue in consultation with the chairs of the ARC Small Grants selection panels.

2. Performance measures and benchmarking in research

Professor Cook spoke to his paper, distributed before the meeting. He advised the Committee that some of the aims and principles of benchmarking are to examine: the veracity of data on which comparisons are to be made; the reasons for particular data values; and what actions can be taken as a result. He raised the issue that the comparators used to benchmark may not be appropriate across all disciplines in a university or across a number of universities. He advised that the exercise of benchmarking, done properly, is a major administrative effort. The Committee agreed that this issue should be pursued further, and requested the Professors Cook and Cockayne prepare a revised paper, to include a one page guideline for Heads of Departments/Schools.

3. Joint NHMRC/AVCC Statement and Guidelines on Research Practice

The Committee noted the Statement and Guidelines and discussed how to assess University of Sydney compliance with them. The Committee agreed that Professor Cockayne should approach a subgroup of chairs of Faculty Research Committees to identify any problems that Faculties may have in complying with these Guidelines.

4. Research Committee Membership

Professor Cockayne advised the Committee that the current guidelines for the Research Committee do not nominate a term of appointment for members. However, the former Research Policy Committee had provided for a fixed term of appointment of two years (three years in some cases to provide a staggered membership), with provision for reappointment. Under these guidelines, two vacancies would exist immediately, with a further four becoming vacant in February 1998. Professor Cockayne will propose the replacements following consultations during August.

5. Distribution of Report of Research Committee

The Committee discussed a suggestion that Heads of Departments and Schools receive the report of the Research Committee each month via email. It was agreed that this would be trialed for 3 months, and evaluated at the end of this time.

6. Overseas Conference Travel Grants

The Committee asked that Professor Carney's proposed paper on amendments to the Overseas Conference Travel Grants Scheme deal with the issue of whether applicants should be allowed to apply for retrospective approval for overseas conference travel, and asked that the advertisement and guidelines for these grants be considered at the next meeting.

7. Report from the Pro-Vice-Chancellor (Research)

University Funding Model

Professor Gill reported that, in preliminary discussions on the budget, there was some uncertainty as to whether there would be reductions in the Research budget. Professor Eltis has asked for advice regarding the refining of research performance and cost parameters in the University Funding Model. However there remain problems with the data being used.

Start-up funds

Professor Gill reported that he had written to the Vice-Chancellor, advising that consideration of start-up funds for Fellows be deferred, pending resolution of issues concerning the level and availability of start-up funds for new members of staff.

DEETYA funding

Professor Gill spoke to a table compiled by AVCC on DEETYA grants. This foreshadowed that over the next three years there will be an overall reduction in funds of approximately 12.5%, and a reduction of 19% in collaborative grants. Research infrastructure funding is

Research funding performance

Professor Gill also presented a table showing the comparative position of Australian Universities in attracting research funding. Relative to other universities, the University of Sydney was third in National Competitive Grants, eleventh in public sector grants, and fifth in industry and other grants. Overall, the University of Sydney is fourth nationally. The Committee discussed whether access to syndication monies could account for the higher positions of some other universities, but generally agreed that the University may need to look at an Integrated Research Plan.

8. Report from the Director, Business Liaison OfficeSUCCESS Newsletter

The Committee noted that the second edition of "SUCCESS" newsletter was launched in July, with positive feedback from inside and outside the University. The newsletter was mailed to about 8,000 companies. Already one item is close to being licensed to a company as a result of advertising in this publication.

START Seminar

The Committee noted that a seminar on the AusIndustry START collaborative grants scheme was held in July with speakers from AusIndustry. The seminar was well-attended and it is anticipated that some applications may be made. While there is no formal deadline (applications are considered every 6-8 weeks), funds are running out.

Commercialising Health Innovations Forum

The Committee noted that plans are underway for a BLO exhibit at the Commercialising Health Innovations Forum, Darling Harbour on September 1-2. The forum aims to bring together researchers, industry and investors. The exhibit will feature the work of four groups in the University from the faculties of Medicine (2), Science (1) and Agriculture (1). Any other groups in the medical/health area which would like to have their work promoted are invited to contact the BLO.

9. Report from the Director, Research Development

Ms Robb reported that much of her time had been spent in her continuing role working with new and inexperienced researchers at Orange and Cumberland, and advising ARC Large Grant and Fellowship applicants on their rejoinders to assessors' comments.

10. Report from the Director, Research and Scholarships OfficeNHMRC Interviews

In the absence of the Director, Ms Reid reported that the Sydney Research Grant Interviewing Committees for the NHMRC were held at the University of Sydney in the week 21-25 July 1997. Although there were some problems with NHMRC administration and interview schedules, the Research and Scholarships Office was able to shield most interviewees from this. A supplementary interviewing panel is to be held in Sydney on 18 August; two University of Sydney applicants are to be interviewed, after appealing the administrative grounds on which they were originally denied interviews.

ARC Assessors' Comments

Ms Reid reported that assessors' comments for ARC Large Grants and Fellowship applications have been received, and applicants have prepared rejoinders. There were numerous problems this year, including: DEETYA running behind published dates; applicants receiving incomplete or wrong assessors' comments; fractional scores that were incorrectly rounded; and applicants who have received scores only, or no assessments at all. The Research and Scholarships Office has been in close liaison with DEETYA and applicants to ensure that problems have been minimised.

U2000 Postdoctoral Research Fellowships

Ms Reid reported that the U2000 Postdoctoral Research Fellowship scheme was advertised in the Australian and international press this week, and on the Research and Scholarships Office website. The closing date for applications is 9 October 1997. It is expected that more than 500 applications will be received.

confirm lists of eligible students, and it is expected that payments to Departments will be completed by the end of August.

11. Report on the Australian Research Council

Professor Clunies Ross provided a report on the ARC. Professor Max Brennan will step down from the Chair of the ARC on 16 August 1997. The Research Committee asked that Professor Cockayne write to express its appreciation of Professor Brennan's contribution as Chair of the ARC. Professor Anne Edwards will be acting Chair until the Minister appoints a new Chair. Professor Clunies Ross noted that the term of appointment of any new Chair is likely to be less than two years as the Government is in the process of drafting new legislation for the operation of the Australian Research Council and the Higher Education Council.

that the Board note the report.

C5. Report of the Library and Information Technology Committee

The Committee met on Monday 25 August. There were present: Professor R McPhedran (presiding), Professor R Pesman (Chair, Academic Board), Professor R Johnstone, Dr S Carlile, Associate Professor N Newbigin, Professor M Harris, Mr J Shipp. Mr T Robinson was in attendance.

Proceedings of the Committee

The Committee reports that the following matters were considered:

1. Report of the Library Reference Group

Professor Harris reported on the meeting of the Reference Group on 4 August. Arising out of the report of the Acting Librarian, preliminary discussions were held on formula funding, especially for periodicals. A discussion paper will be prepared for the Reference Group.

The matter of communication with Library user groups and the role of the Reference Group was also considered.

In discussion, Professor McPhedran raised the issue of the nature and quantity of database resources in the University not under the control of the Library. Further information is to be sought on the matter.

2. Report of the IT Reference Group

A paper was tabled by Dr Carlile titled Discussion Paper on the Provision of student access to Sydnet. (http://www.physiol.su.oz.au/simonc/litc/access_disc_v2.htm). The paper concludes: "This paper proposes that student connectivity is supported by providing (i) a very large number of free wall connections to the backbone throughout University buildings and (ii) networked services aimed at the roving user (rather than the desktop user). The success of such a plan requires that the Library, University Colleges and Union are also drawn into such an initiative so that students and staff have access to the materials provided though SydNet in their normal places of work and study. Such an initiative will also benefit substantially from an effective University wide coordination of the range of IT applications used in teaching, encouraging standardisation and minimising duplication."

Professor McPhedran emphasised that the input of students on this matter would be greatly valued by the Committee. The issue will be discussed more fully at the next meeting of the LITC.

3. Mr John Shipp - new University Librarian

Mr Shipp provided the Committee with some of his initial thoughts on the University Library, and its future.

4. Code of Conduct for use of Internet Based Services

There was further consideration of the issues surrounding the Codes of Conduct for the use of

5. **Academic Board: IT support for its activities**

Mr Robert Silver, the newly appointed Intranet Project Manager, provided the Committee with an outline of the Intranet Project and its implications for the University in general and for the operations of the Academic Board and its Committees in particular.

that the Board note the report.

C6. Report of the Academic Staffing Committee

A. First report of the Academic Staffing Committee

The Committee met on 6 August 1997. There were present: Professor R Pesman (Chair), Associate Professor D Davey, Professor L Field, and Dr P Whiting; Ms J Deitch and Mr J Upcroft were in attendance. Apologies: Professor D Anderson, Professor S Armitage, Associate Professor R Arnold, Professor L Burgess, Ms S Jamieson.

Draft Policy Document - Promotion of Academic Staff to Levels B, C and D

The committee discussed comments received on this document from the academic community. The committee will discuss this issue further and progress will be reported to the Academic Board

that the Board note the report.

B. Second report of the Academic Staffing Committee

The Committee met on 20 August 1997. There were present: Professor R Pesman (Chair), Professor D Anderson, Professor S Armitage, Professor L Burgess, Associate Professor D Davey, Professor L Field, and Dr P Whiting; Ms J Deitch and Mr J Upcroft were in attendance. Apologies: Associate Professor R Arnold, Ms S Jamieson.

P 1. Draft Policy Document - Promotion of Academic Staff to Levels B, C and D

The Committee **recommends** that the Board adopt the enclosed Policy Document - Promotion of Academic Staff to Levels B, C and D and commend it to the Vice-Chancellor for his approval. *(see separate enclosure)*

that the Board adopt the Policy Document - Promotion of Academic Staff to Levels B, C and D and commend it to the Vice-Chancellor for his approval.

P 2. Draft Policy Document - Criteria for Progression for Academic Levels A, B, C and D

The Committee **recommends** that the Board adopt the enclosed Policy Document - Criteria for Progression for Academic Levels A, B, C and D and commend it to the Vice-Chancellor for his approval. *(see separate enclosure)*

that the Board adopt the Policy Document - Criteria for Progression for Academic Levels A, B, C and D and commend it to the Vice-Chancellor for his approval.

**3. Draft Policy Document - Promotion of Academic Staff to Levels B, C and D
Promotion of Academic Research-Only Staff to Levels B, C and D**

The Committee considered the issue of promotion of research only academic staff and is awaiting the report of Professor L Field's working party prior to proceeding.

that the Board note the report.

Action by the Chair under delegated authority

College of Sciences and Technology

1. Appointment of Visiting Professor

The Academic Board **is asked to note** the following appointments which have been approved by the Chair on behalf of the Academic Board, on the recommendation of the Pro-Vice-Chancellor, on the advice of the relevant Dean and Heads of Department:

Name	Department/School	Period
Professor Wan-Chi Siu	Computer Science	8 August 1997 to 8 Sept 1997
Professor Gary T Moore	Faculty of Architecture	18 August 1997 to 31 Dec 1997

2. Appointment of Faculty Promotions Assessment Committees

The Academic Board **is asked to note** the following changes to committee memberships, which have been approved by the Chair on behalf of the Academic Board:

Lectureships

Science

Additional

Dr Alexandra R Isern (Geology & Geophysics) to replace Dr Geoffrey L Clarke (Geology & Geophysics)

Veterinary Science

Core

Dr William L Porges (Veterinary Clinical Sciences) to replace Dr David Church (Veterinary Clinical Sciences)

Amendment of the Resolutions of the Senate and adoption of new Resolutions

Faculty of Architecture

The Resolutions of the Senate relating to Master's degrees, graduate diplomas and graduate certificates in the Faculty of Architecture (pp 165-8, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Section 17. is deleted and replaced by the following new section 17.:

Award of the MDesSc, GradDipDesSc and GradCertDesSc

17. The degree of Master of Design Science, Graduate Diploma in Design Science and Graduate Certificate in Design Science may be awarded in the following streams and the testamur for the degree, diploma or certificate shall specify the stream :

- (a) audio
 - (b) building
 - (c) building services
 - (d) computing
 - (e) energy conservation
 - (f) facilities management
 - (g) illumination
 - (h) digital media
- or in the case of the degree of Master of Design Science
- (i) research.

The degree of Master of Design Science, undertaken in one of the streams (a) to (h) inclusive above, may be awarded with honours in accordance with criteria determined by the Faculty.

Faculty of Arts

Degrees, Diplomas and Certificates in the Faculty of Arts

The Resolutions of the Senate relating to Degrees, Diplomas and Certificates in the Faculty of Arts (p 180, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Section 2 is amended

- by adding the following new sub-section (e)
 - (e) Graduate Certificate in Museum Studies (GradCertMuseumStud)
- and
- by re-lettering the existing sub-sections accordingly.

Master of Arts

The Resolutions of the Senate relating to the degree of Master of Arts (pp 221-2, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

- Section 14. relating to Subject areas is amended by the addition of the following new subject areas:
 - Australian Studies
 - Crosscultural Communication
 - Curatorial Studies
 - English for Academic Purposes
 - European Studies
 - Museum Education
 - Museum Studies
- Section 15. relating to Requirements for the degree is amended by
 - inserting the following new sub-section (b)

- by re-lettering existing sub-sections (b) to (d) as (c) to (e) inclusive.
-

Master of Letters

The Resolutions of the Senate relating to the degree of Master of Letters (pp 225-6, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Section 8. relating to Subject areas is amended by the addition of the following new subject areas:

History
 Semitic Studies
 Social Studies

Graduate Diploma in Arts

The Resolutions of the Senate relating to the Graduate Diploma in Arts (pp 228-9, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Section 6. relating to Subject areas is amended by the addition of the following new subject areas:

Australian Studies
 European Studies
 Social Studies

Board of Museum Studies

The Resolutions of the Senate relating to the Board of Museum Studies (pp 229-30, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Section 1. is amended to read as follows:

1. The award of the degree of Master of Arts in Curatorial Studies, Museum Education and Museum Studies, the degree of Master of Letters in Museum Studies, the Graduate Diploma in Museum Studies and the Graduate Certificate in Museum Studies shall be supervised by a Board of Studies responsible to the Faculty of Arts consisting of:
-

Graduate Certificate in Museum Studies

The following new Resolutions of the Senate are adopted from 1 January 1998:

GRADUATE CERTIFICATE IN MUSEUM STUDIES

Award of the Graduate Certificate

1. The Graduate Certificate in Museum Studies shall be awarded in two grades namely Pass, and, in the case of an outstanding student, Pass with Merit.
2. The testamur for the Graduate Certificate in Museum Studies shall specify the subject area in which the Graduate Certificate has been undertaken if the candidate has completed an appropriate program of courses in the designated area of study.

Eligibility for admission

3. An applicant for admission to candidature for the Graduate Certificate shall, except as provided for in Chapter 10 of the by-laws:
 - (a) be a graduate of the University of Sydney; and
 - (b) have completed sufficient courses in the subject area in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit; or
 - (c) have completed at a satisfactory level courses deemed by the Faculty to be equivalent.

Availability

4.
 - (1) Admission to the Graduate Certificate may be limited by quota.
 - (2) In determining the quota the Faculty will take into account:
 - (a) availability of resources including space, library, equipment, laboratory

(3) In considering an application for admission to candidature the Director of the Museum Studies Unit shall take account of the quota and select applicants in order of academic merit.

Credit

5. No credit towards the Graduate Certificate shall be given for work completed prior to admission to candidature for the Graduate Certificate.

Requirements for the Graduate Certificate

6. A course shall consist of lectures, together with such seminars, tutorial instruction, essays, exercises or practical work as may be prescribed. In these resolutions 'to complete a course' and derivative expressions mean -

- (a) to attend the lectures and the meetings, if any, for seminars or tutorial instruction;
- (b) to complete satisfactorily the essays, exercises and practical work, if any; and
- (c) to pass the examinations of the course.

7. A candidate for the certificate is required to complete four half semester length postgraduate courses or their equivalent in: history of museums, administration and organisation of museums, collections and exhibitions, buildings and equipment, museum activities, the museum application of a special subject (anthropology, archaeology, earth sciences, education, local history, natural sciences and visual arts).

