



Academic Board Agenda

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NOTICE OF MEETING

A meeting of the ACADEMIC BOARD will be held at 2 pm on **Wednesday 12 May 1999** in the Professorial Board Room.

Members who are unable to attend are asked to notify Erica Ring at the above address. Enquiries concerning this meeting may also be directed to Miss Ring.

Erica Ring
For
Dr W Adams
Registrar
5 May 1999

AGENDA

Pages

☆ 1. **Apologies**

The following apologies have been received:
Professor S R Leeder
Processor R L Russell

2. **Arrangement of agenda**

2.1 **Starring of items**

2.2 **Adoption of unstarred items**

Recommendation

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

3. **Minutes of previous meeting**

Yellow enclosure

Recommendation

That the Academic Board adopt the minutes of the previous meeting held on 10 March 1999 as a true record.

4. **Business arising from Minutes** (not dealt with elsewhere in the Agenda)

4.1 **Reciprocal borrowing usage fee for postgraduate students**

11

Recommendation

That the Academic Board note the report.

5.	Report of the Chair	12-26
5.1	Report on Senate matters	
5.1.1	Report of the Senate meeting held on 6 April 1999	12
	Recommendation <i>That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting held on 6 April 1999.</i>	
5.1.2	Reference from Senate on Undergraduate courses	12-23
	Recommendation <i>That the Academic Board note the report to Senate.</i>	
5.1.3	Report of the Senate meeting held on 3 May 1999	Supplementary agenda (tabled)
	Recommendation <i>That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting held on 3 May 1999.</i>	
☆	5.2 General report	
5.2.1	Meeting of the Committee of Chairs of Academic Boards/Senates in NSW and the ACT	24-25
	Recommendation <i>That the Academic Board note the Chair's report on the meeting of the Committee of Chairs of Academic Boards/Senates in NSW and the ACT.</i>	
5.2.2	Action by the Chair under delegated authority from the Board	25-26
5.2.2.1	Nomination of members of the Advisory Committee for the Centre for Continuing Education	
	Recommendation <i>That the Academic Board note the Chair's nomination of members to the Advisory Committee for the Centre for Continuing Education under delegated authority from the Board.</i>	
5.2.3	Nomination of members of the Academic Board of the Australian School of Management (AGSM)	26
	Recommendation <i>That the Academic Board note the Chair's nomination of members to the Academic Board of the AGSM.</i>	
6.	Report of the Vice-Chancellor and Principal	27
6.1	Report on Senate matters	
6.1.1	Report of the Senate meeting held on 6 April 1999	27
	Recommendation <i>That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting held on 6 April 1999.</i>	

6.1.2 Report of the Senate meeting held on 3 May 1999

Supplementary
agenda (tabled)

Recommendation

That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting held on 3 May 1999.



6.2 General report

7. Report of the Academic Forum

7.1 Report of the meetings held on 15 March and 12 April 1999

28-30

7.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Forum meetings held on 15 March and 12 April 1999.

7.1.2 Forum focus

28-29

2.1 Student selection into the University of Sydney

2.2 Libraries and Scholarly Publication in Crisis

Recommendation

That the Academic Board note the Forum Focus of the Academic Forum meetings held on 15 March and 12 April 1999.

7.1.3 Proceedings

29-30

Recommendation

That the Academic Board note the proceedings of the Academic Forum meetings held on 15 March and 12 April 1999 relating to the following matters:

3.1 Question Time

3.2 Elections to Student Proctorial Panel

3.2.1 Election of academic staff members

3.2.2 Election of student members

3.3 Reports for noting

3.3.1 Reports from Senate

3.3.2 Report from the Chair of the Academic Forum

3.3.3 Report from the Vice-Chancellor and Principal

3.3.4 Report from the Chair of the Academic Board

8. Reports of Faculties and Boards

8.1 Faculty of Agriculture

31

8.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Agriculture meeting held on 23 March 1999.

8.1.2 Amendment of the Resolutions of the Senate: Constitution of the Faculty of Agriculture

8.1.2.1 Plant Breeding Institute

Recommendation

That the Academic Board recommend that Senate approve the amendment of the Resolutions of the Senate relating to the Constitution of the Faculty of Agriculture to provide for membership of the Faculty by members of staff of the Plant Breeding Institute, with immediate effect, as set out in the report presented.

8.1.2.2 Australian Agricultural Health Unit

Recommendation

That the Academic Board recommend that Senate approve the amendment of the Resolutions of the Senate relating to the Constitution of the Faculty of Agriculture to provide for membership of the Faculty by members of staff of the Australian Agricultural Health Unit, with immediate effect, as set out in the report presented.

8.2 Faculty of Law

32

8.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Law meeting held on 9 March 1999.

8.2.2 Amendment of the Resolutions of the Senate: Constitution of the Faculty of Law

Recommendation

That the Academic Board recommend that Senate approve the amendment of the Resolutions of the Senate relating to the Constitution of the Faculty of Law to make provision for Faculty membership by three members of the general staff, with immediate effect, as set out in the report presented.

9. Undergraduate Studies Committee

9.1 Report of the meeting held on 16 March 1999

33-37

9.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 16 March 1999.

9.1.2 Approval in principle for a new degree/major changes to an existing degree

Faculty of Nursing

33

9.1.2.1 Bachelor of Nursing/Bachelor of Arts (combined course)

Recommendation

That the Academic Board recommend that Senate approve in principle the proposal of the Faculty of Nursing for major changes to the courses Bachelor of Nursing and Bachelor of Arts and for the introduction of the new combined course of Bachelor of Nursing/Bachelor of Arts, for introduction in the year 2000, as set out in the report presented.

9.1.3 Amendment of the Resolutions of the Senate

Faculty of Education

33-34, 36-37

9.1.3.1 Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science

Recommendation

That the Academic Board recommend that:

- (a) *Senate approve the proposal of the Faculty of Education for major changes to existing courses and for the introduction of the following new combined courses, from the year 2000, as set out in the report presented -*

- Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts,
Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences),
Bachelor of Education (Secondary: Mathematics)/Bachelor of Science,
Bachelor of Education (Secondary: Science)/Bachelor of Science
- (b) Senate approve the amendment of the Resolutions of the Senate relating to the above courses, with effect from 1 January 2000, as set out in the report presented.
- 9.1.4 Faculty of Architecture - Minimum English Language Requirements for Admission to Architecture Undergraduate Programs** 34
Recommendation
That the Academic Board approve the minimum English language requirements for Architecture undergraduate programs, with effect from 1 January 2000, as set out in the report presented.
- 9.1.5 Admissions Working Party: Reference from the Academic Board** 34-35
Recommendation
That the Academic Board note the advice from the Undergraduate Studies Committee concerning matters raised by the Faculty of Agriculture.
- 9.1.6 Proceedings of the Committee** 35
Recommendation
That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 16 March 1999 relating to the following matters:
- 6.1 Honours grades and grading
 - 6.2 Review of Resolutions of the Senate, Academic Board and Faculties in respect of courses/approval mechanisms for new or amended courses of study.
 - 6.3 Alternative Chair
 - 6.4 Membership of the Teaching & Learning Committee
 - 6.5 Minor changes to Resolutions of the Senate relating to courses and units of study since the previous meeting
- 9.2 Report of the meeting held on 20 April 1999** 38-39
- 9.2.1 Receipt of report**
Recommendation
That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 20 April 1999.
- 9.2.2 Proceedings of the Committee** 38-39
Recommendation
That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 20 April 1999 relating to the following matters:
- 2.1 UAC Guide: Unapproved courses
 - 2.2 Report of the Admissions Working Party
 - 2.2.1 Change of residency of international fee paying students
 - (a) Change of permanent residency before the 31 March DETYA census date.
 - (b) Change of permanent residency after the 31 March DETYA census date
 - 2.2.2 Review of the University's educational access schemes (Broadway and Educationally Disadvantaged Schemes)
 - 2.3 Honours grades and grading

- 2.4 Faculty of Engineering: Joint degree between the University of Sydney and the National University of Singapore
- 2.5 Orange Agricultural College: Review of graduation requirements for undergraduate courses



9.3 Report of the Chair

10. Graduate Studies Committee

10.1 Report of the meeting held on 22 March 1999 40-42

10.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 22 March 1999.