Subject areas

8. The Graduate Certificate in Museum Studies may be awarded in the following subject areas provided the candidate has completed an appropriate program of courses in the designated area of study:

- Museum Management
- Museum Collection Studies
- Museum Communication

Time limits

9. All candidates shall complete the requirements for the Graduate Certificate within two years.

Progress

10. (1) A candidate must, by the beginning of each year, either re-enrol or seek approval to suspend, otherwise candidature lapses. A person whose candidature has lapsed shall not re-enrol as a candidate for the degree unless again selected for admission.
- (2) The Faculty may call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Graduate Certificate and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

Graduate Certificate in Arts

The Resolutions of the Senate relating to the Graduate Certificate in Arts (p 231, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Section 6. relating to Subject areas is amended by the addition of the following new subject areas:

- Australian Studies
- European Studies
- Social Studies

Faculty of Education

Degrees and Diplomas in the Faculty of Education

The Resolutions of the Senate relating to Degrees and Diplomas in the Faculty of Education (p 287, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

Degrees, Diplomas and Certificates in the Faculty of Education

1. The degrees in the Faculty of Education shall be:
 - (a) Bachelor of Education (BEEd)
 - (b) Bachelor of Teaching (BTeach)
 - (c) Master of Teaching (MTeach)
 - (d) Master of Education (MEd)
 - (e) Master of Education (Teaching English as a Foreign Language) (MEd(TEFL))
 - (f) Master of Philosophy in Education (MPhilEd)
 - (g) Doctor of Philosophy (PhD)
 - (h) Doctor of Education (EdD)
 - (i) Doctor of Letters in Education (DLittEd)
2. (1) The degree of Bachelor of Education shall be awarded in the following fields and the certificates for the degrees shall state the respective specifications for which the degree has been awarded:
 - (a) Bachelor of Education (Early Childhood Education);
 - (b) Bachelor of Education (Primary Education);
 - (c) Bachelor of Education (Primary);
 - (d) Bachelor of Education (Secondary Education: Human Movement Education and Health Education)
 - Bachelor of Education (Secondary Education : Humanities and Social Sciences)
 - Bachelor of Education (Secondary Education: Mathematics)
 - Bachelor of Education (Secondary Education : Science)
 - Bachelor of Education (Secondary Education: Technological and Applied Studies)
 (2) The degree of Master of Education may be awarded in the following designated areas of study:
 - (a) Management and Human Resource Development;
 - (b) Social Policy Analysis;
 - (c) Teaching English to Speakers of other Languages/Languages Other Than English;
 - (d) Teaching Studies;
 - (e) Computers in Education;
 - (f) Special Education;
 - (g) Educational Psychology;
 - (h) English, Literacy and Drama in Education;
 - (i) Health Education;
 - (j) Research Methodology; and
 - (k) Science Education
 The certificates for the degrees shall specify the area of study in which the degrees have been awarded.
3. The diplomas and certificates in the Faculty of Education shall be:
 - (a) Graduate Diploma in Education (Primary Education) (GradDipEd (Primary Education))
 - (b) Graduate Diploma in Education (Secondary Education) (GradDipEd (Secondary))
 - (c) Graduate Diploma in the Teaching of English as a Foreign Language (GradDipTEFL)
 - (d) Graduate Diploma in Educational Studies (GradDipEdStud)
 - (e) Graduate Certificate in Educational Studies (GradCertEdStud)
 In the case of the Graduate Diploma in Educational Studies, the certificate for the diploma shall specify the area of study in which the diploma has been awarded.

Master of Philosophy in Education

The following new Resolutions of the Senate relating to the Master of Philosophy in Education are adopted from 1 January 1998:

Master of Philosophy in Education

Definitions

'Candidate' means a candidate for the degree of Master of Philosophy in Education; a minimum and maximum period of time is prescribed within which a student completes the requirements for award of degree;

'Coursework' consists of lectures and/or seminars together with such tutorial instruction, essays, exercises, practical work and assignments as may be prescribed by Faculty; completing the coursework involves satisfying these requirements as well as completing such examinations as may be set.

'Dean' means the Dean of the Faculty of Education or an Associate Dean appointed by the Dean to have supervisory responsibilities for the degree of Master of Philosophy in Education;

'Degree' means the degree of Master of Philosophy in Education;

'Faculty' means the Faculty of Education;

'Research' within the degree is supervised research leading to the production of a thesis over a prescribed period of time;

'Requirements' means the coursework and research requirements for award of the degree of Master of Philosophy in Education;

'School' refers to the Schools which the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Education;

'Section' refers to the section specified in the Resolutions of Senate relating to the degree of Master of Philosophy in Education;

'Supervisor' refers to a member of academic staff who is appointed to supervise the thesis or individual research of a candidate in respect of the degree undertaken;

'Thesis' is the usual written result of a research candidature. It is a major work that is the product of an extended period of directed independent research.

Award of Degree

2. The degree of Master of Philosophy in Education shall be awarded in one grade only.

3. If Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.

4. A candidate who has completed the requirements but has not qualified for the award of the Degree may apply to the Dean to be awarded the degree of Master of Education.

5. A candidate awarded the Master of Education under section 4 may only be awarded the pass degree.

Transitional arrangements

6. Candidates for the degree of Master of Education (Honours) who commenced prior to 1998 may elect to be admitted to the degree of Master of Education (in the Honours stream) or the degree of Master of Philosophy in Education on successful completion of requirements, provided that requirements for the Degree are completed not later than 31 December 2001.

7. Candidates referred to in section 6 who complete the requirements for the Degree after 31 December 2001 may only be admitted to the degree of Master of Philosophy in Education except where sections 4 and 5 apply.

Application and eligibility for admission to candidature

8. Except as provided in Chapter 10 of the By-laws an applicant for admission to candidature for the degree of Master of Philosophy in Education shall —

- (1) (a) be a Bachelor of Education (Honours) or Master of Teaching (Honours) of the University of Sydney or be a graduate with Honours of another faculty or board of studies of the University of Sydney in a subject within the area in which the applicant seeks to proceed; or
- (b) hold the degree of Master of Education (Pass) or the degree of Master of Education, awarded with merit in an appropriate subject area; or
- (c) hold the degree of Bachelor and have completed units of study at a level deemed by Faculty to be equivalent to Honours in an appropriate subject area; or
- (d) hold qualifications considered by Faculty to be equivalent to those specified in section 8(1)(a) - (c);
- (2) complete any additional units of study which may be prescribed by Faculty; and
- (3) complete the necessary application form for admission to candidature, submitting with the application for the approval of Faculty an outline of the proposed research, including the area of the proposed thesis, any proposals for related coursework and an

9. A person who has been awarded the degree of Master of Arts (Honours) in Education or Master of Education (Honours) may not apply to have the degree converted to the degree of Master of Philosophy in Education.

Availability of admission

10. Admission to candidature for the Degree may be limited by quota.

11. In determining the quota the University will take into account -

- (1) availability of resources, including space, library equipment and computing facilities; and
- (2) availability of adequate and appropriate supervision.

12. When considering an applicant for admission to candidature Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

Probationary admission

13. (1) A candidate will be admitted to candidature by Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this probationary period, Faculty shall review the candidate's work and either confirm the candidate's status or terminate the candidature.

- (2) Candidature shall be deemed to have commenced from the date of admission to probationary candidature.

Method of progression

14. An applicant for admission to candidature shall proceed primarily by research and thesis. Applicants may be required to demonstrate to the satisfaction of Faculty their ability to proceed by this method.

Time limits

15. A candidate may proceed on either a full-time or on a part-time basis.

16. (1) A full-time candidate shall complete the requirements for award of the Degree not earlier than the end of the first year of candidature and, unless otherwise determined by Faculty, not later than the end of the third year of candidature.

- (2) A part-time candidate shall complete the requirements for award of the Degree not earlier than the end of the second year of candidature and, unless otherwise determined by Faculty, not later than the end of the sixth year of candidature.

(3) The earliest and latest dates for completion of requirements for award of the Degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their initial admission to candidature on a full-time basis, and vice versa.

17. An applicant for admission to part-time candidature shall submit with the application a written undertaking that she or he will:

- (1) have sufficient time available to complete the requirements for the Degree in accordance with section 16 of these Resolutions; and
- (2) be able to attend at the University at such time and on such occasions for purposes of consultation and participation in School activities, as may be required on the recommendation of the Head of School concerned or the Associate Dean.

Credit for time spent in advanced study external to candidature

18. A candidate who, prior to admission to candidature, has completed advanced study at the University of Sydney or in another university or institution, may be deemed by Faculty to have spent such time after admission to candidature provided that it represents no more than half of the total candidature duration requirements.

19. Credit granted in section 18 shall only be granted provided that the period of candidature for which credit is sought:

- (1) involved advanced study and research related to the candidate's proposed degree of Master of Philosophy in Education; and
- (2) was undertaken within the six years immediately preceding the commencement of candidature for the degree of Master of Philosophy in Education.

Supervision of candidature

20. (1) Faculty shall appoint, on the recommendation of the Head of the School concerned, a full-time member of the University academic staff or a full-time member of the research staff of the University holding an appointment of Research Fellow and above to act as

the academic staff as associate supervisor. Any person so appointed as associate supervisor must be capable of acting as supervisor in the event that the supervisor is no longer able to act.

(3) Faculty may appoint, on the recommendation of the Head of School concerned, a full-time member of the academic staff of Faculty or another appropriately qualified person to be an associate supervisor to assist in the supervision of any candidature within Faculty.

21. An appointed supervisor shall take primary responsibility for the conduct of the candidature and be responsible for the progress of the candidature to Faculty and the Head of School concerned.

Requirements for the Degree

22. A candidate shall :

- (1) complete such seminars and such units of study as may be recommended by the Head of School or Associate Dean or supervisor concerned;
 - (2) carry out supervised research on a topic approved by Faculty;
 - (3) write a thesis embodying the results of the research; and
- in completion of requirements for the Degree -
- (4) lodge with Faculty three copies of the thesis, typewritten and bound in either a temporary or a permanent form, together with five separate copies of the abstract.

The thesis

23. The candidate shall present a thesis with an upper limit of 40 000 words of text (or equivalent) in length. This may be exceeded only with the written permission of Faculty.

24. The thesis shall be a substantial and original contribution to the subject concerned. The candidate shall state the source from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work the candidate claims to be original.

25. The topic of the thesis shall be approved by Faculty.

26. A candidate may not present as the thesis any work which has been presented for a degree at this or another university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate acknowledges clearly the part of the work which has been so incorporated.

27. The thesis shall be accompanied by a statement from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.

28. Each copy of the thesis shall incorporate an abstract with an absolute upper limit of 300 words of text.

Form of thesis

29. (1) Theses submitted in a temporary binding should be strong enough to withstand ordinary handling within a mail system. The preferred form of temporary binding is the 'perfect binding' system; ring-back or spiral binding is not acceptable. Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis and the year of submission.

(2) Theses submitted in a permanently bound form shall normally be on International Standard A4 size paper sewn and bound in boards covered with bookcloth or buckram or other binding in fabric. The title of the thesis, the candidate's initials and surname, the title of the Degree, the year of submission and the name of the University of Sydney should appear in lettering on the front cover or on the title page. The lettering on the spine of the thesis, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting material should be bound in the back of the thesis as an appendix or in a separate set of covers.

(3) The Degree shall not be awarded until the candidate has submitted to Faculty at least one copy of the thesis (containing any corrections or emendations that may be required) bound in a permanent form and printed on acid free paper.

Examination of thesis

30. (1) Candidates shall notify Faculty of their intention to submit three (3) months prior to lodgement of the thesis, and lodge with Faculty by the final date for completion of

- (2) On receiving the thesis and having considered the certificate of the supervisor, the relevant Associate Dean shall consult with the relevant Head of School, and if he or she thinks fit, appoint examiners.
- (3) If the Associate Dean after consultation with the relevant Head of School resolves to appoint examiners she or he shall appoint two examiners, at least one of whom shall be external to Faculty.
- (4) In any case where the Associate Dean having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, he or she shall report the circumstances for such decision to Faculty.
31. In special cases, on the recommendation of the Head of School concerned, Faculty may require the candidate to take a further examination in the area of the thesis.
32. Each examiner shall report to Faculty on examination of the thesis and shall recommend that the thesis be assessed at the level of Fail, Pass, Credit, Distinction or High Distinction. The reports of the examiners shall be made available to the relevant Head of School who shall consult with the professor most concerned, if the professor is not the Head of School, and the supervisor.
33. The Head of School shall report the result of the examination of the thesis, together with a recommendation concerning the award of the Degree, to Faculty.
34. Faculty, after consideration of the examiners' reports and the recommendation of the Head of the School concerned, shall determine the result of the candidature.
35. (1) Faculty may permit an unsuccessful candidate to revise and re-submit the thesis if, in the opinion of the Head of School concerned, the candidate's work is of sufficient merit to warrant this concession, and may prescribe special conditions to be fulfilled by the candidate;
- (2) Where a candidate has been permitted to revise and resubmit a thesis for the degree of Master of Philosophy in Education, the thesis may only be graded at Pass level.
36. Faculty shall lodge one copy of the thesis with the University Library if the degree is awarded.

Progress and annual review of candidature

37. (1) There shall be an annual review of the progress of each candidate in which the candidate may be called upon to provide evidence of progress to the satisfaction of Faculty and the Head of School and supervisor concerned.
- (2) On the basis of evidence provided, Faculty shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as Faculty deems appropriate.
- (3) If a candidate fails to submit evidence of progress or if Faculty considers that the evidence submitted does not indicate satisfactory progress, Faculty may call upon the candidate to show good cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Degree and where, in the opinion of Faculty, the candidate does not show good cause Faculty may terminate that candidature or may impose conditions on the continuation of that candidature.

Consultation of Head of School with supervisor and Postgraduate Studies Co-ordinator

38. Where the Head of the School concerned is required to make a recommendation to Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the supervisor of the candidate concerned and the postgraduate studies co-ordinator of the relevant School.

Suspension of candidature

39. (1) Unless suspension of candidature has been approved by Faculty, a candidate for the Degree is required to re-enrol each calendar year.
- (2) Except where Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the By-laws and Resolutions in force at the time of re-enrolment.

Lapse of candidature

40. (1) Unless Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has not re-enrolled for the Degree as required in accordance with section 39.

Graduate Certificate in Educational Studies

The following new Resolutions of the Senate relating to the Graduate Certificate in Educational Studies are adopted from 1 January 1998:

GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES

Definitions

1. In these Resolutions, unless a contrary intention appears -

‘Adviser’ refers to a member of the academic staff who may be appointed in an advisory role in respect of the certificate;

‘Candidate’ means a candidate for the Graduate Certificate in Educational Studies;

‘Candidature’ means candidature for the Graduate Certificate in Educational Studies;

‘Certificate’ means the Graduate Certificate in Educational Studies;

‘Coursework’ consists of lectures and/or seminars together with such tutorial instruction, essays, exercises, practical work and assignments as may be prescribed by Faculty. Completing the coursework involves satisfying these requirements as well as completing such examinations as may be set.

‘Dean’ means the Dean of the Faculty of Education or an Associate Dean appointed by the Dean to have supervisory responsibilities for the Graduate Certificate in Educational Studies;

‘Faculty’ means the Faculty of Education;

‘Requirements’ means the coursework requirements for award of the Graduate Certificate in Educational Studies;

‘School’ refers to the Schools which the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Education;

‘Section’ refers to the section specified in the Resolutions of Senate relating to the Graduate Certificate in Educational Studies;

‘Table of Units of Study’ refers to the list of units of study available for the Graduate Certificate in Educational Studies, attached to the Resolutions of Faculty;

A ‘Unit of Study’ shall consist of such seminars, lectures, tutorial instruction, essays, exercises and practical work as may be prescribed by the Faculty. In these Resolutions ‘to complete a unit of study’ and derivative expressions means: (a) to attend the lectures and the meetings, if any, for seminars or tutorial instruction; (b) to complete satisfactorily the essays, exercises and the practical work, if any; and (c) to pass the examinations of the unit of study.

Units of Study

2. The units of study of enrolment for the certificate are set out in the Table of Units of Study attached to the Resolutions of Faculty.

Award of Certificate

3. The Graduate Certificate in Educational Studies shall be awarded in the Pass grade only, provided that an outstanding candidate may be awarded the certificate with merit.

Title of Certificate

4. The testamur for the certificate shall be entitled the Graduate Certificate in Educational Studies .

Application and eligibility for admission to candidature

5. Except as provided in Chapter 10 of the By-laws an applicant for admission to candidature for the Certificate shall :

(1)(a) be a Bachelor of Education of the University of Sydney; or

(b) be a graduate of the University of Sydney and hold the Graduate Diploma in Education, or the Bachelor of Teaching, or the Master of Teaching of the University of Sydney; or

(c) be a graduate of the University of Sydney with a diploma which includes satisfactory completion of the unit of study Education 3 or equivalent; or

(d) be a graduate of the University of Sydney or have been awarded a diploma of the University of Sydney of three or four years’ duration, and have completed postgraduate studies or have gained professional experience, either full-time for

- (e) hold qualifications considered by Faculty to be equivalent to those specified in section 5(1)(a) - (d);
- (2) complete any additional qualifying unit or units of study prescribed by Faculty; and
- (3) apply in writing to Faculty for admission to candidature.

Probationary admission

- 6. (1) A candidate may be admitted to candidature by Faculty on a probationary basis for a period not exceeding one semester and upon completion of this probationary period, Faculty shall review the candidate's work and either confirm the candidate's status or terminate the candidature.
- (2) In the case of a candidate admitted on a probationary basis specified in section 6(1), the candidature shall be deemed to have commenced from the date of admission to probationary candidature.

Availability of admission

- 7. Admission to candidature for the Certificate may be limited by quota.
- 8. In determining the quota the University will take into account -
 - (1) availability of resources, including space, library equipment and computing facilities; and
 - (2) availability of adequate and appropriate supervision for candidatures.
- 9. In considering an applicant for admission to candidature Faculty may take account of the quota and will select in preference applicants who are most meritorious in terms of eligibility for admission criteria.

Requirements for the Certificate

- 10. (1) To qualify for award of the Certificate, candidates must complete two units of study from a designated degree program of studies, as set out in the Table of Units of Study, to the value of 12 credit points.
- (2) The two units of study will be a foundation unit of study and a co-requisite unit of study.

Credit

- 11. Credit may not be transferred from other postgraduate unit or units of study in other universities towards the Graduate Certificate.

Supervision of candidature

- 12. (1) Faculty shall appoint a full-time member of the University academic staff to act as an adviser to each candidate;
- (2) The adviser shall be generally responsible to Faculty for the conduct and progress of the appointed candidature.
- 13. Where the Dean is required to make a recommendation to Faculty in respect of a candidature, the recommendation shall be made only after consultation with the adviser of the candidate concerned.

Time limits

- 14. A candidate may proceed on either a full-time or part-time basis.
- 15. (1) A candidate will normally complete the requirements for award of the Certificate within a minimum period of candidature of one semester and a maximum period of candidature of two consecutive semesters of enrolment from admission to candidature.
- (2) Candidates may apply to the Dean for an extension of the period of their candidature, for a maximum of one semester in each application and for a total maximum of two additional semesters of candidature, in which to complete the requirements for award of the Certificate.

Progress and review of candidature

- 16. (1) There shall be a review of the progress of each candidate held at the end of the first semester of enrolment in which the candidate may be called upon to provide evidence of progress to the satisfaction of Faculty.
- (2) On the basis of evidence provided, Faculty shall recommend the conditions of candidature to apply for the following semester and may require the candidate to provide further evidence of progress at the end of that semester or such other period as Faculty deems appropriate.

should not be terminated by reason of unsatisfactory progress towards completion of the Certificate.

- (b) Where, in the opinion of Faculty, the candidate does not show good cause Faculty may terminate that candidature or may impose conditions on the continuation of that candidature.

Suspension of candidature

17. (1) Unless suspension of candidature has been approved by Faculty, a candidate for the certificate is required to re-enrol each calendar year, if necessary.
 (2) Except where Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the By-laws and Resolutions in force at the time of re-enrolment.

Lapse of candidature

18. (1) Unless Faculty determines otherwise in any particular case, candidature will be deemed to have lapsed if a candidate has:
 (a) not completed all the requirements for award of the Certificate in accordance with sections 15 or 16; or
 (b) not re-enrolled for the Certificate as required in accordance with sub-section 17(1).
 (2) A candidate whose candidature has been deemed to have lapsed in accordance with subsection (1) shall not re-enrol as a candidate for the Certificate unless again selected for admission.

Master of Education

The Resolutions of the Senate relating to the degree of Master of Education (p 300, *Calendar 1996, Vol 1*) are replaced by the following new Resolutions from 1 January 1998:

MASTER OF EDUCATION

Definitions

1. In these Resolutions, unless a contrary intention appears -
 'Adviser' refers to a member of the academic staff who may be appointed in an advisory role in respect of the degree undertaken primarily by coursework;
 'Area' means a designated area of study within the degree of Master of Education;
 'Candidate' means a candidate for the degree of Master of Education; a minimum and maximum period of time is prescribed within which a student completes the requirements for award of degree;
 'Coursework' consists of lectures and/or seminars together with such tutorial instruction, essays, exercises, practical work and assignments as may be prescribed by Faculty; completing the coursework involves satisfying these requirements as well as completing such examinations as may be set.
 'Dean' means the Dean of the Faculty of Education or an Associate Dean appointed by the Dean to have supervisory responsibilities for the degree of Master of Education;
 'Degree' means the degree of Master of Education;
 'Essay' is a piece of original research (shorter than a thesis) and/or a survey of the literature on a particular topic from which original conclusions may be drawn;
 'Faculty' means the Faculty of Education;
 'Requirements' means the coursework requirements for award of the degree of Master of Education;
 'School' refers to the Schools which the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Education;
 'Section' refers to the section specified in the Resolutions of Senate relating to the degree of Master of Education;
 'Table of Units of Study' refers to the list of units of study available for the degree, attached to the Resolutions of Faculty;
 A 'Unit of Study' shall consist of such seminars, lectures, tutorial instruction, essays, exercises and practical work as may be prescribed by Faculty. In these Resolutions 'to complete a unit of study' and derivative expressions means: (a) to attend the lectures and the meetings, if any, for seminars or tutorial instruction; (b) to complete satisfactorily the essays, exercises and the practical work, if any; and (c) to pass the examinations of the unit of study.

3. A person who has been awarded the degree of Master of Arts (Pass) in Education, Master of Arts (Honours) in Education, Master of Philosophy in Education or Master of Education shall not be awarded subsequently the degree of Master of Education if it is undertaken in the same program or designated area of study as the earlier degree.

Application and eligibility for admission to candidature

4. (1) Except as provided in Chapter 10 of the By-laws an applicant for admission to candidature for the degree of Master of Education shall —
- (a) (i) be a Bachelor of Education of the University of Sydney; or
 - (ii) be a graduate of the University of Sydney and hold the Diploma in Education or the Bachelor of Teaching or the Master of Teaching of the University of Sydney, or equivalent; or
 - (iii) be a graduate of the University of Sydney with a degree which includes the satisfactory completion of all required units of study comprising Education 300 level or equivalent; or
 - (iv) be a graduate of the University of Sydney and have completed postgraduate studies or have gained professional experience, either full-time for one year or part-time for a period considered by Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies offered by Faculty in which the student is enrolling; or
 - (v) hold qualifications considered by Faculty to be equivalent to those specified in section 4(1)(a)(i)-(iv);
 - (b) complete any additional qualifying courses prescribed by Faculty; and
 - (c) apply in writing to Faculty for admission to candidature.

Probationary admission

5. (1) A candidate may be admitted to candidature by Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this probationary period, Faculty shall review the candidate's work and either confirm the candidate's status or terminate the candidature.
- (2) In the case of a candidate admitted on a probationary basis specified in section 5(1), the candidature shall be deemed to have commenced from the date of admission to probationary candidature.

Availability of admission

6. Admission to candidature for the Degree may be limited by quota.
7. In determining the quota the University will take into account -
- (a) availability of resources, including space, library equipment and computing facilities; and
 - (b) availability of adequate and appropriate supervision and co-ordination of candidatures.
8. In considering an applicant for admission to candidature Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

Method of progression

9. A candidate for the degree of Master of Education shall proceed by coursework or by coursework and long essay in accordance with section 13.

Transfer from Master of Education to Master of Philosophy in Education

10. A candidate progressing towards the Master of Education will be deemed to be eligible to transfer to the Master of Philosophy in Education either :
- (1) on attaining the grade of Distinction or better in two units of study provided that normally both grades are relevant to the area in which the candidate wishes to undertake the research work; or
 - (2) on gaining an average grade result of Credit or better in the first four units of study attempted within the degree program, with one of these four grades being Distinction or better and another being Credit or better provided that normally both grades are relevant to the area in which the candidate wishes to undertake the research work.
11. A candidate transferring from the Master of Education to the Master of Philosophy in Education will normally be enrolled as a probationary candidate for the initial year of candidature

Supervision of candidature

12. An appointed adviser shall take primary responsibility for the conduct of the candidature and be responsible for the progress of the candidature to Faculty and the Head of School concerned.

Studies to be undertaken during candidature

13. (1) A candidate proceeding primarily by coursework shall complete eight semester units of study or their equivalent prescribed by Faculty on the recommendation of the Head of the School concerned.

(2) A candidate proceeding by coursework and long essay shall complete six semester units of study or their equivalent prescribed by Faculty on the recommendation of the Head of the School concerned and complete a long essay as prescribed by the Head of School concerned.

(3) Subject to Chapter 10 of the By-laws, Faculty may exempt from completing the remaining units of study or their equivalent prescribed in section 13(1) or 13(2) a candidate who has successfully completed at least four of the semester units of study or their equivalent, where such candidate is unable to complete further seminars and Faculty shall require a candidate granted such exemption instead to complete an approved program of reading and examinations on this reading.

Credit for courses completed external to candidature

14. A candidate who has completed a unit or units of study (or equivalent work) towards a degree or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the degree of Master of Education for up to half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by Faculty on the recommendation of the Head of the School concerned to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education.

Conditions of granting of credit

15. Faculty may grant a candidate credit towards award of the degree of Master of Education for:

(1) a unit or units of study (or equivalent work) completed towards the degree of Master of Education (or equivalent degree) at this or another university, provided that:

(a) the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the degree of Master of Education;

(b) the candidate's result in each course for which credit is sought is at sufficient level of attainment for the purposes of the Degree;

(c) all units of study so credited subject to the provisions of these Resolutions be counted towards the requirements for award of the Degree;

(d) candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and

(e) a candidate completes all necessary qualifying units of study for the Degree within such period of time and such number of years of candidature as Faculty may determine, having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the Degree prescribed under these Resolutions;

(2) the whole or any part of a period of candidature undertaken for a degree (or equivalent qualification) completed at this or another university, provided that the period of time for which credit is sought:

(a) involved a period of appropriate postgraduate degree study; and

(b) was undertaken within the six years immediately preceding the commencement of candidature for the degree of Master of Education.

16. Unless otherwise permitted by Faculty a candidate shall not be granted credit for or on the basis of any unit or units of study (or equivalent work) upon which the candidate has relied or intends to rely upon in order to satisfy requirements for award of a degree other than Master of Education.

Designated areas of study

17. (1) Except with the permission of Faculty, a candidate undertaking the degree of

- (a) management and human resource development;
 - (b) social policy analysis;
 - (c) teaching English to speakers of other languages/languages other than English;
 - (d) teaching studies;
 - (e) computers in education;
 - (f) special education;
 - (g) educational psychology;
 - (h) English, literacy and drama in education;
 - (i) health education;
 - (j) research methodology; and
 - (k) science education
- (2) A candidate who intends to undertake the degree of Master of Education in a designated area of study shall normally apply in writing to Faculty for approval of enrolment in the appropriate program of units of study before the completion of the first year of candidature.

Content of long essay

18. In accordance with section 13:

- (1) the candidate may not present as an essay any work which has been presented for a degree at this or another tertiary institution, but the candidate will not be precluded from incorporating such in the essay, provided that the part which has been incorporated is indicated; and
- (2) the candidate shall state in the essay the sources used, the extent to which the work of others has been drawn upon and the portion of the work claimed as original.

Examination of essay

19. (1) A candidate proceeding by coursework and long essay shall lodge with Faculty two copies of the essay, typewritten and bound and to incorporate an abstract of the essay, by the final date for completion of candidature as notified to candidates upon admission to candidature.
- (2) The Head of School concerned shall report the result of the examination of the coursework or equivalent and of the essay to Faculty which shall then determine the result of the candidature.

Time limits

20. A candidate may proceed on either a full-time or on a part-time basis.

21. (1) A full-time candidate undertaking the Master of Education shall complete the requirements for award of the Degree not earlier than the end of the first year of candidature and, unless otherwise determined by Faculty, not later than the end of the second year of candidature;
- (2) A part-time candidate undertaking the Master of Education shall complete the requirements for award of the Degree not earlier than the end of the second year of candidature and, unless otherwise determined by Faculty, not later than the fourth year of candidature;
- (3) The earliest and latest dates for completion of requirements for award of the Degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
- (4) Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another university, or at another institution which may be deemed by Faculty to be equivalent, may be deemed by Faculty to be time spent after such admission.

Progress and annual review of candidature

22. (1) There shall be an annual review of the progress of each candidate in which the candidate may be called upon to provide evidence of progress to the satisfaction of Faculty and the Head of School and adviser concerned.
- (2) On the basis of evidence provided, Faculty shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as Faculty deems appropriate;

unsatisfactory progress towards completion of the Degree and where, in the opinion of Faculty, the candidate does not show good cause Faculty may terminate that candidature or may impose conditions on the continuation of that candidature

23. (1) Candidates who have satisfactorily completed four seminar units of study, as set out in the Table of Units of Study, to the value of 24 credit points (including at least three courses from an individual program of studies), and who choose not to proceed further with their candidature, may apply to the Dean to be awarded the Graduate Diploma in Educational Studies.
- (2) The Graduate Diploma in Educational Studies awarded in accordance with sub-section 23(1) and the Resolutions of the Senate relating to the Graduate Diploma in Educational Studies shall be awarded at Pass grade only, providing that an outstanding candidate may be awarded the diploma with merit.
24. (1) Candidates who have satisfactorily completed two seminar units of study, as set out in the Table of Units of Study, to the value of 12 credit points (including at least three courses from an individual program of studies), and who choose not to proceed further with their candidature, may apply to the Dean to be awarded the Graduate Certificate in Educational Studies.
- (2) The Graduate Certificate in Educational Studies awarded in accordance with sub-section 24(1) and the Resolutions of the Senate relating to the Graduate Certificate in Educational Studies shall be awarded at Pass grade only.

Consultation of Head of School with supervisor and postgraduate studies director

25. Where the Head of the School concerned is required to make a recommendation to Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the adviser of the candidate concerned and the postgraduate studies director of the relevant School.

Suspension of candidature

26. (1) Unless suspension of candidature has been approved by Faculty, a candidate for the Degree is required to re-enrol each calendar year.
- (2) Except where Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the By-laws and Resolutions in force at the time of re-enrolment.

Lapse of candidature

27. (1) Unless Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:
- (a) not completed all the requirements for award of the Degree in accordance with sections 13 and/or 21; or
- (b) not re-enrolled for the Degree as required in accordance with section 26.
- (2) A candidate whose candidature has been deemed to have lapsed in accordance with sub-section 26(1) shall not re-enrol as a candidate for the Degree unless again selected for admission.

Graduate Diploma in Educational Studies

The Resolutions of the Senate relating to the Graduate Diploma in Educational Studies (pp 313-5, *Calendar 1996, Vol 1*) are replaced by the following new Resolutions from 1 January 1998:

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES

Definitions

1. In these Resolutions, unless a contrary intention appears -
- 'Adviser' refers to a member of the academic staff who may be appointed in an advisory role in respect of the diploma;
- 'Candidate' means a candidate for the Graduate Diploma in Educational Studies;
- 'Candidature' means candidature for the Graduate Diploma in Educational Studies;
- 'Coursework' consists of lectures and/or seminars together with such tutorial instruction, essays, exercises, practical work and assignments as may be prescribed by Faculty. Completing the coursework involves satisfying these requirements as well as completing such examinations as may

'Diploma' means the Graduate Diploma in Educational Studies;

'Faculty' means the Faculty of Education;

'Requirements' means the coursework requirements for award of the Graduate Diploma in Educational Studies;

'School' refers to the Schools which the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Education;

'Section' refers to the section specified in the Resolutions of Senate relating to the Graduate Diploma in Educational Studies;

'Table of Units of Study' refers to the list of units of study available for the degree, attached to the Resolutions of Faculty;

A 'Unit of Study' shall consist of such seminars, lectures, tutorial instruction, essays, exercises and practical work as may be prescribed by Faculty. In these Resolutions 'to complete a unit of study' and derivative expressions means: (a) to attend the lectures and the meetings, if any, for seminars or tutorial instruction; (b) to complete satisfactorily the essays, exercises and the practical work, if any; and (c) to pass the examinations of the unit of study.