10.1.2 Reference from the Academic Board: Reciprocal borrowing usage fee for postgraduate students 40

Recommendation

That the Academic Board note the report.

10.1.3 Alternative Chair of the Graduate Studies Committee 40

Recommendation

That the Academic Board approve Associate Professor R Ross as Alternative Chair of the Graduate Studies Committee for 1999.

10.1.4 English language proficiency requirements: Faculty of Architecture 40

Recommendation

That the Academic Board approve the minimum English language requirements for Architecture graduate programs, with effect from 1 January 2000, as set out in the report presented.

10.1.5 Survey of the annual departmental review process for research students 40-41

Recommendation

That the Academic Board endorse the Committee's report on the annual departmental review process for research students and draw it to the attention of faculties, colleges and boards of studies.

10.1.6 Proceedings of the Committee 41-42

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 22 March 1999 relating to the following matters:

- 6.1 Report of the PhD Award Sub-Committee
 - (a) Interim arrangements for the Chair of the PhD Award Sub-Committee
 - (b) Student cases
- 6.2 Report of the Coursework Sub-Committee
- 6.3 Higher doctorates
 - (a) Award of degree

10.2 Report of the meeting held on 20 April 1999 43

10.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 20 April 1999.

	10.2.2 Proceedings of the Committee	43
	Recommendation	
	<i>That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 20 April 1999 relating to the following matters:</i>	
	1.1 Membership of the Committee	
	1.2 Report of the PhD Award Sub-Committee	
	1.3 Report of the Coursework Sub-Committee	
	1.4 Appointment of Working Parties to consider new and amended postgraduate courses	
	1.5 Research Training for the 21 st Century	
	1.6 Work in progress	
☆	10.3 Report of the Chair	
11.	Teaching and Learning Committee	
	11.1 Report of the meeting held on 4 March 1999	44
	11.1.1 Receipt of report	
	Recommendation	
	<i>That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 4 March 1999.</i>	
	11.1.2 Proceedings of the Committee	44
	Recommendation	
	<i>That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 4 March 1999 relating to the following matters:</i>	
	2.1 Report of the Learning Assistance Centre	
	2.2 Annual faculty teaching review	
	2.3 Flexible learning	
	11.2 Report of the meeting held on 1 April 1999	45-46
	11.2.1 Receipt of report	
	Recommendation	
	<i>That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 1 April 1999.</i>	
	11.2.2 Proceedings of the Committee	45-46
	Recommendation	
	<i>That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 1 April 1999 relating to the following matters:</i>	
	2.1 Policies on examinations and assessment	
	2.2 Business arising from the minutes	
	2.2.1 Working party to review the Academic Board's policy on plagiarism	
	2.3 Report of NeTTL	
☆	11.3 Report of the Chair	
12.	Research Committee	
	12.1 Report of the meeting held on 16 March 1999	47-49
	12.1.1 Receipt of report	
	Recommendation	
	<i>That the Academic Board receive and note the report of the Research Committee meeting held on 16 March 1999.</i>	

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- 12.1.2 Proceedings of the Committee** 47-49
- Recommendation**
That the Academic Board note the proceedings of the Research Committee meeting held on 16 March 1999 relating to the following matters:
- (1) Matters arising from previous meetings, not covered in the agenda
 - (2) Presentation by Professors Fahey and Daly of RIAP
 - (3) Reports
 - Report by Pro Vice-Chancellor (Research)
 - Report of the Director Business Liaison Office
 - Report by Director, Research and Scholarships
- 12.2 Report of the meeting held on 20 April 1999** 50-51
- 12.2.1 Receipt of report**
- Recommendation**
That the Academic Board receive and note the report of the Research Committee meeting held on 20 April 1999.
- 12.2.2 Proceedings of the Committee** 50-51
- Recommendation**
That the Academic Board note the proceedings of the Research Committee meeting held on 20 April 1999 relating to the following matters:
- (a) Discussion on the URGS/ARC Small Grants Schemes
 - (b) Tobacco Sponsorship Policy – Update
 - (c) Reports
 - (i) Report of the Pro-Vice-Chancellor (Research)
 - (ii) Report of the Director of Research Development
 - (d) Other Business Discussed
- ☆ **12.3 Report of the Chair**
- 13. Library Committee**
- 13.1 Receipt of report**
- Recommendation**
That the Academic Board note that the Library Committee has not met since its last report to the Board.
- ☆ **13.2 Report of the Chair**
- 14. Academic Staffing Committee**
- 14.1 Report of the meeting held on 24 March 1999** 52-53
- 14.1.1 Receipt of report**
- Recommendation**
That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 24 March 1999.
- 14.1.2 Policy Document: Conferring of All Academic Titles, Section 4: Clinical Academic Titles** 52-53
- Recommendation**
That the Academic Board endorse the amendment of section 4 of the Policy Document: Conferring of All Academic Titles, and commend it to the Deputy Vice-Chancellor (Planning and Resources) for approval under delegated authority.

	14.1.3 Proceedings of the Committee	52
	Recommendation	
	<i>That the Academic Board note the proceedings of the Academic Staffing Committee meeting held on 24 March 1999 relating to the following matters:</i>	
	1. <i>Position Classification Standards</i>	
	2. <i>Policy Document: Promotion of Academic Staff to Levels B, C, D and E (Lecturer, Senior Lecturer, Associate Professor, Reader, Professor) and Academic Research-only Staff to Levels B, C, D and E - Promotion Committee Procedures and Guidelines</i>	
	3. <i>Policy Document: Promotion of Academic Research-Only Staff to Level E</i>	
	4. <i>Policy Document: Promotion of Centre Staff Levels B and C</i>	
	14.2 Report of the meeting held on 21 April 1999	53
	14.2.1 Receipt of report	
	Recommendation	
	<i>That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 21 April 1999.</i>	
	14.2.2 Policy document: Conferring of All Academic Titles, Section 3: Adjunct Titles	53
	Recommendation	
	<i>That the Academic Board endorse the amendment of section 3 of the Policy Document: Conferring of All Academic Titles, and commend it to the Deputy Vice-Chancellor (Planning and Resources) for approval under delegated authority.</i>	
	14.2.3 Proceedings of the Committee	53
	Recommendation	
	<i>That the Academic Board note the proceedings of the Academic Staffing Committee meeting held on 21 April 1999 relating to the following matters:</i>	
	1. <i>Policy Document: Appointment of all Categories of Academic Staff</i>	
	2. <i>Position Classification Standards</i>	
	3. <i>Policy Document: Promotion of Academic Staff to Levels B, C, D and E (Lecturer, Senior Lecturer, Associate Professor, Reader, Professor) and Academic Research-only Staff to Levels B, C, D and E - Promotion Committee Procedures and Guidelines.</i>	
	4. <i>Monitoring of the Academic Promotions Process</i>	
	5. <i>Policy Document: Promotions for Staff at Centres</i>	
	6. <i>Criteria for the Award of Clinical Title - Level E</i>	
	7. <i>Conferral of a Higher Clinical Title</i>	
	8. <i>Report of the Pro-Vice-Chancellor (Employee Relations), Professor L M Koder</i>	
☆	14.3 Report of the Chair	
15. Language and International Committee		
	15.1 Receipt of report	
	Recommendation	
	<i>That the Academic Board note that the Language and International Committee has not yet met.</i>	
☆	15.2 Report of the Chair	

16. General Business

16.1 Report of the Vice-Chancellor and Principal on proctorial matters

Recommendation

That the Academic Board note the tabled report on proctorial matters.