Units of Study

2. The units of study of enrolment for the Diploma are set out in the Table of Units of Study attached to the Resolutions of Faculty.

Award of Diploma

3. The Graduate Diploma in Educational Studies shall be awarded in the Pass grade only, provided that an outstanding candidate may be awarded the Diploma with merit.

Title of Diploma

4. (1) The testamur for the Diploma shall specify the program of studies in which the candidate completed the greater proportion of the requirements for award of the Diploma. The diploma shall be entitled the Graduate Diploma in Educational Studies and the program of studies shall be indicated in parentheses.
- (2) The programs of studies are set out in the Table of Units of Study.

Application and eligibility for admission to candidature

5. Except as provided in Chapter 10 of the By-laws an applicant for admission to candidature for the Diploma shall:

- (1)(a) be a Bachelor of Education of the University of Sydney; or
 - (b) be a graduate of the University of Sydney and hold the Graduate Diploma in Education, or the Bachelor of Teaching, or the Master of Teaching of the University of Sydney; or
 - (c) be a graduate of the University of Sydney with a diploma which includes satisfactory completion of the unit of study Education 3 or equivalent; or
 - (d) be a graduate of the University of Sydney or have been awarded a diploma of the University of Sydney of three or four years' duration, and have completed postgraduate studies or have gained professional experience, either full-time for one year or part-time for a period considered by Faculty to be equivalent to one year full-time, in a field judged by Faculty to be appropriate to the diploma or, in the opinion of Faculty, hold equivalent qualifications; or
 - (e) hold qualifications considered by Faculty to be equivalent to those specified in section 5(1)(a) - (d));
- (2) complete any additional qualifying units of study prescribed by Faculty; and
- (3) apply in writing to Faculty for admission to candidature.

Probationary admission

6. (1) A candidate may be admitted to candidature by Faculty on a probationary basis for a period not exceeding one semester and upon completion of this probationary period, Faculty shall review the candidate's work and either confirm the candidate's status or terminate the candidature.
- (2) In the case of a candidate admitted on a probationary basis specified in section 6(1), the candidature shall be deemed to have commenced from the date of admission to probationary candidature.

Availability of admission

7. Admission to candidature for the Diploma may be limited by quota

(2) availability of adequate and appropriate supervision for candidatures.

9. In considering an applicant for admission to candidature Faculty may take account of the quota and will select in preference applicants who are most meritorious in terms of eligibility for admission criteria.

Requirements for the Diploma

10. (1) To qualify for award of the Diploma, candidates must complete four units of study, as set out in the Table of Units of Study, to the value of 24 credit points, which must include at least three units of study from an individual program of studies.
- (2) Normally, one unit of study must be a foundation unit, two units of study must be co-requisite units and one unit of study must be an advanced unit. An advanced unit of study may not be undertaken concurrently with a foundation unit of study.

Credit for units of study completed external to candidature

11. (1)(a) A candidate who has completed a unit or units of study (or equivalent work) towards a degree or diploma or an equivalent qualification at this or another university or as a non-award student at this or another university, may be granted credit towards the Graduate Diploma in Educational Studies for any of the individual units of study listed in the Table of Units of Study provided that the content of the unit or units of study (or equivalent work) is considered by Faculty to be equivalent to a unit or units of study outlined in the Table of Units of Study.
- (b) The maximum credit which may be granted to a candidate under sub-section (1)(a) shall not exceed a total of 12 credit points or half of the total requirements for award of the Diploma.
- (2)(a) A candidate who has completed a unit or units of study (or equivalent work) at other than a university may be granted credit towards the Graduate Diploma in Educational Studies for any of the individual units of study listed in the Table of Units of Study provided that the content of the unit or units of study (or equivalent work) is considered by Faculty to be equivalent to a unit or units of study outlined in the Table of Units of Study.
- (b) The maximum credit which may be granted to a candidate under sub-section (2)(a) shall not exceed a total of 6 credit points or one-fourth of the total requirements for award of the Diploma.

Conditions for granting credit

12. Faculty may grant a candidate credit towards completion of the requirements for award of the Diploma for a units or units of study (or equivalent work) completed at this or another university or appropriate institution, provided that:

- (1) the candidate's result in each unit of study for which credit is sought is at least equivalent to a level of merit determined by Faculty for the purposes of the Diploma; and
- (2) all units of study (or equivalent work) so credited in accordance with these Resolutions be counted towards the requirements for award of the Diploma.

Restrictions on grant of credit

13. Unless otherwise permitted by Faculty a candidate shall not be granted credit towards the Diploma for or on the basis of any unit or units of study (or equivalent work) completed more than six years immediately preceding admission or re-admission to candidature.

Supervision of candidature

14. (1) Faculty shall appoint a full-time member of the University academic staff to act as an adviser to each candidate.
- (2) The adviser shall be generally responsible to Faculty for the conduct and progress of the appointed candidature.
15. Where the Dean is required to make a recommendation to Faculty in respect of a candidature, the recommendation shall be made only after consultation with the adviser of the candidate concerned.

Time limits

16. A candidate may proceed on either a full-time or part-time basis.

17. (1) Each candidate will normally complete the requirements for award of the Diploma within a minimum period of candidature of one semester and a maximum period of candidature of four consecutive semesters of enrolment from admission to candidature.

two additional semesters of candidature, in which to complete the requirements for award of the Diploma.

Progress and review of candidature

18. (1) There shall be a review of the progress of each candidate held at the end of the first semester of enrolment in which the candidate may be called upon to provide evidence of progress to the satisfaction of Faculty.
- (2) On the basis of evidence provided, Faculty shall recommend the conditions of candidature to apply for the following semester and may require the candidate to provide further evidence of progress at the end of that semester or such other period as Faculty deems appropriate.
- (3)(a) If a candidate fails to submit evidence of progress upon request or if Faculty considers that the evidence submitted does not indicate satisfactory progress, Faculty may call upon the candidate to show good cause why her or his candidature should not be terminated by reason of unsatisfactory progress towards completion of the Diploma.
- (b) Where, in the opinion of Faculty, the candidate does not show good cause Faculty may terminate that candidature or may impose conditions on the continuation of that candidature.

Suspension of candidature

19. (1) Unless suspension of candidature has been approved by Faculty, a candidate for the Diploma is required to re-enrol each calendar year, if necessary.
- (2) Except where Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the By-laws and Resolutions in force at the time of re-enrolment.

Lapse of candidature

20. (1) Unless Faculty determines otherwise in any particular case, candidature will be deemed to have lapsed if a candidate has:
- (a) not completed all the requirements for award of the Diploma in accordance with sections 17 or 18; or
- (b) not re-enrolled for the Diploma as required in accordance with section 19(1).
- (2) A candidate whose candidature has been deemed to have lapsed in accordance with sub-section (1) shall not re-enrol as a candidate for the Diploma unless again selected for admission.

Faculty of Science

Degrees and Diplomas in the Faculty of Science

The Resolutions of the Senate relating to the Degrees and Diplomas in the Faculty of Science (p 404, 1996 Calendar, Vol I) are amended to the following effect from 1 January 1998:

- by inserting the following new sub-section (l)
 - (l) Master of Science (Microscopy and Microanalysis) (MSc(Micro&An))
- and
- by re-lettering the existing sub-sections.

Master of Science (Microscopy and Microanalysis)

The following new Resolutions of the Senate relating to the degree of Master of Science (Microscopy and Microanalysis) are adopted from 1 January 1998:

Eligibility for admission

1. An applicant for admission to candidature for the degree shall, except as provided in

- (ii) have completed the requirements for the Graduate Diploma of Science (Microscopy and Microanalysis) at credit level.

Availability

2. (1) Admission to candidature may be limited by a quota. In determining the quota the University will take into account:
 - (i) availability of resources including space, laboratory and computing facilities; and
 - (ii) availability of adequate and appropriate supervision.
- (2) In considering an application for admission to candidature the Faculty shall take account of the quota and will select, in preference, applicants who are most meritorious in terms of section 1 above.

Method of Progression

3. (1) A candidate for the degree shall proceed by completing units of study and a project as prescribed by the Faculty.
- (2) A unit of study shall consist of such lectures, seminars, tutorial instruction, essays, exercises or practical work as may be prescribed. In these resolutions, 'to complete a unit of study' or any derivative expression means:
 - (i) to attend the lectures, and the meetings, if any, for seminars or tutorial instruction;
 - (ii) to complete satisfactorily the essays, exercises and practical work if any; and
 - (iii) to pass any other examination of the unit of study that may apply.

Time Limits

4. A candidate may proceed on either a full-time or a part-time basis.
5. (1) A full-time candidate shall complete the requirements for the degree not earlier than the end of the third semester and not later than the end of the fifth semester of candidature, unless otherwise determined by the Faculty.
- (2) A part-time candidate shall complete the requirements for the degree not earlier than the end of the fourth semester and not later than the end of the eighth semester of candidature, unless otherwise determined by the Faculty.

Requirements for the Degree

6. Candidates for the degree are required to complete satisfactorily:
 - (i) units of coursework granting a minimum of 48 credit points of study selected from units of study satisfying the conditions approved from time to time by the Faculty; and
 - (ii) supervised projects and essays worth 24 credit points.

Examination

7. On completion of requirements for the degree, the Faculty shall determine the results of the candidature, on the recommendation of the Head of the School of Physics.

Progress

8. The Faculty may -
 - (i) call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
 - (ii) where the candidate does not show good cause, terminate the candidature.

Credit

9. A candidate who, before admission to candidature, has spent time in graduate study and has completed coursework considered by the Faculty to be equivalent to units of study prescribed for the degree, may receive credit of up to 48 units towards the requirements for the degree, provided that the completed work was not counted towards the requirements of another degree.
-

Sydney College of the Arts

Degrees and Diploma in the Sydney College of the Arts

The Resolutions of the Senate relating to Degrees and Diploma in the Sydney College of the Arts (p 479, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

The current entry relating to Degrees and Diploma in the Sydney College of the Arts is replaced by the following new entry:

1. The degrees in the Sydney College of the Arts shall be:
 - (a) Bachelor of Visual Arts (BVA)
 - (b) Master of Multimedia Design (MMDes)
 - (c) Master of Studio Art (MSA)
 - (d) Master of Visual Arts (MVA)
 2. The diploma in the Sydney College of the Arts shall be:
 - a) Graduate Diploma in Visual Arts (GradDipVA)
-

Master of Multimedia Design

The following new Resolutions of the Senate relating to the degree of Master of Multimedia Design are adopted from 1 January 1998:

MASTER OF MULTIMEDIA DESIGN

Award of the degree

1. The Master of Multimedia Design may be awarded with honours.

Eligibility for Admission

2. Sydney College of the Arts Board (hereafter referred to in these resolutions as SCA Board) may admit to candidature for the Master of Multimedia Design an applicant who:

- (1)
 - (a) holds a bachelor's degree; or
 - (b) furnishes evidence which satisfies SCA Board that the applicant has equivalent professional skills and experience;

and

- (2) has demonstrated to the satisfaction of SCA Board through the presentation of work, his or her ability to proceed.

Availability

3. Admission to candidature for the Master of Multimedia Design may be limited by quota.
4. In determining the quota the University will take into account —
 - (a) availability of resources, including studio space, library, equipment and computing facilities; and
 - (b) availability of adequate and appropriate supervision.
5. In considering an applicant for admission to candidature SCA Board may take account of the quota and will select in preference applicants who are most meritorious in terms of the criteria for admission.

Time limits

6. A candidate may proceed on either a full-time basis or a part-time basis.
7.
 - (1) A full-time candidate shall, except with the permission of SCA Board, complete the requirements for the Master of Multimedia Design at the end of the second semester of candidature.
 - (2) A part-time candidate shall, except with the permission of SCA Board, complete the requirements for the Master of Multimedia Design at the end of the fourth semester of candidature.
 - (3) The dates for completion of requirements for the Master of Multimedia Design shall be adjusted for those candidates permitted to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.

Credit

8. A candidate who, before admission to candidature, has spent time in advanced study may be deemed by SCA Board to have spent such time after admission to candidature provided that it

Supervision

9. (1) SCA Board shall appoint a member of the academic staff of the College to act as supervisor of each candidate.
- (2) SCA Board may appoint from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of any candidature.

Requirements for the Master of Multimedia Design

10. A candidate shall —
 - (1) (a) complete such units of study;
 - (b) attend such seminars;
 - (c) complete such essay or other written work;
 - (d) carry out such supervised research in the discipline area as may be prescribed by SCA Board; and
 - (2) present for assessment and exhibition:
 - (a) at the end of the first semester of candidature a CD Rom; and
 - (b) at the end of the second semester of candidature a Web Site.

Assessment

11. (1) SCA Board shall appoint an Assessment Panel consisting of two persons.
- (2) The Assessment Panel shall assess the work prescribed in section 10.(2), and shall assess the written work of the candidate.
- (3) Having received a report from the Assessment Panel and having received reports on the examination of the coursework the head of department shall report the result of the examination to SCA Board, which shall determine the result of the candidature.
12. In special cases SCA Board may require the candidate to take a further examination.
13. SCA may permit an unsuccessful candidate to revise and resubmit the work if the candidate's work is deemed to be of sufficient merit to warrant this concession, and may prescribe special conditions to be fulfilled by the candidate.

Progress

14. SCA Board may:
 - (a) call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Master of Multimedia Design; and
 - (b) where, in the opinion of SCA Board, the candidate does not show good cause, terminate the candidature.

Master of Studio Art

The following new Resolutions of the Senate relating to the degree of Master of Studio Art are adopted from 1 January 1998:

MASTER OF STUDIO ART**Award of the degree**

1. The Master of Studio Art may be awarded with honours.

Eligibility for admission

2. Sydney College of the Arts Board (hereafter referred to in these resolutions as SCA Board) may admit to candidature for the Master of Studio Art an applicant who:
 - (1) (a) holds a bachelor's degree in visual art or art education; or
 - (b) furnishes evidence which satisfies SCA Board that the applicant has equivalent professional skills and experience;
 and
 - (2) has demonstrated to the satisfaction of SCA Board through the presentation of work, his or her ability to proceed.

Availability

3. Admission to candidature for the Master Studio Art may be limited by quota.
4. In determining the quota SCA Board will take into account —
 - (a) availability of resources, including studio space, library, equipment and computing facilities; and

5. In considering an applicant for admission to candidature SCA Board may take account of the quota and will select in preference applicants who are most meritorious in terms of the admission criteria.

Discipline Areas

6. The Master Studio Art may be taken in the following areas:

- Ceramics
- Glass
- Electronic Art
- Jewellery and Metal
- Painting
- Photomedia
- Printmedia
- Sculpture (including Performance & Installation)

Time limits

7. A candidate may proceed on either a full-time basis or a part-time basis.
8. (1) A full-time candidate shall except with the permission of SCA Board complete the requirements for the Master of Studio Art at the end of the second semester of candidature.
 (2) A part-time candidate shall, except with the permission of SCA Board, complete the requirements for the Master of Studio Art at the end of the fourth semester of candidature.
 (3) The earliest and latest dates for completion of requirements for the Master of Studio Art shall be adjusted for those candidates permitted to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.

Credit

9. A candidate, who before admission to candidature has spent time in advanced study may be deemed by SCA Board to have spent such time after admission to candidature provided that it represents no more than half of the total candidature.

Supervision

10. (1) SCA Board shall appoint a full-time member of the academic staff of the College to act as supervisor of each candidate.
 (2) SCA Board may appoint from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of any candidature.

Requirements for the Master of Studio Art

11. A candidate shall —
- (1) (a) complete such units of study;
 - (b) attend such seminars;
 - (c) complete such essay or other written work including a Research Paper;
 - (d) carry out such supervised research in a studio or inter studio area as may be prescribed by SCA Board; and
 - (2) present for examination and exhibition at the end of the final semester of candidature a work or series of works of art.

Examination:

12. (1) SCA Board shall appoint an Assessment Panel consisting of two persons.
 (2) The Assessment Panel shall examine the exhibition, performance or installation and shall assess the written work of the candidate;
 (3) Having received a report from the Assessment Panel and having received reports on the examination of the coursework the head of department shall report the result of the examination to SCA Board, which shall determine the result of the candidature.
13. In special cases SCA Board may require the candidate to take a further examination.
14. SCA Board may permit an unsuccessful candidate to revise and resubmit the work if the candidate's work is of sufficient merit to warrant this concession, and may prescribe special conditions to be fulfilled by the candidate.