AGENDA ITEM 4. Business arising from the minutes

4.1 Reciprocal borrowing usage fee for postgraduate students

The Chair reports as follows:

At the meeting of 10 February 1999, Mr Trudinger spoke to motions on notice regarding the payment of reciprocal borrowing usage fees by postgraduate students. The matter was referred to the Library Committee and the Graduate Studies Committee, and advice has been received from both.

I propose to write as Chair of the Board to Heads of Departments (through the Deans):

- (a) describing the changed policy, noting that the Library will pay the \$25 access fee and that students will pay the \$15 usage fee; and
- (b) noting that the Board has discussed the matter and stating that:
 - (i) students participating in the scheme for reasons of personal choice or convenience could be expected to pay themselves; and
 - (ii) students who are required to use materials not available at the University of Sydney could have their usage fee paid from Departmental funds or from their Maintenance Allowance (although many students will have other pressing calls on the later funds).

AGENDA ITEM 5. Report of the Chair

5.1 Report on Senate matters

5.1.1 Report of the Senate meeting held on 6 April 1999

Senate, at its meeting on 6 April 1999, on the report of the Academic Board, approved the Policy Document: Promotion of Academic Research-Only Staff to Level E.

5.1.2 Reference from Senate on Undergraduate courses

Senate requested the Academic Board to consider and report on the merit and practicality of:

- (i) the revision of all basic undergraduate degree courses from three-year programs to four year programs; and
- (ii) the introduction of a requirement that only students who have completed an undergraduate degree at this University or elsewhere be admitted to professional faculties at the University.

The following report was presented to the Senate meeting held on 3 May 1999.

A. Revision of all basic undergraduate degree courses from three-year programs to four year programs

1. Introduction and Context

The majority of students taking three-year degree courses are in the faculties of Arts, Science and Economics. In addition, all undergraduate pass degree courses in the Faculty of Nursing, Orange Agricultural College and the Sydney College of the Arts and some of the undergraduate pass degree courses in the Faculty of Health Sciences are three-year courses. The Conservatorium of Music offers one three-year undergraduate course. There is provision in many cases for an additional fourth year honours course. Attached for the information of Senate is a table showing all undergraduate degrees, and their length, offered at this University in 1999 (extract from UAC handbook). *(Pages 17-18)*

It must not, however, be assumed that graduates/graduands of three-year degree programs finish their tertiary education upon completion of those degrees. Table A below, (figures from the Graduate Destination Survey) of a sample of disciplines, shows that a majority of graduates/graduands from three-year degrees continue with some form of further study immediately on completion of that three years, with the exception of Economics/Accounting graduates/graduands. (This latter group has not traditionally been required to complete more than a three-year degree in order to obtain employment in the economics/accounting professions.) The growing popularity of combined degrees has, however, led to a sharp rise in the numbers of Economics/Accounting graduates/graduands who go on to further study, as is indicated in Table B.

Table A: Proportions of Pass Graduates/Graduands Undertaking Further Full-Time Study Following Completion of Pass Requirements¹

	Humanities	Psychology	Accounting	Economics	Physical Sciences & Maths	Biological Sciences	Computer Science
1979	72%	67%	19%	43%	91%	55%	48%
1988	59%	48%	13%	30%	82%	63%	39%
1998	52%	55%	28%	32%	63%	61%	57%

¹ The reasons for the declining number of graduates/graduands proceeding to full-time study between the years 1979-1998 are not entirely clear but would be due to a range of extraneous factors, including the fact that the return rate of questionnaires varies from year to year.

These are summary figures, and mask some interesting details – for example, in some years, over 90% of Physics pass graduates/graduands continue with further study, either into a fourth honours year or (back) into Engineering.

Table B shows that the majority of those graduates/graduands who go on to further study enrol in honours courses or complete a second degree in a combined degree program. It is possible to speculate that the increased number of combined degrees will accentuate this trend.

Table B: Forms of Further Study Undertaken by Pass Graduates/Graduands 1998

	Humanities	Psychology	Accounting	Economics	Physical Sciences & Maths	Biological Sciences	Computer Science
Hons	54%	48%	8%	33%	54%	46%	50%
P-G Degree	14%	18%	32%	28%	12%	18%	-
Other Degree	22%	7%	56%	38%	18%	21%	50%
P-G Diploma	8%	25%	4%	-	16%	12%	-
Other	2%	2%	-	1%	-	3%	-

It is important, therefore, to preface any discussion of the desirability of moving from three-year to four-year programs with an acknowledgment that the majority of pass graduates/graduands undertake further study, in particular honours years, and in increasing numbers, combined degrees.

2. Funding, Access and Equity

There is concern at the impact that the lengthening of basic degrees would have on access to the University. In order to maintain the current levels of funded enrolments, the University would have to reduce its intake. While this is likely to cause access concerns for DETYA, it is nevertheless unlikely that additional funding would be available to maintain intakes at previous levels. A table is **attached** showing the reductions in first year intakes required to achieve enrolment/load neutrality if a fourth year were to be added to selected degrees, commencing from the intake in 1999. (Pages 19-23)

There are significant equity concerns in any movement to four-year undergraduate degrees and graduate-only entry, especially if the two are combined. The addition of one or even two years of extra study imposes an additional financial hurdle on students from economically disadvantaged backgrounds.

3. Impact on Competitiveness

This University could only move in the direction of four year generalist undergraduate degrees if other universities in Australia also did so — otherwise we would lose good students, rapidly. Four-year degrees would be more expensive for students, with increased HECS debts and a greater period of loss of full-time income, and it is considered that, in view of this, they would be less likely to do their combined degrees and honours degrees at this University. This difficulty would be compounded if four-year professional degrees were required to become graduate degrees.

These factors would also have a significant impact on our international enrolments: the critical element in choosing programs is not just the total sum of fees, but the totality of living expenses. Furthermore, students are increasingly prepared to travel further afield to study at high quality institutions and if we moved to four-year degrees we would be in danger of losing students to institutions such as the University of Melbourne.

4. Quality of Intake

It is acknowledged that the Liberal Arts degree in many of the best North American colleges and universities is four years. It should be recognised, however, that the Australian high school curriculum is much stronger than the North American curriculum. Students entering Australian universities have, therefore, already

acquired more skills and knowledge than their American counterparts. At the same time, our honours graduates are better qualified than American students with four-year degrees.

5. Impact on Current Programs as Reported by Faculties

(1) Impact on Honours Degrees and 'Year in Industry' Programs

The Faculty of Arts points out that the Bachelor of Arts at the University of Sydney is noted for its very strong, four year, honours degree. If all basic undergraduate degrees were four years, the Faculty would need to provide a fifth year for the honours program, thus making it even longer for their most meritorious students to do their research year and gain an honours degree. It considers that it would be most unfortunate if an honours degree were to require a five-year program. At present, about one third of their three-year BA graduates go on to an honours year. In addition, three-year graduates from other Universities are increasingly seeking entry at honours year level.

Arts has recently begun a review of its four-year honours degree, and of the honours units of study taught in the senior years leading to the research year. The objectives of this review are to strengthen and promote the honours program, and to increase the proportion of students undertaking the BA degree at honours level. The strength of the honours program gives Arts at Sydney a leading place in humanities and social sciences education in Australia. At the same time, an honours degree is not appropriate for all students. Many pass graduates, for example, choose to proceed directly to a program such as the Master of Teaching.

The Faculty of Science also expresses concern about the impact of a four-year degree on honours enrolments. It advises that the honours year is an essential preparation for postgraduate research and if it involved a fifth year of study the numbers would fall, to the detriment of the disciplines involved. In addition, the School of Chemistry and the Department of Computer Science have "year in industry" programs. The viability of these programs would be compromised by a further year of study and the commitment in additional time demanded of the students involved.

(2) Impact on Recently Introduced Specialist Degrees

The Faculty of Arts has developed 4 new four-year degrees: in 1998 the Bachelor of Liberal Studies was introduced (in partnership with the Faculty of Science) and in 2000 the Bachelor of Arts (Languages), Bachelor of Arts (Media and Communications), and Bachelor of Social Sciences will be introduced. These are differentiated from the three-year BA degree in a number of ways relating to the directed nature of each degree and the additional study in breadth and depth which is required. All require at least two majors and other specified areas of study specially designed for the degree (two of the degrees require an internship). These new degrees might be less distinctive if all BA degrees were four years in length. The Faculty points out that it makes good sense to retain a generalist three-year BA degree, with increasing proportions of BA students undertaking the degree at honours level, on the one hand; and on the other hand, to have a number of more targeted, specialist four-year degrees.

(3) Impact on Combined Degrees

A wide range of combined degrees is offered in the University, including Arts/Law, Arts/Commerce, Engineering/Arts, Arts/Music, Arts/Science, Arts/Social Work, Arts/Theology, Science/Law, Science/Commerce, Engineering/Science, Science/Medicine and Economics/Law, and more are planned. These are each five years in length, and a significant number of combined degree students undertake an honours year in their BA/BSc/BEC degree, thus completing six years of study. If the basic degree were four years then either the combined degrees would have to stay at five years and the number of BA/BSc/BEC units of study in the combined degrees would need to be reduced (since the professional components are often set by the accrediting bodies), or the combined degrees would become six years — which would make Sydney combined degrees much less competitive in the national context. Architecture also has an internally combined

BSc(Arch)/BArch degree, currently five years in length. Lengthening this degree would make it similarly less competitive.

B. The introduction of a requirement that only students who have completed an undergraduate degree at this University or elsewhere be admitted to professional faculties at the University

The definition of a professional faculty is by no means clear. Is the assumption that Arts, Economics and Science are 'generalist' faculties, and all other faculties are 'professional' faculties?

The University has already accepted the desirability of graduate entry for enrolment in the Bachelor of Medicine and the Bachelor of Dentistry. The principal reason for these moves has been to attract more mature students with prior experience of study at university and with high levels of motivation towards careers in these professions.

While there is some interest from relevant faculties in a move to graduate entry, those faculties are also aware of other significant problems that would be faced in so doing, particularly the resources required to transform a course and prepare the new curriculum and associated materials. The serious practical problems of competitiveness, equity and the strength of the graduate pool would also need to be settled prior to such a move for all professional faculties.

1. Length of Total Period of Study

The financial burden that would be placed on students through an extended period of study prior to entering their chosen professions is a concern raised by many faculties. The Faculty of Veterinary Science gave preliminary consideration to this question in 1998 and advises that, with the relatively modest salaries which its graduates obtain, the major difficulty in its view is the imposition on students of a considerably longer period of University study. They do, however, plan to take up this matter again in 1999.

2. Competitiveness

The points made above in relation to the impact on competitiveness of four-year basic degrees apply equally to any move to graduate-only professional entry. Faculties such as Law believe that many of the top-performing HSC students would enrol in programs offered to them on leaving school rather than decline that chance in the hope of obtaining an offer to Graduate Law at the University of Sydney at some point in the future.

The Faculty of Health Sciences is concerned that graduate programs may become fee-paying and would, therefore, be far less attractive than HECS liable undergraduate programs offered elsewhere.

The Faculty of Science has advised that it has recently introduced an undergraduate degree BSc (Nutrition) which will eventually replace the postgraduate Master of Nutrition and Dietetics and Master of Nutritional Science courses. Competition from other universities which offer undergraduate degrees in nutrition and dietetics has brought about a lack of viability in this University's postgraduate degrees in this discipline: an indication of the problems of moving to graduate entry for such professional degrees

3. Quality of Graduate Pool

The Faculty of Health Sciences also considers that there does not exist a sufficient pool of good quality Bachelor degree graduates who would wish to enrol in graduate entry professional programs. Yoorang Garang, School of Indigenous Health Studies, highlights this problem advising that not only would the articulation of the Diploma/Bachelor programs become unworkable, but also their client/customer student base is not ready for such a move as there are very few Aboriginal health workers with first degrees. The Faculty of Law believes, from experience with admissions processes, that the pool of Graduate Law applicants is not so strong as to bear a shift entirely from Combined Law to Graduate Law.

4. Supply of Graduates to Professions

The supply of graduates is directly related to the issue of recruitment and the Faculty of Health Sciences suggests that the end result may be a shortfall of graduates for the

health professions. The Faculty of Education also points out that, in its view, graduate-only entry would impact on the supply of teachers for the school systems of NSW.

5. Desire to Retain Flexible Pathways

The Faculty of Education offers both a four-year Bachelor of Education and a Graduate Master of Teaching as forms of professional preparation. The Faculty believes that these alternative pathways are particularly successful modes catering in differing ways both for school leavers and graduates who have decided that they wish to pursue a career in Education. The Faculty also believes that if all pre-service programs became graduate courses, this would have an effect on enrolments in the Faculty. The Bachelor of Education and the Bachelor of Human Movement and Health Education are particularly popular programs attracting students with a high UAI.

6. Legislative, Registration and Accreditation Requirements

The Faculty of Science points out that current accreditation arrangements would preclude the Bachelor of Psychology being offered as a postgraduate degree. Professional entry programs offered by the Faculty of Health Sciences are developed in close consultation with the professions, employers and client/consumer groups and organisations. The Faculty considers that "Legislative, registration and accreditation requirements and procedures have to be addressed and met if graduates are to satisfy criteria for employment. These criteria may be established by international and national professional bodies and by State legislation. Graduates of the current programs which meet international requirements may obtain employment throughout the world." Accreditation would need to be sought for any graduate programs, a process which would be both lengthy and not guaranteed success.

C. Conclusion

While the merit of four-year undergraduate degrees is already acknowledged within the University's current offerings, a move to all basic undergraduate degrees being four years is considered to have a range of inherent problems at this time. Similarly, graduate-entry only to professional programs is seen as desirable in some, but not all cases, for the reasons outlined above.

The Board appreciates the interest of Senate in these issues and will continue to explore options.