Progress

15. SCA Board may:
- (a) call upon any candidate to show cause why that candidature should not be

- (b) where, in the opinion of SCA Board, the candidate does not show good cause, terminate the candidature.

Board of Studies in Social Work

Degrees in Social Work

The Resolutions of the Senate relating to Degrees in Social Work (p 508, *Calendar 1996, Vol 1*) are amended to the following effect from 1 January 1998:

- The heading “Degrees in Social Work” is amended to read “Degrees, Diplomas and Certificates in Social Work” and
- the existing entry listing the degrees in Social Work is numbered as sub-section (1) and new sub-sections (2) and (3) are added.

The amended entry reads as follows:

Degrees, Diplomas and Certificates in Social Work

1. The degrees in Social Work shall be
 - (a) Bachelor of Social Work (BSW)
 - (b) Master of Social Work (MSW)
 - (c) Doctor of Social Work (DSW)
2. The diploma in Social Work shall be:
Graduate Diploma in Social Work (GradDipSW)
3. The certificate in Social Work shall be:
Graduate Certificate in Professional Practice Supervision (GradCertPPS)

Graduate Diploma in Social Work

Eligibility for admission

1. Admission to candidature for the Graduate Diploma in Social Work is restricted, except as provided in Chapter 10 of the By-laws, to:
 - (1) in the case of nationals or permanent Australian residents, applicants with a four-year Bachelor of Social Work degree or equivalent, recognised by the Australian Association of Social Workers, and who have been in full-time employment in Social Work for a minimum of one year;
 - (2) in the case of overseas students, applicants not intending to practise in Australia and with the recognised equivalent of a four-year Bachelor of Social Work degree.

Availability

2.
 - (1) Admission to the Graduate Diploma in Social Work may be limited by quota.
 - (2) In determining the quota the University will take into account:
 - (a) availability of resources including space, library, equipment and computing facilities; and
 - (b) availability of adequate and appropriate supervision.
 - (3) In considering an application for admission to candidature, the Board of Studies in Social Work shall take account of the quota and will select in preference candidates who are most meritorious in terms of section 1 above.

Method of progression

3. A candidate for the Graduate Diploma in Social Work shall proceed primarily by coursework.

Time Limits

4. A candidate may proceed on a full-time or a part-time basis.
5.
 - (1) A full-time candidate shall complete the requirements for the Graduate Diploma

the Department of Social Work, Social Policy and Sociology, not later than the end of the fourth semester of candidature.

(2) A part-time candidate shall complete the requirements for the Graduate Diploma in Social Work not earlier than the end of the fourth semester of candidature and, unless otherwise otherwise determined on behalf of the Board of Studies in Social Work by the Chairperson of the Board of Studies in Social Work, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, not later than the end of the sixth semester of candidature.

Credit

6. A candidate who before admission to candidature has spent time in advanced study at the University of Sydney or at another University or institution, and has completed work considered by the Chairperson of the Board of Studies in Social Work on behalf of the Board of Studies in Social Work, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, to be equivalent to work prescribed for the Graduate Diploma, may receive credit towards satisfying the requirements for the Graduate Diploma, provided that no more than half the requirements are so met, except as provided for in section 7 below.

7. A candidate who has been enrolled at the University of Sydney as a candidate for the Master of Social Work may receive credit towards satisfying up to all of the requirements for the Graduate Diploma in Social Work provided that the candidate ceases to be a candidate for that Master of Social Work degree.

Requirements for the Graduate Diploma in Social Work

8. A candidate for the Graduate Diploma in Social Work shall complete four seminar units proscribed on behalf of the Board of Studies by the Chairperson of the Board of Studies, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology.

Examination

9. A candidate may be tested by written and oral examinations, assignments, exercises and practical work or any combination of these.

10. On completion of the requirements for the Graduate Diploma in Social Work the results of the examination of coursework shall be reported to the Board of Studies in Social Work which shall determine the result of the candidature.

11. The Graduate Diploma in Social Work shall be awarded in one grade only, provided that an outstanding candidate may be awarded the Graduate Diploma in Social Work with merit.

Progress

12. The Chairperson of the Board of Studies, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, may on behalf of the Board of Studies call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Graduate Diploma in Social Work and where, in the opinion of the Chairperson of the Board of Studies, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, the candidate does not show good cause, terminate the candidature.

Transfer of candidature to the Master of Social Work

13. The Chairperson of the Board of Studies, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, may on behalf of the Board of Studies permit candidates in the Graduate Diploma in Social Work who achieves a result of Credit or above in their completed Diploma units to transfer candidature to the Master of Social Work.

Graduate Certificate in Professional Practice Supervision

The following new Resolutions of the Senate relating to the Graduate Certificate in Professional Practice Supervision are adopted from 1 January 1998:

Graduate Certificate in Professional Practice Supervision

Eligibility for admission

1. Admission to candidature for the Graduate Certificate in Professional Practice Supervision is restricted, except as provided in Chapter 10 of the By-laws, to applicants with a four-year Bachelor of Social Work degree or equivalent recognised by the Australian Association of Social

Availability

2. (1) Admission to the Graduate Certificate in Professional Practice Supervision may be limited by quota.
- (2) In determining the quota the University will take into account:
 - (a) availability of resources including space, library, equipment and computing facilities; and
 - (b) availability of adequate and appropriate supervision.
- (3) In considering an application for admission to candidature, the Board of Studies in Social Work shall take account of the quota and will select in preference candidates who are most meritorious in terms of section 1 above.

Method of progression

3. A candidate for the Graduate Certificate in Professional Practice Supervision shall proceed by coursework.

Time Limits

4. A candidate may proceed on a full-time or a part-time basis.
5. (1) A full-time candidate shall complete the requirements for the Graduate Certificate in Professional Practice Supervision not earlier than the end of the first semester of candidature and, unless otherwise otherwise determined on behalf of the Board of Studies in Social Work by the Chairperson of the Board of Studies in Social Work, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, not later than the end of the second semester of candidature.
- (2) A part-time candidate shall complete the requirements for the Graduate Certificate in Professional Practice Supervision not earlier than the end of the second semester of candidature and, unless otherwise otherwise determined on behalf of the Board of Studies in Social Work by the Chairperson of the Board of Studies in Social Work, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, not later than the end of the fourth semester of candidature.

Credit

6. Except as provided for in section 7 below, no credit towards the Graduate Certificate in Professional Practice Supervision shall be given for work completed prior to admission for the Graduate Certificate in Professional Practice Supervision.
7. A candidate who has been enrolled at the University of Sydney as a candidate for the Master of Social Work or the Graduate Diploma in Social Work may receive credit towards satisfying up to all of the requirements for the Graduate Certificate in Professional Practice Supervision provided that the candidate ceases to be a candidate for that Master of Social Work or Graduate Diploma in Social Work degree.

Requirements for the Graduate Certificate in Professional Practice Supervision

8. A candidate for the Graduate Certificate in Professional Practice Supervision shall complete the following two units:
 - (a) Theory of Professional Practice Supervision; and
 - (b) Practice Development.

Examination

9. A candidate may be tested by written and oral examinations, assignments, exercises and practical work or any combination of these.
10. On completion of the requirements for the Graduate Certificate in Professional Practice Supervision the results of the examination of coursework shall be reported to the Board of Studies in Social Work which shall determine the result of the candidature.
11. The Graduate Certificate in Professional Practice Supervision shall be awarded in one grade only, provided that an outstanding candidate may be awarded the Graduate Certificate in Professional Practice Supervision with merit.

Progress

12. The Chairperson of the Board of Studies, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, may on behalf of the Board of Studies call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Graduate Certificate in Professional Practice Supervision and where, in the opinion of the Chairperson of the Board of Studies, on the

Transfer of candidature to the Graduate Diploma in Social Work

13. The Chairperson of the Board of Studies, on the recommendation of the Head of the Department of Social Work, Social Policy and Sociology, may on behalf of the Board of Studies permit candidates in the Graduate Certificate in Professional Practice Supervision who have achieved a result of Credit or above in their completed Certificate units to transfer candidature to the Graduate Diploma in Social Work.



The University of Sydney

Academic Board

Meeting held on Wednesday 13 August 1997

Minutes of the meeting of the Academic Board held at 2.15 pm on Wednesday 13 August 1997 in the Professorial Board Room.

There were present: the Chair (Professor R Pesman) presiding, the Deputy Chairs (Professors D J H Cockayne, J Lawler, J R Lawrence and R McPhedran), the Vice-Chancellor and Principal (Professor G Brown), Associate Professor M Allars, Professor D Anderson, Associate Professors R Arnold and R Atherton, Ms S Baker, Dr A E Brew, Professor K K Campbell, Associate Professors L J Copeland, E Cornell and D Dragovich, Professor R Dunn, Associate Professor C J Durrant, Professors K Eltis, L D Field, D R Fraser and G Gill, Associate Professor C B Gillies, Professors M A Harris and R Hewitt, Ms C Hyde, Associate Professor P Jones, Professors J F Kinnear and I J Klineberg, Associate Professor A F Masters, Messrs K Oliver and M G Partridge, Dr M Peat, Professor J Raper, Dr A Reynolds, Professors B D Roufogalis, R L Russell, W Schworm and G P Steven, Associate Professor G M Stone, Professor T Walter and Mr R Wilson.

Present as observers were: Dr W Adams (Secretary to the Academic Board), Professors L M Koder and D Napper, Mr J Shipp, and Professors D Weisbrot and J A Young.

Present by invitation were: Ms R Dever, Ms L Maral and Mr T Robinson.

In attendance: Miss E R Ring.

P 82/97 Starring

Members of the Board were invited to star any unstarred item which they wished to have discussed. All other items were dealt with as recommended in the agenda.

*** The Board resolved as recommended with respect to all unstarred items.

83/97 Minutes

1. **Minutes of the meeting held on 16 July 1997**

*** The Board confirmed the minutes of the meeting held on Wednesday 16 July 1997 as a correct record.

2. **Business arising out of the minutes**

None.

84/97 Report of the Chair

The following reports had been circulated and tabled:

(see agenda and supplementary agenda item A4.)

Part I

1. **Report on Senate Matters**

*** The Board noted the report.

2. **Alternative Chair**

*** The Board approved the Chair's nomination of Professor J R Lawrence as Alternative Chair of the Board until 31 December 1997.

3. 1998 Academic Board meeting dates

*** The Board adopted the proposed schedule of 1998 meetings.

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4. Postgraduate Awards

The Chair reported that, subsequent to the distribution of the agenda, she had learned that Professor Cockayne and Associate Professor Gatens would not be available to serve on the proposed Working Party and she recommended that they be replaced by Associate Professor Brian James and Dr Russell Ross.

Professor Hewitt said that he had grave reservations about the proposed committee structure. He commended the proposal to establish a working party to consider the rankings as there had been many changes in the University since the present system had been established but considered that the proposed structure was unworkable. The present system worked because two representative committees produced lists, each of which was normalised to deciles in one of the very large honours candidatures in the Faculties of Arts and Science. Under the proposed scheme the sciences-based list would be divided into two separate lists and that for the College of Health Sciences would be relatively small and would not be normalised as in the present system. He also felt that the final committee would not have confidence in ranking undertaken by staff from the Scholarships Office because the process would require academic input. He suggested that the *status quo* be maintained; those issues which had caused contention should be looked at by the science-based faculties which could report to the working party.

Professor Young said that he held a view diametrically opposite to that of Professor Hewitt. The proposed scheme recognised the cohesion of the faculties within the new college structure, was supported by the three Pro-Vice-Chancellors (College) and should be adopted by the Board. There would be goodwill during the trial period, and the Board could review the scheme for the future. He did agree, however, that it would be inappropriate for a clerk in the Scholarships Office to do the ranking; this should be undertaken by a working party of the Board.

The Chair reported that she intended to chair the Working Party.

During the ensuing discussion, various members spoke both in support of and against the proposal.

Members speaking in support of the proposal re-iterated the argument that scholarships ranking should take account of the changed structure of the University and they proffered additional reasons for change:

- under the present ranking system, it was difficult to give due recognition to students with clinical components in their courses, such as Health Sciences and Nursing students, and
- there was a need for resolution of the disagreement between Medicine and the other science-based faculties.

Members speaking in support of the retention of the present scheme for another year suggested *inter alia*

- that it would be inefficient to introduce an interim scheme and then to amend it for following years,
- that there was little difference for the humanities-based faculties between the current and proposed schemes until the last stage of the ranking procedure, when the decile system was of great advantage,
- that disagreement between faculties was not restricted just to Medicine and Science, but to Medicine and all the other science-based faculties, and
- that there was a need for more strict compliance with Academic Board guidelines, for the award of merit grades in the undergraduate years.

Another issue raised was the need to make provision for the offer of mid-year APAs and other such awards.

*** It was moved and seconded that the Board adopt the Chair's recommendations, as revised in respect of the membership of the Working Party. The motion was put and carried on a show of hands.

The Chair reported that she would refer the comments made during discussion to the Working Party and that she would appreciate any written submissions on the issue. Professor Young said that he would be happy to meet with Professor Hewitt in order to discuss the adoption of a decile ranking system at College level.

5. Membership of the Board

*** The Board noted the report and welcomed Associate Professor Dragovich to membership of the Board.

6. National Committee of Inquiry into Higher Education in the UK (Dearing Committee)

*** The Board noted the report.

7. Membership of faculties and academic colleges by pro-vice-chancellors (college)

*** The Board noted the report.

8. Student appeals against academic decisions

*** The Board noted the report.

9. Action under delegated authority and reports from the Academic Groups

*** The Board noted the report.

10. Work in progress

*** The Board noted the report.

11. Questions on notice

*** The Board noted that there were no questions.

P Part II

At the meeting the Chair reported on the following matters:

1. Welcome to the new University Librarian

The Chair welcomed Mr John Shipp, the new University Librarian, to his first Board meeting.

2. Nominations for honorary degrees

In accordance with the decision of the Senate Advisory Committee for the Selection of Candidates for the Award of Honorary degrees, the Chair asked for nominations for honorary degrees to be forwarded to the Senate Office by August 31. Those eligible to make nominations were Deputy Vice-Chancellors, Pro-Vice-Chancellors, Deans, College Principals, Chairpersons of Boards of Studies and Professors. Submissions should be made in strict confidence. Detailed procedures and guidelines are available from the Senate Office.

3. Pro-Vice-Chancellors (College) and promotions

The Chair reported that she had agreed with the proposal of the Deputy Vice-Chancellor (Staffing) that College PVCs be invited to attend the meetings of the central promotions committees for associate professors and personal chairs as observers. The PVCs would be present as observers only and would not participate in the process.

4. The Board and communication

The Chair reported that, as much of the work of the Board was now done by its Committees, she had starred the Committee reports to give the Committee Chairs the opportunity to make very brief statements about the current work and priorities of each Committee. As Professor Ann Sefton was overseas there would be no report from the Teaching and Learning Committee.

She also hoped to organise soon an open Forum for Heads of Department and others where the Chairs of Board Committees would discuss the work of the Committees and where they would have an opportunity to discuss the activities and current priorities of the Board.

The agenda for Board meetings could now be found on the web but not yet in an easily accessible form. She hoped that within the next few weeks a more user-friendly way of access would be available for all members of the University community.

*** The Board noted the Chair's report.

85/97 Statement by the Vice-Chancellor and Principal

The following report was tabled:

(see supplementary agenda item A5.)

Part I

1. Report on Senate Matters

*** The Board noted the report.

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Part II

At the meeting, the Vice-Chancellor reported on the following matter:

UAC Preferences

The Vice-Chancellor reported that discussions had been held with the University of New South Wales and the Universities Admissions Centre about the processing of student applications for 1998, and that New South Wales was insisting on a process of four rounds of offers, rather than two, with offers for HECS-liable places, fees-liable places, HECS-liable places and fees-liable places. Sydney believed it could work within the system by having a designator on fees-liable courses and giving a "Sydney guarantee", viz, that if a student qualified for a HECS-liable place, the student could change to that in the second round. While this could lead to over-enrolments and less fee-paying students, it was considered to address equity issues with the least disturbance to other institutions. UAC had been unwilling increase the number of preferences from six.

Professor Eltis reported that the brochures for Courses and Careers Day would contain the "Sydney guarantee".

*** The Board noted the report.

86/97 Report of the Faculty of Medicine

The following report had been circulated:

(see agenda item B11.)