Extract from UAC Handbook

COURSE	Minimum duration (years)
B Agricultural Economics	4
B Science in Agriculture	4
B Horticultural Science	4
B Science (Architecture) ²	3
B Arts	3
B Arts/ B Science	5
B Music	3
B Arts/B Commerce	5
B Arts/B Theology	5
B Arts/B Music	5
B Liberal Studies	4
B Arts/B Social Work	5
B Social Work	4
B Dental Surgery	5
B Commerce or B Economics (with Accounting)	3
B Economics (without Accounting)	3
B Economics (Social Sciences)	3
B Commerce (Liberal Studies)	4
B Education (Primary Education)	4
B Education (Secondary Education) (Humanities and Social Science)	4
B Education (Secondary Education) (Human Movement and Health Education)	4
B Engineering (Chemical)	4
B Engineering (Aeronautical)	4
B Engineering (Civil)	4
B Engineering (Mechanical)	4
B Engineering (Mechatronic)	4
B Engineering (Electrical)	4
B Engineering (Computer)	4
B Engineering (Telecommunications)	4
B Engineering/B Commerce	5
B Engineering/B Science	5
B Engineering/B Arts	5
B Engineering (Civil) (Project Engineering & Management)	4
B Engineering (Mechanical) (Biomedical)	4
B Engineering (Software Engineering)	4
B Laws (Graduate entry)	3
B Arts/B Laws	5
B Commerce/B Laws	5
B Economics/B Laws	5
B Economics (Social Sciences)/B Laws	5
B Science/B Laws	5
B Nursing [Cumberland]	3
B Nursing [Mallett Street]	3
B Science	3
B Science (Advanced)	3
B Science (Environmental Science)	3
B Science (Molecular Biology and Genetics)	3
B Computer Science and Technology	3
B Psychology	4
B Science/B Commerce	5
B Medical Science (First year entry)	3
B Medical Science (Second year entry)	2
B Science/B Arts	5
B Veterinary Science	5
B Visual Arts	3
B Music (Performance) or B Music (Composition) or B Music (Musicology)	4

² BSc(Arch) is three years to be followed by experience (one year) and BArch (two years) for professional practice as an Architect.

B Music (Music Education)	4
Dip Music	3
Dip Opera	3
AssocDip Jazz Studies	2
B Music (Performance-Jazz)	4
B Music Studies	3
B Pharmacy	4
B Applied Science (Occupational Therapy)	4
B Applied Science (Physiotherapy)	4
B Applied Science (Speech Pathology)	4
B Applied Science (Orthoptics)	4
B Applied Science (Medical Radiation Science) – Nuclear Medicine Technology	3
B Applied Science (Medical Radiation Science) – Diagnostic Radiography	3
B Applied Science (Medical Radiation Science) – Radiation Therapy	3
B Applied Science (Health Information Management)	3
B Health Science (Rehabilitation Counselling)	4
B Applied Science (Leisure and Health)	3
B Applied Science (Exercise & Sport Science)	3
B Behavioural Health Science) ³	3
B Health Science (Hearing & Speech)	3
<i>Orange Agricultural College</i>	
B Business (Agricultural Commerce)	3
AdvDip Agribusiness	2
B Farm Management	3
AdvDip Farm Management	2
B Rural Business Administration	3
AdvDip Rural Business Administration	2
B Equine Business Management	3
AdvDip Equine Business Management	2
B Horticultural Management	3
AdvDip Horticulture	2
B Land Management	3
AdvDip Land Management	2

³ Subject to approval.

Reduction in first year intakes required to achieve enrolment/load neutrality (by 2006) if a fourth year were to be added to selected degrees, commencing from the intake in 1999.

It is assumed that, in order to smooth out the impact of the additional students in fourth year in 2002, first year intakes would be cut from 1999.

BA - CURRENT

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG 95 - 98	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	1999	2000	2001	2002	2003	2004	2005
I	1131	1344		1399		1362			1200	1150	1150	1150	1150	1150	1150	1150
II	1013	995	87.98	1154	85.86	1345	96.14	91.42	1245	1097	1051	1051	1051	1051	1051	1051
III	1126	1101	108.69	1162	116.78	1125	97.49	105.52	1419	1314	1158	1109	1109	1109	1109	1109
IV	304	292	25.93	298	27.07	295	25.39	26.00	343	419	392	351	338	338	338	338
V																
VI																
TOTAL	3574	3732		4013		4127			4207	3980	3751	3662	3649	3649	3649	3649

BA - OVER FOUR YEARS (ASSUMING YEAR 4 = YEAR 3)

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG 95 - 98	ENROLMENT PROJECTIONS								
	1995	1996	96/95	1997	97/96				1998	1999	2000	2001	2002	2003	2004	2005	2006
I	1131	1344		1399		1362			1000	1000	1000	1000	1000	1000	1000	900	900
II	1013	995	87.98	1154	85.86	1345	96.14	91.42	1245	914	914	914	914	914	914	914	823
III	1126	1101	108.69	1162	116.78	1125	97.49	105.52	1419	1314	965	965	965	965	965	965	965
IV	304	292	25.93	298	27.07	295	25.39	26.00	343	419	392	965	965	965	965	965	965
V																	
VI																	
TOTAL	3574	3732		4013		4127			4007	3647	3271	3844	3844	3844	3844	3744	3652

REDUCTION IN INTAKE NEEDED: 200 150 150 150 150 150 250 250
 INTERIM DIFFERENCE IN TOTAL -200 -333 -480 182 194 194 94 3
 ENROLS:

B EC+B EC (SS) - CURRENT

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG	95 - 98	ENROLMENT PROJECTIONS						
	1995	1996	96/95	1997	97/96					1998	1999	2000	2001	2002	2003	2004
I	221	313		416		339			250	250	250	250	250	250	250	250
II	222	239	108.14	278	88.82	393	94.47	95.51	324	239	239	239	239	239	239	239
III	294	283	127.48	321	134.31	315	113.31	122.44	481	396	292	292	292	292	292	292
IV	55	48	16.33	55	19.43	47	14.64	16.42	52	79	65	48	48	48	48	48
V																
VI																
TOTAL	792	883		1070		1094			1107	964	846	829	829	829	829	829

B EC + B EC (SS) - OVER FOUR YEARS (ASSUMING YEAR 4 = YEAR 3)

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG	95 - 98	ENROLMENT PROJECTIONS						
	1995	1996	96/95	1997	97/96					1998	1999	2000	2001	2002	2003	2004
I	221	313		416		339			220	220	220	200	195	195	190	190
II	222	239	108.14	278	88.82	393	94.47	95.51	324	210	210	210	191	186	186	181
III	294	283	127.48	321	134.31	315	113.31	122.44	481	396	257	257	257	234	228	228
IV	55	48	16.33	55	19.43	47	14.64	16.42	52	79	65	257	257	257	234	228
V																
VI																
TOTAL	792	883		1070		1094			1077	906	752	925	901	872	838	828

REDUCTION IN INTAKE NEEDED: 30 30 30 50 55 55 60 60
 INTERIM DIFFERENCE IN TOTAL ENROLS: -30 -59 -94 96 71 43 9 -2

B Com - CURRENT

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG 95 - 98	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	1999	2000	2001	2002	2003	2004	2005
I	321	496		482		344			260	260	260	260	260	260	260	260
II	239	282	87.85	364	73.39	441	91.49	85.33	294	222	222	222	222	222	222	222
III	188	277	115.90	409	145.04	469	128.85	131.11	578	385	291	291	291	291	291	291
IV		20	10.64	30	10.83	18	4.40	6.97	33	40	27	20	20	20	20	20
V																
VI																
TOTAL	748	1075		1285		1272			1164	907	800	793	793	793	793	793

B Com - OVER FOUR YEARS (ASSUMING YEAR 4 = YEAR 3)

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG 95 - 98	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	1999	2000	2001	2002	2003	2004	2005
I	321	496		482		344			225	225	225	200	200	195	190	190
II	239	282	87.85	364	73.39	441	91.49	85.33	294	192	192	192	171	171	166	162
III	188	277	115.90	409	145.04	469	128.85	131.11	578	385	252	252	252	224	224	218
IV		20	10.64	30	10.83	18	4.40	6.97	33	40	27	252	252	252	224	224
V																
VI																
TOTAL	748	1075		1285		1272			1129	842	696	895	874	841	804	794

REDUCTION IN INTAKE NEEDED: 35 35 35 60 60 65 70 70
 INTERIM DIFFERENCE IN TOTAL ENROLS: -35 -65 -104 102 81 48 11 1

BSc - CURRENT

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	95 - 98	1999	2000	2001	2002	2003	2004
I	864	751		676		587			632	632	632	632	632	632	632	632
II	604	646	74.77	616	82.02	608	89.94	89.94	528	568	568	568	568	568	568	568
III	729	672	111.26	742	114.86	721	117.05	104.06	713	629	671	651	631	611	591	591
IV	157	173	23.73	180	26.79	165	22.24	23.90	172	170	150	160	156	151	146	141
V																
VI																
TOTAL	2354	2242		2214		2081			2045	2000	2022	2012	1988	1963	1938	1933

BSc - OVER FOUR YEARS (ASSUMING YEAR 4 = YEAR 3)

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	95 - 98	1999	2000	2001	2002	2003	2004
I	864	751		676		587			555	555	555	550	525	520	510	500
II	604	646	74.77	616	82.02	608	89.94	89.94	528	499	499	499	495	472	468	459
III	729	672	111.26	742	114.86	721	117.05	104.06	713	629	599	579	559	535	491	487
IV	157	173	23.73	180	26.79	165	22.24	23.90	172	170	150	599	579	559	535	491
V																
VI																
TOTAL	2354	2242		2214		2081			1968	1854	1804	2228	2159	2086	2004	1937

REDUCTION IN INTAKE NEEDED: 77 77 77 82 107 112 122 132
 INTERIM DIFFERENCE IN TOTAL ENROLS: -77 -146 -218 216 171 124 66 3

BA + B Ec + B Com + B Sc- CURRENT

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG 95 - 98	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	1999	2000	2001	2002	2003	2004	2005
I	2537	2904		2973		2632			2342	2292	2292	2292	2292	2292	2292	2292
II	2078	2162		2412		2787			2390	2126	2080	2080	2080	2080	2080	2080
III	2337	2333		2634		2630			3191	2725	2412	2344	2324	2304	2284	2284
IV	516	533		563		525			599	709	634	580	562	558	553	548
V																
VI																
TOTAL	7468	7932		8582		8574			8523	7851	7419	7296	7259	7234	7209	7205

BA + B Ec + B Com + B Sc- OVER FOUR YEARS (ASSUMING YEAR 4 = YEAR 3)

ACADEMIC YEAR	ENROLMENT HISTORY					ACTUAL	98/97	AV PROG 95 - 98	ENROLMENT PROJECTIONS							
	1995	1996	96/95	1997	97/96				1998	1999	2000	2001	2002	2003	2004	2005
I	2537	2904		2973		2632			2000	2000	2000	1950	1920	1910	1790	1780
II	2078	2162		2412		2787			2390	1816	1816	1816	1771	1743	1735	1625
III	2337	2333		2634		2630			3191	2725	2073	2053	2033	1957	1908	1898
IV	516	533		563		525			599	709	634	2073	2053	2033	1957	1908
V																
VI																
TOTAL	7468	7932		8582		8574			8181	7249	6523	7892	7777	7644	7389	7211

REDUCTION IN INTAKE NEEDED: 342 292 292 342 372 382 502 512
INTERIM DIFFERENCE IN TOTAL ENROLS: -342 -603 -896 595 518 409 180 6

5.2 General report

5.2.1 Meeting of the Committee of Chairs of Academic Boards/Senates in NSW and the ACT

This meeting was held at Macquarie University on 8th April 1999. A summary of the key issues is attached. Papers from the meeting (approximately 140 pages) can be copied on request from the Board Secretariat.

Report of Meeting of Chairs of Academic Boards

1. Production of 1998 UAI (Universities Admission Index)

This went remarkably well, with significantly lower levels of complaint. There were approximately 63,000 students presenting for units in the HSC, 50,000 eligible for a UAI, and 50,000 calls to the UAI Infoline on the day the UAI was released.

2. Production of 1999 and 2000 UAI

There will be few changes from the 1998 system, apart from changes which will tend to reduce substantially the mean mark for community languages in 2000.

3. Changes in 2001

There will be major changes in the way the HSC is reported in 2001. Two issues arising from these changes with academic implications are:-

3.1 Using marks to determine University course requisites.

There will be large and unpredictable differences between current marks and marks in 2001, varying from subject to subject. Entry requirements specified as HSC marks will be unstable across the transition. Faculties may wish to use HSC bands, rather than marks, to manage entry requirements.

3.2 "Variation of the top mark"

Present scaling practice allows the strongest students in subjects with relatively low mean marks to obtain the maximum possible marks for an HSC subject. Students are exploiting this, to maximize their subject score at the expense of studying at their optimal level of academic challenge. The Committee of Chairs has provisionally agreed to revising the procedures by allowing the top mark to "float" with the mean – in practice, the top mark will "sink" by, for example, approximately 5 marks (10%) for Maths in Society and 8 marks for English Contemporary.

4. UAI Rules for the post-2000 HSC

The Committee of Chairs made a number of "in principle" decisions regarding changes to the UAI rules which will be ratified in June.

4.1 Breadth of Study

The Board of Studies (BoS) plans to replace the current breadth of study requirements (the key learning areas) by the following rule:-

To qualify for the Higher School Certificate students must undertake a Preliminary course pattern that includes 12 units of study and an HSC course pattern that includes 10 units of study. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units or greater;
- at least four subjects;
- no more than six units of courses in Science.

[Note: the final item, which was regarded distastefully by some members of the Committee of Chairs, is included because it is government policy.]

The Committee of Chairs agreed that it would be desirable to keep the UAI breadth of study requirements aligned with the HSC requirements and proposes that the main UAI rules should be:

1. *To be eligible for a UAI a student must complete at least ten (10) units from Board Developed HSC courses, including two (2) units of English. Students must complete at least four (4) Board Developed HSC courses and at least three (3) Board Developed HSC courses of 2 units or greater.*

2. *The UAI will be based on an aggregate of scaled marks in ten units of Board Developed courses, comprising the best two units of English and the best eight units chosen from the remaining units, subject to the provision that no more than two units of Category B courses be included.*
3. *Students who are eligible for a UAI who do not have at least eight units from Category A courses will have an aggregate of scaled marks based on fewer than ten units. The aggregate will comprise the best two units of English, the best two units in Category B courses and the scaled marks in the remaining Category A units.*
4. *Marks to be included in the UAI calculations can be accumulated over a five-year period.*
5. *If a course or part of a course is repeated only the last satisfactory attempt is used in the calculation of the UAI.*

4.2 Number of Units

After discussing the merits of reducing the number of units used in the UAI calculation from 10 to 8 (to allow more scope for VET subjects) the Committee of Chairs decided provisionally to retain the requirement of 10 units.

4.3 Categories of Courses

There is some political pressure to remove categories of courses. The Committee of Chairs could see that the "variation of the top mark" discussed in 3.2 above would allow some latitude since the marks themselves will tend to define categories. However, there are questions about the level of cognitive demand in some courses, quite apart from the assessment outcomes, and it is highly likely that subject categories will be retained.

4.4 VET (Vocational Education and Training) Courses

There will be significant changes in the character of VET courses included in the new HSC. There will be strong pressure to allow some of these courses into the UAI calculation. As the syllabuses are reviewed, the Committee of Chairs will need to decide whether they contain the content and rigour needed for tertiary entrance. It is recognised that VET courses will need to include an examination if they are to be used in a UAI calculation.

The Board of Studies is eager to receive comment from University academics on the VET syllabuses.

5. First Year University units of study and the HSC

The Board of Studies is negotiating with DETYA regarding the provision of funds for HSC students who study at advanced/distinction levels through first year university units of study. These units will need to be delivered flexibly. Existing distinction courses will run until the new links are in place.

The University of Sydney should recognize that this mode of study is likely to attract the most able students. There could be considerable benefits in supporting this program.