1998 Term and Semester dates for the Graduate and the Undergraduate Medical Programs

*** The Board approved the term and semester dates as recommended.

87/97 Report of the Undergraduate Studies Committee

The following report had been circulated:

(see agenda item C1.)

Part I

1. Faculty of Science

Bachelor of Science (Advanced Mathematics)

*** The Board recommended that Senate approve in principle the proposal for the introduction of the new award program, the Bachelor of Science (Advanced Mathematics).

2. Proceedings of the Committee

(1) Membership

(2) Admission and selection into fee-paying undergraduate courses in 1998

(3) Overseas Qualifications Sub-Committee

(4) Terms of Reference

(5) Credit point values and nomenclature

- (6) **Working Party: Approval mechanisms for new courses and major changes to existing courses**
- (7) **Working Party: Admissions**
- (8) **Student appeals against academic decisions**

*** The Board noted the report.

P Part II: Report by the Chair of the Committee

Professor Lawler reported that the Undergraduate Studies Committee had been considering a large number of proposals for new undergraduate programs and that it was streamlining the procedures for this process. The Committee was addressing academic policy matters including credit points, student appeals, admissions and advanced standing.

88/97 Report of the Graduate Studies Committee

The following report had been circulated:

(see agenda item C2.)

Part I

1. Amendment of the Resolutions of the Senate

(1) Faculty of Nursing

*** The Board recommended that Senate approve:

- the restructuring of the Master of Nursing degree and the introduction of the new speciality areas of Critical Care and Education;
 - the introduction of the new Master of Philosophy (Nursing) degree; and
 - the introduction of the new Master of Midwifery degree;
- and amend its Resolutions to effect this.

(2) Faculty of Science

(a) Master of Science (Environmental Science)

*** The Board recommended the introduction of the new Master of Science (Environmental Science) degree and the amendment of the Resolutions of the Senate to effect this.

(b) Master of Science (Microscopy and Microanalysis)

Professor Hewitt drew attention to the fact that the duration of the proposed MSc (Microscopy and Microanalysis) was at variance with that of other master's degrees in the Faculty of Science.

Professor Lawrence reported that this matter had been discussed at the Graduate Studies' Working Party, and Professor Cockayne reported also that detailed discussions had been held on this issue.

*** The Board adopted the Chair's recommendation that the proposal for the introduction of the Master of Science (Microscopy and Microanalysis) degree be referred back to the Graduate Studies Committee.

2. Guidelines on the distinction between Major and Minor changes at postgraduate level

*** The Board endorsed the Guidelines on the distinction between Major and Minor changes at postgraduate level.

3. Electronic submission of theses

*** The Board noted the report.

4. Proceedings of the Committee

(1) Report of the PhD Award Sub-Committee

(2) Report of the Coursework Sub-Committee

(3) Mid-year offers of APAs

(4) Proposal for the introduction of a new Master of Occupational Therapy program

(5) Appointment of Working Parties to consider new and amended award programs

(6) Work in progress

*** The Board noted the report.

P Part II: Report by the Chair of the Committee

Professor Lawrence reported that the Committee was responsible for the review of all aspects of postgraduate award programs including supervision and, with the assistance of its PhD Award Sub-Committee and Coursework Sub-Committee, was addressing policy issues such as expediting the PhD examining process, including provision for electronic submission of theses, improving the guidelines for proposals for new and amended courses and taking an overview of the proliferating coursework programs across the University. In recent months the Committee had been considering a vast number of proposals for new courses for introduction in 1998. Its third Sub-Committee, the Postgraduate Awards Selection Committee, would commence work following the Board's determination about postgraduate awards.

P 89/97 Report of the Teaching and Learning Committee

The Chair reported that while there was no written report from the Committee, the item had been included in the agenda as a starred item to allow a brief oral report by the Committee's Chair. Professor Sefton was overseas, however, and no report would therefore be presented.

90/97 Report of the Research Committee

The following report had been circulated:

(see agenda item C4.)

Part I

- 1. Revised Proposal for Use of University Research Grant Scheme Funds (URGS)**
- 2. Research Infrastructure Block Grant (RIBG)**
- 3. Research Committee Membership**
- 4. Association of the Chair of the Graduate Studies Committee with the Research Committee**
- 5. Report from the Pro-Vice-Chancellor (Research)**
- 6. Report from the Director, Research Development**
- 7. Report from the Director, Research and Scholarships Office**

*** The Board noted the report.

P Part II: Report by the Chair of the Committee

Professor Cockayne reported that the Committee's reports to the Board highlighted areas of interest. At present the main issues being addressed by the Committee were conditions for Research Fellows, URGS guidelines, the Committee's membership and benchmarking.

P 91/97 Report of the Library and Information Technology Committee

There had been no written report from the Committee, but the Committee's Chair, Professor McPhedran, reported in the following terms on some of the issues of importance being addressed by the Library and Information Technology Committee and by its two Reference Groups:

- the development of the Library collection;
- the development of Library infrastructure (for example, the proposed Science Library building);
- the balance between electronic and paper information storage in the Library's collection;
- policies for student and staff access to information technology and codes of conduct for use of IT;
- policies ensuring equity of access to appropriate IT facilities for all parts of the University and all individuals within the University; and
- appropriate charging mechanisms for Internet usage.

92/97 Report of the Academic Staffing Committee

The following report had been circulated:

(see agenda item C6.)

Part I

- 1. Promotion of Academic Research-Only Staff to Levels B, C and D**
- 2. Draft Policy Document - Promotion of Academic Staff to Levels B, C and D**

*** The Board noted the report.

P Part II: Report by the Chair of the Committee

The Chair, as Chair of the Academic Staffing Committee, reported that the Committee was working on its policy document on "Academic Progression", which, when finalised, would cover all aspects of academic employment from recruitment to retirement/resignation. The Committee would present recommendations on Promotions to Levels B to D to the September Board meeting. It was now considering promotion to Level E and personal chairs. Future policy matters to be addressed included clinical and other titles and the status of research-only staff.

Professor Young expressed his concerns regarding the criteria for promotion to a personal chair. The award of a personal chair is described by the University as an extraordinary step, with consideration only given to the most exceptionally distinguished members of the academic staff. Professor Young argued that there was a mismatch between this rhetoric and the number of staff who were actually promoted to personal chairs each year. He suggested there should be a clear distinction between a promotional chair and a personal chair, and questioned whether the University would then really need the latter.

P 93/97 Nominations for membership of the Appointments Board

The following report had been circulated:

(see agenda item C7.)

The Chair called for nominations to supplement the two that she had suggested.

*** The Board agreed to delegate to the Chair authority to determine the Academic Board nominations on its behalf.



THE UNIVERSITY OF SYDNEY

CRITERIA FOR PROGRESSION FOR ACADEMIC LEVELS A, B, C AND D **(For use for Increment, Probation, Confirmation of Appointment, and Promotion)**

For the definitions of terms used in this document refer to the Delegations of Authority.
As appropriate for the local nomenclature and reporting lines, when this document refers to Department read also School or Unit;
to Faculty read also Graduate School of Business, Orange Agricultural College, Sydney College of the Arts, Sydney of Music
or Administrative Unit; to Head read Head of Department/School/Unit; and to Dean read also Director or College Principal.

General Criteria

It is always difficult to formulate precise criteria for appointment/promotion to specific levels. The criteria listed in this document should be read as indicative not prescriptive.

The following guidelines on the University of Sydney's expectations at each level of appointment should be read in conjunction with the Position Classification Standards.

The University recognises in evaluating performance that its staff work in diverse disciplines with different protocols and conventions, that they allocate time and talents in different ways, and that the University's well-being and reputation depends on a wide and varied range of contributions.

It also recognises that members of staff do not have the same opportunities to engage in the full range of academic activities. Thus academic profiles at the same level of appointment will be composed in different ways. However, the University considers teaching and research/scholarship/creative work as its core activities and expects that all members of staff contribute to the overall work of their department.

Evaluation

Evaluation of academic performance at the University of Sydney is based, at each level of appointment, on four categories of activity

- teaching
- research/scholarship/creative work
- service and leadership within the University
- service and leadership to the profession, wider community and the development of Australian society.

The University has four standards of evaluation relating to promotion

- outstanding
- superior
- satisfactory
- unsatisfactory.

These standards are understood as follows

- outstanding - significantly exceeding the criteria at the current level of appointment and satisfying the criteria at the next level
- superior - meeting the criteria at the current level of appointment at an advanced standard
- satisfactory - meeting the criteria at the current level of appointment
- unsatisfactory - not meeting the criteria at the current level of appointment.

DOCUMENTING CATEGORIES OF ACTIVITY

Teaching

Documenting experience in teaching

- For promotion, staff should complete the relevant teaching activities form.

Documenting good practice in teaching

Good practice in teaching can be substantiated in a variety of ways. These include

- most importantly, evidence of self-evaluation and reflection on teaching and learning: strategies, approaches, determining goals and assessing how well they are met, philosophies, responses to different forms of evaluation
- systematically collected student evaluations which must include validated generic questionnaires (eg: that provided by the Centre for Teaching and Learning and/or the Course Experience Questionnaire completed by all Australian graduates)
- the use of self-designed instruments/strategies to obtain specific information for formative self-evaluation
- evidence from direct observations by departmental colleagues or external experts.

Documenting scholarship in teaching / outstanding teaching

- numbers of undergraduates attracted into optional units of study, including honours, and postgraduate work
- qualifications in, or awards for, teaching
- successful competitive grant funding for teaching projects
- publication of research on teaching and learning; presentations at meetings
- external recognition: invitations to speak at workshops, conferences or seminars on teaching and learning; positions held in educational societies; consultations on teaching.

Research/ Scholarship/ Creative Work

It is recognised that different disciplines have different indices for assessing productivity and quality in research/scholarship/creative work, but that peer review and placing work in the public arena in some form or other are criteria for assessment in all disciplines:

- publication of books and monographs after the manuscript has gone through a review process
- publication of papers in refereed outlets
- competitive grants
- invited exhibitions, performances and commissioned compositions
- critical reception of work through reviews and citations
- invitations by outside organisations (conferences, other universities) to present work
- invitations to review manuscripts, books, research grant applications, performances and exhibitions
- other publications and conference papers relevant to the discipline, such as unrefereed papers

Service and Leadership in the University

Service and leadership should be expressed in terms of the following list. This list is indicative only.

Positions held at the

- departmental
- faculty
- college and
- university level

and

- positions held on outside bodies on the University's behalf.

Contribution to the Profession and the Community

Professional and community activity is best indicated by achievements in professional areas which advance the profession or bring credit to the University or contribute to the development of Australian society. Achievement in these areas can be assessed by recognition by industry, government agencies and professional peers. Peer acceptance rather than market assessment would normally be regarded as the more relevant measure.

- **Professional activity**

Evidence for significant involvement in professional activity might include

- positions of leadership in professional societies
- liaison with constituencies in ways which promote scholarship, teaching and research/scholarship/creative work
- organisation of conferences, seminars, field days, professional development courses
- professional consultancies
- commissioned reports
- originality in applied work such as the development of new techniques which have been accepted and used by the profession/industry/community
- structures judged as expanding the discipline
- professional awards and distinctions
- appointment and contribution to outside advisory organisations, tribunals, committees of inquiry because of professional expertise and reputation
- appointment and contribution to boards of management of community and public organisations because of professional expertise and reputation
- appointment as judges on adjudication panels to assess performance and creative work.

- **Community service**

Community service might include activities such as

- contribution of professional expertise to community organisations
- engagement as a 'public intellectual' through participation in public debates
- dissemination and popularisation of research/scholarship/creative work through appearances on radio and television, interviews and articles for the print media and talks to community organisations.

CRITERIA BY LEVEL

~ LEVELS A AND B ~

Levels A and B

TEACHING

Teaching Experience

Staff at levels A and B will have demonstrated that, when given the opportunity, they have

- taught units of study at both junior and senior level
- taught in a variety of subject areas including those beyond their immediate research interests
- taught/supervised in different styles and settings (eg: tutorials, lectures, practicals, workshops, seminars, demonstrations, fieldwork, in placements, in clinical and other professional situations)
- supervised or co-supervised honours and postgraduate students effectively (Level B)
- co-operated in the design and delivery of teaching including the preparation of unit of study notes, handbooks and other materials in a timely fashion

Good Practice in Teaching

Staff at levels A and B will have demonstrated that in their teaching they have

- encouraged students to learn effectively and to develop a number of the generic skills expected of graduates of the University of Sydney including critical reasoning
- prepared and delivered material professionally and with enthusiasm
- kept abreast of current developments in areas taught
- used a range of appropriate assessments and provided timely feedback to students
- made themselves available for students seeking academic assistance
- participated in the professional development of their own teaching skills
- sought evaluation of their teaching from staff and students and responded appropriately and effectively to the information
- introduced or implemented improvements/innovations in classes.

Scholarship in Teaching / Outstanding Teaching

Staff at levels A and B will have demonstrated scholarship in teaching and/or outstanding teaching performance through the following

- numbers of undergraduates attracted into optional units of study, including honours, and postgraduate work
- qualifications in, or awards for, teaching
- scholarly activities in teaching (publication or research on teaching, contributions to educational meetings/seminars/workshops)
- contributions to the enhancement of teaching quality (including the design of units of study) within the department or faculty
- application of new initiatives from familiarity with the educational literature relevant to teaching the discipline/award course program
- successful competitive grant funding for teaching projects
- external recognition: consultations or invitations to speak at workshops, conferences or seminars on teaching and learning, membership of, or positions held in, educational societies.

RESEARCH

Staff at Level A will have demonstrated

- **research ability**
- **that they have had the results of an activity accepted in the form of publication (unless there are contractual constraints).**

Staff at Level B will have demonstrated that they have met or exceeded the criteria for Level A and, in addition, have

- **an independent role in research or creative activity**
- **had the results of their research or creative activity accepted in the form of refereed publications**
- **been successful in obtaining research grants, if relevant to the discipline.**

SERVICE AND LEADERSHIP IN THE UNIVERSITY

Staff at levels A and B will have demonstrated that they have

- **contributed to departmental committees**
- **acted as unit of study co-ordinators, in line with the Position Classification Standards (Level B)**
- **participated in outreach events such as Careers and Information Days.**

CONTRIBUTION TO THE PROFESSION AND THE COMMUNITY

Staff at levels A and B will have demonstrated

- **participation in professional / community activity.**

Level C

~ LEVEL C ~

TEACHING

Teaching Experience

Staff at Level C will have demonstrated that, when given the opportunity, they have met or exceeded the criteria for Level B and, in addition, have

- coordinated units of study efficiently at undergraduate and, if appropriate, postgraduate level
- contributed to the development and/or management of units of study within the department or faculty.

Good Practice in Teaching

Staff at Level C will have demonstrated that they have met or exceeded the criteria for Level B and, in addition, have

- contributed to attracting students for successful undergraduate, honours and/or postgraduate study in the department/school
- participated in the planning and implementation of new units of study /award course programs.

Scholarship in Teaching / Outstanding Teaching

Staff at level C will have demonstrated that they have met or exceeded the criteria for Level B, including evidence of

- contributions to developments in teaching the discipline in other institutions (eg: through national and international discipline-based societies, participation in unit of study advisory bodies at other institutions, work in schools)
- development of new modes of teaching (eg: distance education)

RESEARCH

Staff at Level C will have demonstrated that they have met or exceeded the criteria for Level B and, in addition, have

- developed a sustained program in research or creative work
- had the results of their research or creative activity accepted in the form of publications highly respected within the discipline
- supervised postgraduate research students, where the opportunity has been available
- contributed to the national or international activity in their research or creative discipline.

SERVICE AND LEADERSHIP IN THE UNIVERSITY

Staff at level C will have demonstrated that they have acted as

- chairs of departmental committees
- year co-ordinators
- members of faculty and University committees
- organisers of conferences, public seminars and meetings
- representatives of the University in the community and beyond.

CONTRIBUTION TO THE PROFESSION AND THE COMMUNITY

Staff at level C will have demonstrated

- leadership and community recognition.

~ LEVEL D ~

Level D

Level D is not a level to which most Level C staff, by satisfactory performance of their normal duties may expect to attain before retirement. Applicants seeking promotion to Level D should be able to demonstrate a level of performance which would warrant them being seriously considered for appointment to a chair in their particular field of expertise.