6. TAFE articulation

There was discussion of programs to fold TAFE into the school-university transition. Some universities are very active in this area, but surveys of academic outcomes are not particularly encouraging.

5.2.2 Action by the Chair under delegated authority from the Board

5.2.2.1 Nomination of members of the Advisory Committee for the Centre for Continuing Education

The Board was asked to nominate two members of the academic staff of the University for appointment to the Advisory Committee for the Centre for Continuing Education by Senate at its meeting in May 1999. The term of office is for one year.

The previous Board nominees were Dr S MacAlister and Associate Professor A F Masters.

The former Chair of the Board, Professor R Pesman, under delegated authority from the Board, nominated Dr Suzanne MacAlister and Associate Professor Anthony Masters for re-appointment to the Advisory Committee.

5.2.3 Nomination of members of the Academic Board of the Australian Graduate School of Management (AGSM)

The AGSM Merger Agreement provides for membership of the AGSM Academic Board by, *inter alia*, four persons drawn from the members of the Sydney Academic Board, including one Dean. The Chair has nominated the following Board members:

Professor Lawrence Cram

Professor P Wolnizer (Dean, Faculty of Economics)

Associate Professor M Painter

Professor J Sachs

AGENDA ITEM 6.

Report of the Vice-Chancellor and Principal

6.1 Report on Senate matters

6.1.1 Report of the Senate meeting held on 6 April 1999

Senate, at its meeting held on 6 April 1999:

- (1) congratulated Professor Lawrence Cram on his election as Chair of the Academic Board.
- (2) endorsed the revision to the membership of the Selection Committee for the Deanship in the Faculty of Veterinary Science, with Professor Jocalyn Lawler replacing Professor Ros Pesman.
- (3) noted the report on the visit by a delegation of business people, academics and politicians from Seattle, and noted the Vice-Chancellor's address to the visiting delegation.
- (4) noted the report on a misleading newspaper article on the Hunter Valley Equine Research Centre.
- (5) noted that the Finance Committee had resolved to authorise the Vice-Chancellor to approve the lodgement of a Development Application for the Carillon Avenue Student Housing Village on the understanding that all costs were to be borne by the Multiplex/Tuscan (consortium), the action did not commit the University to proceeding with the project and this did not prejudice negotiations between the University Management and the consortium.
- (6) approved the revision of Resolutions of the Senate for "Control of Traffic within the University", effective 1 May 1999.
- (7) resolved to congratulate Fort Street High School on its Sesquicentenary.
- (8) asked the Chancellor to congratulate the Chancellor of the University of New South Wales on the University's fiftieth anniversary.

AGENDA ITEM 7. Report of the Academic Forum

7.1 Report of the Academic Forum meetings held on 15 March and 12 April 1999

The Forum met on 15 March and 12 April 1999.

1. Receipt of report

The Forum **recommends** that the Board receive and note the following report of the meetings held on 15 March 1999 and 12 April 1999.

2. Forum focus

2.1 Student selection into the University of Sydney

At the meeting held on 15 March 1999, Associate Professors John Mack, Ross Drynan and Jill Gordon each spoke briefly to their papers on various aspects of student selection into the University of Sydney.

During the subsequent discussion, members of the Forum raised the following points:

- there were other methods of assessing students for entry to university that looked at other criteria as well as the UAI. Faculties could consider ways to modify their selection process, for example through considering portfolios and interviews as measures additional to the UAI;
- fees and HECS could impact on admission to postgraduate coursework courses if fees were seen as a deterrent and HECS courses were preferred;
- the student experience towards the Graduate Medical Program was much more positive than that experienced under the old medical program;
- there was the possibility of students structuring their Years 11 and 12 in such a way as to maximise their UAI result; there was increasing movement within schools to set up incentive structures towards maximising results as opposed to taking courses for pleasure or interest;
- many faculties were finding that increasing proportions of students already had previous tertiary experience and in these cases the UAI played a varying role in the selection process, and varied with the faculty; and
- rather than just concentrating on the merits of the UAI, it would also be constructive to talk about developing a set of clear guidelines for making advance offers and to address some of the issues relating to arrangements that could be made to reduce the pressure of the HSC.

2.2 Libraries and Scholarly Publication in Crisis

At the meeting of 12 April 1999, the Chair introduced the speakers for the focus, Mr J Shipp (University Librarian), Associate Professor D Ridley (Faculty of Science) who spoke briefly to their papers circulated with the agenda.

Professor Martin tabled a paper titled "*Libraries and Scholarly Publication in Crisis: The Humanities and Social Sciences: Monographs versus Serials*". The Forum was told that the crisis affected the humanities in a fashion similar to that described by Professor Ridley. Monographs, however, were of more significance to those academics in disciplines grouped under the label of humanities and social sciences. Increased costs of purchasing and publishing monographs from declining library resources presented similar problems for academics as those associate with purchasing and publishing periodicals.

An increase in the volume of academic book publishing in the major US and European centres had not meant that local academics found it easier to get their books into print. In fact the opposite appeared to be the case, particularly for studies based on local Australian data. There was also a greater difficulty in distributing electronically texts of the length of monographs for a number of reasons, including technical difficulties and resistance from both publishers and readers.

The Forum discussed the issue and the points made by the speakers. Comments included:

- the theory there was a need to buy the periodicals in which academics published was flawed - what was needed were periodicals required for research purposes or those which fitted the needs of students;
- the reputation of the University in the area of research was dependent upon the publication of academic work, as this was the medium through which recognition as a leading research organisation was gained;
- articles needed to be indexed and available to access on a database, generated by professional societies, rather than by commercial interests which might generate selective indices;
- undergraduate students needed to be trained in using electronic methods of accessing material rather than purchasing course readers or searching for hard copies in the library; and
- the introduction of an electronic University of Sydney Press would be of assistance, not only in the publication of academic research but for the publication of student theses. Such an initiative would also allow these publications to qualify under the counting requirements set down by DETYA.

3. Proceedings

3.1 Question Time

The Vice-Chancellor and the Chair of the Academic Board responded to questions about:

- Roles of the Academic Board and the Academic Forum
- Monitoring of student email
- Research funding

3.2 Elections to Student Proctorial Panel

3.2.1 Election of academic staff members

The Forum elected the following to membership of the Student Proctorial Panel for a term of office to the first meeting of the Academic Board in 2000:

Ms H Bonanno	(from 12 April 1999)
Professor Y Cossart	(from 12 April 1999)
Dr A Fekete	(from 12 April 1999)
Dr Peter Knight	(from 15 March 1999)
Professor B Vucetic	(from 12 April 1999)

3.2.2 Election of student members

At the close of nominations on 15 March 1999 there were seven nominations for election to the Student Proctorial Panel. As a result of a ballot, the following students were elected to membership of the Student Proctorial Panel for a term of office commencing on 15 March 1999 to the first meeting of the Academic Forum in 2000:

Mr Timothy Colquhoun
Mr Michael Frost
Ms Arlie Loughnan
Mr Ian Richardson
Mr David Trudinger
Ms Petrina Warwick

3.3 Reports for noting

The Academic Forum noted the following reports:

3.3.1 Reports from Senate

- ♦ Reports tabled at the Academic Board meetings of 16 December 1998, 10 February 1999 and 10 March 1999 in the report of the Chair of the Academic Board
- ♦ Reports tabled at the Academic Board meetings of 16 December 1998, 10 February 1999 and 10 March 1999 in the report of the Vice-Chancellor and Principal

3.3.2 Report from the Chair of the Academic Forum

- ♦ Academic Forum meeting dates
- ♦ Casual Vacancies
 - Faculty of Science
 - Faculty of Medicine

♦ Honours and distinctions

3.3.3 Report from the Vice-Chancellor and Principal

3.3.4 Report from the Chair of the Academic Board

AGENDA ITEM 8. Reports of Faculties and Boards

8.1 Report of the Faculty of Agriculture

1. Amendment of the Resolutions of Senate: Constitution of the Faculty of Agriculture

The Faculty met on 23 March 1999.