TEACHING

Teaching Experience

Staff at Level D will have demonstrated that, when given the opportunity, they have met or exceeded the criteria for Level C and, in addition, have

- contributed to developing the quality of teaching and learning at departmental and faculty level
- provided support and act as a mentor in teaching to newer members of staff
- demonstrated a successful record of postgraduate and/or research supervision.

Good Practice in Teaching

Staff at Level D will have demonstrated that they have met or exceeded the criteria for Level C and, in addition, have

- contributed to improving the quality of teaching at departmental, faculty or University level
- provided leadership in developing new units of study /award course programs
- introduced or encouraged and supported innovation in teaching at departmental or faculty level.

Scholarship in Teaching / Outstanding Teaching

Staff at level D will have demonstrated that they have met or exceeded the criteria for Level C. In addition, they may also provide evidence of

- a national or international reputation for scholarship/leadership in teaching in the discipline or award course program.

RESEARCH

Staff at Level D "Associate Professor" will have demonstrated that they have met or exceeded the criteria for Level C and, in addition, have

- provided research or creative work leadership in their field within the University
- an international reputation in their research or creative work discipline

Staff at Level D "Reader" will have demonstrated that they have met or exceeded the criteria for Level C and, in addition, have

- demonstrated an outstanding record of postgraduate supervision
- demonstrated national/international leadership in research or creative work.

SERVICE AND LEADERSHIP IN THE UNIVERSITY

Staff at level D will demonstrate leadership

- in departments as head of department and chairs of departmental committees
- in the faculty as pro-deans and associate deans, and chairing and contributing to faculty committees
- in the University as chairs and members of University committees
- in the University in the promotion and organisation of new initiatives in teaching, research and administration
- in the relations of the University and other universities and outside organisations (eg: as members or representatives of the University on inter-university committees or committees at other universities, ARC committees, government committees related to tertiary education or the discipline).

CONTRIBUTION TO THE PROFESSION AND THE COMMUNITY

Staff at level D will have demonstrated

- leadership and national or international recognition.



THE UNIVERSITY OF SYDNEY

POLICY DOCUMENT

PROMOTION OF ACADEMIC STAFF TO LEVELS B, C AND D

For the definitions of terms used in this policy document refer to the Delegations of Authority. As appropriate for the local nomenclature and reporting lines, when this document refers to Department read also School or Unit; to Faculty read also Graduate School of Business, Orange Agricultural College, Sydney College of the Arts, Sydney Conservatorium of Music or Administrative Unit; to Head read Head of Department / School / Unit; and to Dean read also Director or College Principal. This policy is an attachment to and should be read in conjunction with the Policy Document - Support and Progression of Academic Staff.

Overview

This policy document defines the policies and procedures for the promotion of academic staff to levels B, C and D and describes how this policy integrates with the other policies of academic support and progression.

Governing Principles

- The University is committed to recognising and rewarding sustained excellence in its staff by providing opportunities for promotion.
- The University is committed to the principles of equity, equal opportunity, privacy and confidentiality.
- The University recognises in its promotion policies and criteria for promotion that it is a very diverse institution and that its well-being and reputation both nationally and internationally depends on a wide and varied range of contributions.

Policy

Applications for promotion are called for annually. The effective date of the promotion is in all cases 1 January of the following year.

All tenured, tenurable and fixed term staff whose contract extends one semester beyond the effective date of promotion are eligible to apply for promotion.

Unsuccessful applicants may not reapply in the year following their unsuccessful application unless there are exceptional circumstances and approval is given by the Deputy Vice-Chancellor (Academic and Staffing).

To be promoted, a member of staff must demonstrate sustained achievement at the current level of appointment and the capacity to perform at the level to which they are seeking promotion. It is unlikely, other than in exceptional circumstances, that a member of staff will be able to show evidence of sustained performance at the current level in less than two years.

The basis for the assessment of performance is the Position Classification Standards and the University's Criteria for Progression.

Assessment of applications for promotion is made by a committee of peers through a process designed to enable fair and consistent application of standards. The two committees assessing applications are the Faculty Promotion Committee (FPC) and the Central Promotion Committee (CPC).

Applicants for promotion should not participate in the promotion process as committee members or referees at the level of promotion for which they are an applicant.



THE UNIVERSITY OF SYDNEY

PROMOTION OF ACADEMIC STAFF TO LEVELS B, C AND D

APPLICANT INFORMATION

For the definitions of terms used in this policy document refer to the Delegations of Authority. As appropriate for the local nomenclature and reporting lines, when this document refers to Department read also School or Unit; to Faculty read also Graduate School of Business, Orange Agricultural College, Sydney College of the Arts, Sydney Conservatorium of Music or Administrative Unit; to Head read Head of Department/School/Unit; and to Dean read also Director or College Principal.

This policy is an attachment to and should be read in conjunction with the Policy Document - Promotion of Academic Staff to Levels B, C & D. Abbreviations are used throughout this document as follows: Faculty Promotion Committee (FPC), Central Promotion Committee (CPC)

STEPS

Seeking advice

BRIEF OUTLINE OF THE STEPS IN THE PROCESS

Staff wishing to apply for promotion should seek advice from their Professional Development Reviewer and Head, before submitting any promotion application and particularly after an unsuccessful application. The Dean may also be consulted.

Preparing the application

An application should be prepared within the framework given in "Advice and guidelines for applicants for the setting out of promotion applications" on pages 3-7 of this document.

Contacting and nominating referees

Applicants are required to submit the names, facsimile numbers and email addresses (if available) of no less than three and no more than five referees, including one referee who is familiar with and can comment on teaching and who is specified as such on the Academic Promotion Information Sheet. Members of a promotion committee should not be referees for any applicant who is to be considered by that committee.

Applicants should nominate referees who are in a position to offer impartial advice.

Applicants should contact their referees in advance to ascertain their willingness and availability to supply the referees' reports by the stipulated deadlines before nominating them. Late referees' reports will normally not be pursued.

Applicants should provide the referees with all material which they may require to assist them in the preparation of their report, such as a copy of the application or a curriculum vitae and publication list. A standard letter is sent to referees asking for an opinion of the academic and personal qualifications of the applicants (including teaching excellence). The standard letter is available for perusal from the Personnel Services Teams.

Submitting the application

Applicants are asked to submit twelve copies of the application material to the relevant Personnel Services Team, by the advertised closing date. Late applications will not be accepted.

Submitting copies of work

Applicants should ensure that they have given the faculty two copies of three pieces of published research/scholarship/creative work, at the time of submitting their application to the Personnel Services Team.

Signing the report of the Head

A report is requested from the Head. This must be countersigned by the applicant who has the right to provide a written response. The Head may not comment on the written response of the applicant.

(See Promotion of Academic Staff to Levels B, C and D - Head of Department Report, Attachment 3)



THE UNIVERSITY OF SYDNEY
PROMOTION OF ACADEMIC STAFF TO LEVELS B, C AND D
PROMOTION COMMITTEES PROCEDURES AND GUIDELINES.

For the definitions of terms used in this policy document refer to the Delegations of Authority.
 As appropriate for the local nomenclature and reporting lines, when this document refers to Department
 read also School or Unit;
 to Faculty read also Graduate School of Business, Orange Agricultural College, Sydney College of the Arts,
 Sydney Conservatorium of Music
 or Administrative Unit; to Head read Head of Department/School/Unit; and to Dean read also Director or
 College Principal.
 This policy is an attachment to and should be read in conjunction with the Policy Document on
 the Promotion of Academic Staff to Levels B, C and D .
 Abbreviations are used throughout this document as follows: Faculty Promotion Committee (FPC), Central
 Promotion Committee (CPC)

All involved in the promotions process should maintain an awareness of due process and equity. Failure to do so may result in appeals action.

EEO requirements	<p>The University is committed to equal opportunity for all staff. This commitment includes ensuring the absence of discrimination in any employment practices (including promotion) on the grounds of sex, pregnancy, race (including colour, ethnic background or national identity), marital status, disability, sexual preference, transgender, political or religious belief and age. Discrimination on these grounds is in breach of University policy and in many of these areas is unlawful under Commonwealth and State legislation.</p> <p>Accordingly, members of promotion committees must ensure that they apply only the relevant promotion criteria and that they do not discriminate against any applicant on any of the grounds mentioned above.</p>
Privacy and confidentiality	<p>The names of applicants, information contained in applications and referees' reports, and the content of interviews and discussions within promotion committees shall be confidential.</p>
Responsibility of the Head	<p style="text-align: center;">RESPONSIBILITIES OF HEADS, FACULTIES, PERSONNEL SERVICES TEAMS</p> <p>The Head must complete a report on the applicant (<i>See Promotion of Academic Staff to Levels B, C and D - Head of Department Report, Attachment 3</i>). This report should accurately represent the views of all senior and other relevant staff in the department, including any divergent views. The report must be countersigned by the applicant who has the right to provide a written response. The Head may not comment on the written response of the applicant.</p> <p>It is the responsibility of the Head to include comments on the standing of referees, and of the journals in which the applicant has published, in his/her report.</p> <p>The Head must sign the Teaching Activities Form.</p>
Responsibility of the Faculty Officer	<p>All copies of the application papers and publications are numbered by the Faculty Officer to allow for the identification of the set of papers allocated to each FPC member and thus ensuring the collection of the ordered and unmarked papers and return to Personnel Services (Corporate Group).</p> <p>The Faculty Officer is responsible for notifying applicants of the FPC membership and of the interview times.</p>

**Responsibility
of the
Personnel
Services Teams**

The Personnel Services Teams (Colleges) will assume responsibility for

- calling for referees' reports
- receiving applications and referees' reports
- notifying applicants of the CPC membership
- notifying applicants of the outcome of their application
- retaining a list of applicants for each year.

The Personnel Services (Corporate Group) will assume responsibility for servicing the CPCs and reporting by the CPCs to the Academic Board.

FACULTY PROMOTION COMMITTEES

The role of the FPC is to act as an assessor rather than as an advocate of faculty applications.

Constitution of the FPC

The Dean, after consultation with the Head, forwards the recommendation for the FPC constitution to the Pro-Vice-Chancellor (College) for approval on behalf of the Academic Board.

It is desirable that Faculties have separate committees for the consideration of applications for promotion to each academic level B, C and D.

Although Faculties may set up committees of different sizes and composition, it is considered that the FPCs should have the following constitution

- Core
 - A maximum of six and a minimum of four members (plus reserves) at least
 - three of whom must be members of the faculty
 - one of whom must be a member of another faculty
 - Note: FPCs for small Faculties should have at least two members from outside of the faculty.
- Additional members (plus reserves)
 - Up to three when the core is six and up to two when the core is four, including the Head and at least one other who will normally have expertise in the applicant's general field.

Centres that are outside the normal faculty structure will be assessed by the most relevant faculty as determined by the Deputy Vice-Chancellor (Academic and Staffing).

Note

Since the recommendation for the constitution of committees is no longer sent to the Academic Board, the committee membership will be available for viewing in the faculty office by all Academic Board members.

Requirements of the FPC membership

The Chair of the FPC will normally be the Dean or a nominee of the Dean with the agreement of the Pro-Vice-Chancellor (College).

The other members of staff serving on these committees should normally have academic rank not lower than that of the grade to which promotion is sought.

The additional non-core members may include people from outside the University.

FPC members should not be referees for any applicant to be considered by the committee.

Members of the FPC should not be members of the CPC.

The FPC must not include a person who has or has had a close personal relationship with any applicant, or may have any other personal interest in promoting or not promoting a particular applicant. Any apparent conflict of interest of a member of the FPC must be declared as soon as possible to the Chair of the FPC.

**Responsibility
of the Chair of
the FPC**

The FPC Chair or nominee will assume full responsibility for

- asking all members of the committee to declare a personal interest in any application, at the beginning of the meeting
- liaising with the Personnel Services Team who retain a list of applicants for each year: checking the eligibility for promotion of applicants; that they have an appointment extending for at least one semester beyond the effective date of promotion and have not applied in the previous year
- checking that FPC members are not referees of applicants considered by that FPC
- reporting recommendations for FPC membership, including reserves (and any subsequent changes) to the Pro-Vice-Chancellor (College) for approval
- advising applicants of the initial membership of their FPC
- advising all applicants of any changes to FPC membership
- referring any objections from the applicants regarding a significant departure from the promotion procedures to the Chair of the relevant CPC
- the distribution of all papers to FPC members and collection for return after the procedures have been completed
- the arrangement of all FPC meetings and advice to all those attending
- notification of applicant of the time of interview at least one week prior to the interview
- preparing the FPC Report and obtaining the approval of the FPC core for the total report.
(refer to 'Format of the FPC Report', below)
- sending to the additional members the comments relating to the particular applicant on whose committee they sat
- forwarding the FPC report directly to the Chair of the CPC
- ensuring all papers are unmarked, in the original state and in the appropriate order and forwarding them to the Personnel Services Corporate Group for forwarding to the CPC.

In addition, the FPC Chair or nominee

- is required to keep the whole day of the CPC meeting free and to be available to attend the CPC meeting (a specific time will be advised during the day) in order to answer any questions concerning applicants, the referees' reports or the FPC report
- if requested, will provide feedback to unsuccessful applicants about all aspects of their application (after the recommendations of the CPC have been approved by the Academic Board).

**Responsibility
of FPC
members**

The FPC members will take into account in their assessment

- the full application
- the referees' reports
- the report of the Head (countersigned by applicant) - and, where relevant, the response of the applicant
- the three publications submitted by the applicant
- the interview.

(See Promotion of Academic Staff to Levels B, C and D - Applicant Information: Attachment 1.)

Members of the FPC

- must declare a personal interest in any application, as soon as possible to the Chair of the FPC.
- must not write on or mark any application or additional papers
- may recommend that an application for Associate Professorship be transferred to one for a Readership (or vice versa) if that is deemed more appropriate, provided that the applicant agrees.

**Interviews by
the FPC**

Interviews will be scheduled for up to 30 minutes.

Although absolutely standardised questioning is not required, it is important to have a consistency of approach and of outcome, in terms of the completeness of information upon which the FPCs judgements are to be made. Questions of applicants should therefore be directed to exploring elements of the application that other sources of information (eg: the written application, the various reports) have not addressed, that require clarification or that have given rise to concerns about the application.

Applicants may update their application only at the time of interview, by submitting up to one page of significant additional information (applicants must provide twelve copies of this information). Any such information will be attached to the FPC report.

**Assessment of
applications
by the FPC**

Applications are to be considered only on their merits in relation to the criteria for promotion.

(See Criteria for Progression for Academic Levels A, B, C and D).

In the case of applicants who have made a previous unsuccessful application for promotion, the FPC should pay particular attention to factors which the applicant considers have strengthened the application for promotion.

All FPC members will vote for or against promotion in each case. A majority of at least two-thirds is a necessary but not a sufficient condition for recommending promotion.

The FPC core committee will rank only those applicants who are recommended for promotion. Applicants may be equally ranked. The individual ranks given by each core member (to be identified only as member 1, member 2, etc) to each recommended applicant should be reported to the CPC, together with the consolidated ranking of the FPC, as separate tables attached to the report.

**Format of the
FPC Report**

A full report of the recommendations of the FPC to the CPC is to be written by the Chair. All core members of the FPC must be given the opportunity to read and comment on, and must sign the report prior to its submission to the CPC.

The amount of detail in the report should be sufficient for both the CPC and applicants to understand why promotion was or was not recommended. Each unsuccessful applicant receives that section of the FPC report which relates to their application.

The report should include

- a report on the FPC procedures followed
- a table listing the recommendations for and against promotion, the voting of the FPC for each applicant (number for and against)
- a table of the ranking by the core committee (on a separate sheet)
- a commentary on each applicant (a separate page for each applicant) which addresses both the strengths and weaknesses of the application in relation to the criteria for promotion and which takes into account the referees' reports and information obtained in the interview
- comments on the standing of referees
- comments on the status of publications, and on the expectations regarding publications in the particular field of the applicant
- comments on the expectations regarding performance for the discipline in each of the four categories of promotion
- a declaration, signed by the core committee members that the procedures of the FPC were in accordance with the procedures and guidelines for FPCs and with University policies on the conduct of meetings in relation to equity and equal opportunity. Any variation from these procedures and policies in respect to any applicant should be reported to the Deputy Vice-Chancellor (Academic and Staffing).

**Forwarding the
FPC report**

The FPC Report should be sent directly to the Chair of the CPC, who will examine the report immediately and bring any concerns to the attention of the FPC Chair.

CENTRAL PROMOTION COMMITTEE

Constitution of the CPC

The CPC is appointed by the Academic Board in December of the year preceding the round of promotions, with the following constitution

- Deputy Vice-Chancellor (Academic and Staffing), or nominee (Chair)
- Chair of the Academic Board
- one senior academic from another University (nominated by the Deputy Vice-Chancellor (Academic and Staffing).)
- six members of the academic staff: comprising two from each college, one of whom shall be PVC or his/her nominee and the other will be nominated by the Chair of the Academic Board.

Conditions of the CPC membership

Persons who are members of a CPC should not be referees for any applicant to be considered by the CPC.

CPC members should have academic rank not lower than that of the grade to which promotion is sought.

Members of the CPC should not have been members of the FPC in the same year.

The CPC must not include a person who has or has had a close personal relationship with any applicant, or may have any other personal interest in promoting or not promoting a particular applicant. Any apparent conflict of interest of a CPC member must be declared as soon as possible to the Chair of the CPC.

Responsibility of the Chair of the CPC

The Chair of the CPC or nominee

- will examine the reports of the FPC as soon as they are received from the FPC Chair and raise any concerns about irregularities in procedures with the Chair of the FPC
- may ask for further reporting and if deemed necessary the reconvening of the FPC and the submission of a new report.
- will report on any concerns regarding FPC procedures to the membership of the CPC
- will review the preliminary voting prior to the CPC meeting
- will ask members of the committee to declare a personal interest in any application
- will prepare the statements on applicants whose promotion was recommended by the FPC but not by the CPC for distribution to the relevant FPC and to the unsuccessful applicant
- will ensure that the statements on the unsuccessful applicants are approved by all members of the CPC at the time of the meeting
- will endorse the list of applicants for promotion for reporting to the Academic Board
- will provide feedback to an unsuccessful applicant (following the applicant's consultation with the Head and Chair of the FPC).

**Responsibility
of the CPC**

It is the task of the CPC to make the final recommendations for or against promotion to the Academic Staffing Committee for endorsement and to the Vice-Chancellor for approval and to the Academic Board for notification.

Each member of the CPC shall, in advance of the meeting

- receive all the applications and referees' reports and FPC reports
- provide a preliminary vote for each application.

The CPC members will take into account in their assessment

- the full application
- the referees' reports
- the report of the Head (countersigned by applicant) - and, where relevant, the response by the applicant
- the report of the FPC.

(See Promotion of Academic Staff to Levels B, C and D - Applicant Information: Attachment 1.)

The votes will be tabulated, and made available at the CPC meeting, as a set of independent but open judgements as the basis for discussion and decisions.

A recommendation for promotion requires a positive vote from at least seven of the nine members of the CPC.

The CPC must, at the time of the CPC meeting, agree to the statements for notification to those applicants who have been unsuccessful.

**Recommendation
of the CPC**

The CPC will be guided by the advice of the faculties.

- Where the CPC cannot fully endorse the FPC recommendation while not varying the FPCs ranked order, the FPC Chair is consulted by the CPC before it makes its final decision on the recommendations.
- Where the CPC finds it necessary to vary the ranking order given by the FPC, with the result that the promotion of a lower ranked applicant will be recommended and higher ranked one will not, the CPC will discuss the matter with the FPC Chair, and other members of the FPC core at the FPC Chair's discretion, before reaching a final decision.
- Where the CPC does not endorse the FPC recommendation, the Chair will provide a short written statement outlining the reasons to the unsuccessful applicant and to the FPC Chair, who will be responsible for notifying the core members of the FPC.

Updating an application	Applicants may update their application only at the time of interview, by submitting up to one page of significant additional information (applicants must provide twelve copies of this information). Any such information will be attached to the FPC report.
Constituting the promotion committees	<p>The FPC consists of a core group that considers all applicants at the same level in the faculty, supplemented by the additional members (including the Head) who are appointed for each individual applicant. <i>(See Promotion of Academic Staff to Levels B, C and D - Promotion Committee Procedures and Guidelines, Attachment 4)</i></p> <p>There is one CPC for each level of promotion. Membership of the CPCs is drawn from across the academic community. <i>(See Promotion of Academic Staff to Levels B, C and D - Promotion Committee Procedures and Guidelines, Attachment 4)</i></p> <p>Each applicant will be advised in writing of the membership of the individual FPC (by the relevant faculty office) and of the CPC membership (by the relevant Personnel Services Team) that will be considering his/her application.</p>
Consideration of the application	<p>Applicants may address objections concerning a member or members of the FPC or the CPC to the Deputy Vice-Chancellor (Academic and Staffing), within seven days of the date of receipt of the advice. <i>(See Academic Promotion Appeals, Attachment XXX)</i></p> <p>The application is first considered by the FPC which also conducts the interview.</p> <p>All applicants will be offered the opportunity for an interview but may decline to attend. Applicants who are away from the University during the period of the FPC meetings must do one of the following</p> <ul style="list-style-type: none"> • give permission for their application to be considered in absentia • return to the University, at their own expense, to attend the scheduled interview • defer their application until a promotion round when they will be available for interview. <p>Each applicant will be notified by the faculty officer, with acknowledgment of receipt of the application, of the approximate dates on which interviews will be held and will be advised, in writing, of the specific interview time at least one week prior to the interview. Interviews will be scheduled for up to 30 minutes. The purpose of the interview is to explore the application further and to provide the opportunity for the applicant to update his/her application.</p> <p>After consideration of the application and interviews (if held), the FPC votes for or against promotion for each applicant and the core members rank those applicants whose promotion is supported.</p> <p>Applications and FPC recommendations are then considered by the CPC, which has the primary task of ensuring that standards are equitable across the University.</p>
Notification of outcome	<p>The CPC makes a recommendation to the Academic Board for endorsement and to the Vice-Chancellor for approval. <i>(See Promotion of Academic Staff to Levels B, C and D - Promotion Committee Procedures and Guidelines, Attachment 4)</i></p> <p>All applicants will be advised in writing of the outcome of their application as soon as possible after the Academic Board meeting.</p> <p>In the case of applicants recommended for promotion by the FPC but not by the CPC, the CPC provides a short written statement, which is forwarded by the Chair of the CPC to the unsuccessful applicant and to the relevant FPC, indicating the criteria which have not been adequately met. All unsuccessful applicants will receive a copy of the portion of the FPC report which relates to their application. All unsuccessful applicants are encouraged to consult their Head and Dean as well as the Chair of the relevant CPC about their application.</p>

**Conditions
for appeal**

An appeal against an unsuccessful application for promotion may only be made on the basis of procedural error. An applicant has fourteen days from the date of receipt of notification of the unsuccessful application to lodge an appeal with the Vice-Chancellor.

(See Academic Promotions Appeals, Attachment XXX)

ADVICE AND GUIDELINES FOR APPLICANTS FOR THE SETTING OUT OF PROMOTION APPLICATIONS

The University recognises in evaluating performance that its staff work in diverse disciplines with different protocols and conventions, that they allocate time and talents in different ways, and that the University's well-being and reputation depends on a wide and varied range of contributions.

It also recognises that members of staff do not have the same opportunities to engage in the full range of academic activities. Thus academic profiles at the same level of appointment will be composed in different ways. However, the University considers teaching and research/scholarship/creative work as its core activities and also expects that all members of staff contribute to the overall work of their department.

Evaluation

Evaluation of academic performance at the University of Sydney is based, at each level of appointment, on four categories of activity

- teaching
- research/scholarship/creative work
- service and leadership within the University
- service and leadership to the profession, wider community and the development of Australian society

The University has four standards for evaluation relating to promotion

- outstanding
- superior
- satisfactory
- unsatisfactory.

These standards are understood as follows

(See Criteria for Progression for Academic Levels A, B, C and D)

- outstanding - significantly exceeding the criteria at the current level of appointment and satisfying the criteria at the next level
- superior - meeting the criteria at the current level of appointment at an advanced standard
- satisfactory - meeting the criteria at the current level of appointment
- unsatisfactory - not meeting the criteria at the current level of appointment.

To be promoted, applicants must be assessed as outstanding in at least two categories, superior in a third, and satisfactory in the fourth:

- for promotion to Levels B and C, one of either teaching or research/scholarship/creative work must be outstanding
- for promotion to Level D "Associate Professor", one of either teaching or research/scholarship/creative work must be outstanding and the other of at least superior standard
- for promotion to Level D "Reader", research/scholarship/creative work must be outstanding and the applicant must have demonstrated international research or creative leadership, and his/her teaching must be of at least superior standard.

General comments on the preparation of the application

The following comments are provided to assist in the preparation of an application for promotion. To best appreciate what needs to go into a written application, an applicant should understand the process by which it will be assessed.

(See Promotion of Academic Staff to Levels B, C and D - Promotion Committee Procedures and Guidelines, Attachment 4.)

The application serves as a critical source of information for the Head and the referees in preparing their reports and for the assessment by the FPCs and CPCs. It is unlikely that either the applicant or the applicant's work will be known to all committee members who thus rely on the application as their main source of information.

It is therefore of crucial importance that applications are clear, well structured and readable. Applications should be as concise as possible while indicating those areas of endeavour considered to represent the applicant's particular strengths that justify promotion.

Specific guidelines

These guidelines are intended to ensure that all relevant information is provided but are not a strict specification for the structure of an application, which should rather be designed for the best presentation of the case for promotion.

Applicants should emphasise their achievements since their last appointment or promotion or since their last application for promotion.

The application should include in the following order

(Refer to 'Detailed guidelines' below)

- 1. Academic Promotions Information Sheet**
- 2. Statement summarising the applicant's application**
- 3. Teaching portfolio**
- 4. Brief statement on and list of research/scholarship/creative work**
- 5. Brief statement on and list of service and leadership in the University**
- 6. Brief statement on and list of contributions to the profession and the community**

No other material or attachments may be submitted.

Detailed guidelines

It is not necessary for an applicant to try to submit an entry under every heading, as not all activities will be relevant to any one applicant. The same material must not be listed under more than one heading (cross referencing should be used where necessary).

1. Academic promotions information sheet

[The Academic Promotions Information Sheet (not currently attached) will be constructed to include, amongst other things:

** information about experience prior to joining the University.*

** a statement that whilst the whole career might be included, applicants should show clearly those aspects of teaching/research/scholarship/creative work/service since their appointment or last promotion (whichever most recent)]*

(See Promotion of Academic Staff to Levels B, C and D - Academic Promotions Information Sheet, Attachment 2)

2. Statement summarising applicant's application

A succinct statement of no more than 1000 words summarising the applicant's application for promotion. In this statement applicants should highlight what they see as their particular contribution to the University as well as pointing to significant achievements in teaching, research/scholarship/creative work, service and leadership to the University, profession and wider community.

These achievements might be placed in the context of normal expectations in the discipline and of the extent of opportunities available.

**3.
Teaching
portfolio**

The teaching portfolio should include

- **The teaching activities form**
The Head must also complete and sign this form.
- **Unit of study material**
A sample outline for one unit of study which includes statements on the applicant's teaching goals, means for assessment of students' progress towards those goals and for unit of study evaluation.
- **A succinct statement of no more than 500 words of self evaluation of teaching** which discusses strategies, philosophy, approaches to and achievements in teaching and learning, use made and responses to student evaluations.
- **Evidence for scholarship in teaching/outstanding teaching**, where relevant.

(See Criteria for Progression for Academic Levels A, B, C and D)

**4.
Brief statement
and list of
research /
scholarship /
creative work**

The application should include

- a succinct statement of no more than 500 words outlining the applicant's contribution to research/scholarship/creative work and the impact of that contribution
- a listing of their research/scholarship/creative work activity.

Research/scholarship/creative work, for the purposes of evaluation, includes the creation, extension, synthesis, consolidation, application and critical appraisal of knowledge. It also includes creative and artistic work where these relate to the discipline area of the applicant.

Research/scholarship/creative work activity should be listed under the headings below. It is recognised that the nature of research/scholarship/creative work and its reporting, funding and performing differ widely among disciplines and so not all the headings will be relevant to any one applicant.

(See Criteria for Progression for Academic Levels A, B, C and D)

- **Academic awards and distinctions**
A list of awards, medals, prizes, memberships of academies and other research/scholarship/creative work distinctions.
- **A list of publications relevant to the reporting of research/scholarship/creative work**
Only works that have been published should be listed here.
Publication includes research/scholarship/creative work output in the forms recognised as appropriate for the discipline. It is useful to indicate by asterisks the most significant publications and where a work is joint authored to indicate the contribution of the applicant. Publications should be indicated and divided into the following categories
 - books
 - edited books
 - chapters in books
 - articles/notes/communications in refereed journals, indicating length
 - major reviews
 - other articles/papers
 - patents
 - refereed full length conference papers
 - university/ departmental reports
 - unrefereed conference papers
- **Evidence of critical response to most important publications**
eg: critical reviews, citations (note: a list of citations on its own indicates little since they may all be unfavourable).

5.
**Brief statement
and list of
service and
leadership in
the University**

- **Work in progress**
A list of work under the headings, “in press”, “accepted for publication”, and, “submitted for publication” and a brief outline of current projects and expected outcomes.
- **Competitive research or creative work funding**
A list of grants with the name of the granting body, the date, duration and sum of the grant, the title of the project and the names of the investigators and their designated roles (eg: chief investigator).
- **Commissioned research or creative work**
A list of research/scholarship/creative work activities (eg: government report) carried out for external or internal organisations giving date and duration, the name of the commissioning body, the nature of the reporting and the funding where relevant.
- **Invited presentations over the past five years**
- **Visiting appointments held at other institutions**
- **Professional personnel who work or have worked with the applicant**
- **Unpublished conference papers over the past five years**
- **Contribution to research organisations**
This might include editorship or membership of editorial boards of journals, book reviews, reading manuscripts for journals and publishers, examination of postgraduate theses, reviewing of exhibitions and performances, reviewing grant applications, organisation of research workshops.
- **Creative or artistic work**
This might include exhibitions, performances, compositions, recordings, programme notes, published scripts of creative work, plays, films, television and radio programmes, critical citations, citations in publications, evidence of critical response.

- A succinct statement, if appropriate to the application, of no more than 500 words outlining the applicant’s contribution to service and leadership in the University
- A listing of service and leadership in the University

Applicants should indicate contribution made in the positions held, the degree of initiative, judgement and responsibility exercised and the changes and developments where his/her contribution has been substantial and significant.

Service and leadership should be expressed in terms of the following list. This list is indicative only.

Positions held at the

- departmental
- faculty
- college and
- university level

and

- positions held on outside bodies on the University’s behalf.

(See Criteria for Progression for Academic Levels A, B, C and D)

6.
**Brief statement
and list of
contribution to
the profession
and the
community**

- A succinct statement, if appropriate to the application, of no more than 500 words outlining the applicant’s contribution to the profession and the community.
- A listing of positions and contributions.

This category is more relevant to some disciplines than others and because of the extent of possible contributions, it is neither possible nor desirable to produce an exhaustive list. The list below is indicative only.

(See Criteria for Progression for Academic Levels A, B, C and D)

- **Professional activity**

Evidence for significant involvement in professional activity might include

 - positions of leadership in professional societies
 - liaison with constituencies in ways which promote scholarship, teaching and research/scholarship/creative work
 - organisation of conferences, seminars, field days, professional development courses
 - professional consultancies
 - commissioned reports
 - originality in applied work such as the development of new techniques which have been accepted and used by the profession/industry/community
 - structures judged as expanding the discipline
 - professional awards and distinctions
 - appointment and contribution to outside advisory organisations, tribunals, committees of inquiry because of professional expertise and reputation
 - appointment and contribution to boards of management of community and public organisations because of professional expertise and reputation
 - appointment as judges on adjudication panels to assess performance and creative work.
- **Community service**

Community service might include activities such as

 - contribution of professional expertise to community organisations
 - engagement as a 'public intellectual' for example through participation in public debates
 - dissemination and popularisation of research/scholarship/creative work through appearances on radio and television, interviews and articles for the print media and talks to community organisations.

Coverage

This policy covers the promotion of staff to Academic Levels B, C and D (including Lecturer, Senior Lecturer, Associate Professor, Reader)
(Refer to Position Classification Standards for Academic Staff)

Fractional appointees are expected to carry out the same duties as a full time member of staff at the same level, on a pro rata basis. Applications for promotion from fractional appointees will be assessed against the same criteria in terms of opportunities available.

Proposed date of review: 31 December 1999.

There are separate documents covering promotion to Level E and promotions for Research Only staff.