1.1 Plant Breeding Institute

The Faculty agreed to **recommend** to the Academic Board and Senate that the Faculty's Constitution (p.149, *Calendar 1998, Volume 1: Statutes and Regulations*) be amended by adding to section 1(a) the words "and the Plant Breeding Institute" after the word "Microbiology".

1.2 Australian Agricultural Health Unit

The Faculty agreed to **recommend** to the Academic Board and Senate that the Faculty's Constitution (p.149, *Calendar 1998, Volume 1: Statutes and Regulations*) be amended by adding a new section (e) the Director of the Australian Agricultural Health Unit and by re-numbering sections (e) to (g) as (f) to (h).

The purpose of these amendments is to provide for membership within the Faculty of the *de facto* department, The Plant Breeding Institute, and the Australian Agricultural Health Unit.

In late 1998, the Vice-Chancellor approved the establishment of a *de facto* department, The Plant Breeding Institute with Professor D R Marshall as Director. The Australian Agricultural Health Unit has recently come under the control of the University and will be administered by the Department of Public Health in the Faculty of Medicine.

8.2 Report of the Faculty of Law

1. Amendment of the Resolutions of Senate: Constitution of the Faculty of Law

The Faculty, at its meeting held on 9 March 1999, resolved *nem. con.* to **recommend to the Academic Board to in turn recommend to the Senate that the Resolutions of the Senate relating to the Constitution of the Faculty of Law (page 562, 1998 Calendar, Vol I, Statutes and Regulations) be amended with effect from their date of adoption as follows:**

Section 1 is amended by the addition of the following new subsection (l):

- (l) Three members of general staff, who have close and appropriate associations with the work of the Faculty, to be appointed by the Faculty on the nomination of the Dean.

Set out below is a report by the Dean of the Faculty of Law to the Faculty on this issue:

Background

During 1998, members of the general staff expressed concern to me that, under Faculty regulations, no representative of the general staff is entitled to attend or vote at Faculty meetings. They feel that those staff members who are closely associated with the core business of the Faculty should have the opportunity to provide input to policy matters before decisions are made, particularly when they will be involved in the implementation of these policies. Indeed, the agendas of faculty meetings often include important decisions that affect both academic and general staff and many issues require the input of senior administrative staff. In recognition of their contribution to the Faculty, I submit this proposal to Faculty that the constitution be amended to include general staff representation.

The process

An examination of the current regulations of other Faculties was carried out last year. It was revealed that eight out of the seventeen Faculties in the University have provisions for general staff in their constitution. (They are Architecture, Economics, Education, Engineering, Health Sciences, Science, Sydney College of the Arts, and the Sydney Conservatorium of Music.) The number of general staff members tends to vary proportionally to the number of academic staff. The method of appointment also varies, ranging from *ex officio* membership to appointment by nomination. Nonetheless, there is a consistent requirement that the representatives must have close and appropriate associations with the work of the Faculty.

Consultation with general staff occurred in November 1998 when comment was sought about possible options, referring to the proportion of general staff to academic staff in the Faculty and the practice in other faculties. I had also referred the matter to the December meeting of the Planning and Finance Committee last year, where unanimous support was received. Finally, this document has been made available to general staff for comment.

Proposed option

It is proposed that there be three members of general staff, to be appointed by the Faculty on the nomination of the Dean. The term of office of the nominated members will be two years and they will be eligible for re-appointment.

A call for expressions of interest will be incorporated into the Dean's call for membership and offices of Faculty committees, which is issued in October each year. The Dean will consider the names received and nominate the three most suitable persons to the last Faculty meeting of the year for approval.

AGENDA ITEM 9.

Report of the Undergraduate Studies Committee

9.1 Report of the Undergraduate Studies Committee meeting held on 16 March 1999

The Committee met on 16 March 1999 when there were present Professor Jocalyn Lawler (Chair), Professor Geoff Barton, Ms Barbara McDonald, Mr Hal Davey, Associate Professor Lloyd Dawe, Mr Michael Frost, Mr Matthys Gerber, Dr Ross Gilbert, Associate Professor Christopher Gillies, Dr Jim Kitay, Dr Edith Lees, Dr Aileen McAuliffe, Ms Kristine Sodersten, Dr Michael Walsh and Mr Ross Wilson. Ms Natalie Downey was present by invitation. Mrs Lynda Rose was in attendance.

1. Receipt of report

The Committee recommends that the Board receive and note the following report of its meeting held on 16 March 1999.

2. Approval in principle for a new degree/major changes to an existing degree

2.1 Faculty of Nursing

2.1.1 Bachelor of Nursing/Bachelor of Arts (combined course)

The Faculty of Nursing has submitted an initial proposal for major changes to the existing course of Bachelor of Nursing/Bachelor of Arts, for introduction in 2000.

The purpose of this course was to extend the range of existing combined courses offered by the Faculty of Arts and provide an opportunity for students who wished to take a professional qualification in nursing to study simultaneously in the arts and humanities. These two areas of academic and professional interests would allow students to study with greater breadth and depth and would meet a significant and growing demand.

The course would be ten semesters of full-time study with clinical components in years one, three and five. Students would qualify for a Bachelor of Arts after year four with the fifth year being a professional year in Nursing.

Recommendation

That the Academic Board **recommend** that Senate approve in principle the proposal of the Faculty of Nursing for major changes to the courses of Bachelor of Nursing/Bachelor of Arts for the introduction of the new combined course of Bachelor of Nursing/Bachelor of Arts, for introduction in the year 2000.

3. Amendment of the Resolutions of the Senate

3.1 Faculty of Education

3.1.1 Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science

The Faculty of Education has submitted a full proposal for the introduction in 2000 of major changes to the existing courses of Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science.

The purpose of these combined courses was to meet in greater depth the desirable attributes of beginning teachers agreed by the Ministerial Advisory Council on the Quality of Teaching (MACQT). By taking an additional year of study, it would provide an increased opportunity for graduates to exhibit analytical and critical competence in the knowledge, language and forms of

attributes which would enable them to accept responsibility for, and promote the well-being, happiness and self-esteem of all their students. Students would be well placed to meet the standards of the ethics, content and practice of teaching demanded by the profession and the community. Furthermore, they would be ready to take their place as teacher researchers, contributing to the development of educational theory and practice.

Recommendation

That the Academic Board recommend that:

- (i) Senate approve the proposal of the Faculty of Education for major changes to existing courses and for the introduction of the following new combined courses, from the year 2000:
Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science; and
- (ii) Senate approve the amendment of the Resolutions of the Senate relating to the above courses, with effect from 1 January 2000, as set out in the attached document. *(Pages 36-37)*

4. Faculty of Architecture - Minimum English Language Requirements For Admission to Architecture Undergraduate Programs

The Committee noted the resolution of the Faculty of Architecture in relation to the minimum English language requirements and agreed to recommend it to the Academic Board.

Recommendation

That the Academic Board adopt the recommendations of the Faculty for the amendment of the minimum English language requirements in the Faculty of Architecture with effect from 1 January 2000 as listed below:

- TOEFL 600 or better plus TWE at 4.5+ (increased from a former minimum of 575 plus TWE at 4.5+)
- IELTS Overall band score of 7.0 or better (increased from former minimum overall band score of 6.5 or better)

5. Admissions Working Party: Reference from the Academic Board

The Board, at its meeting in April 1998, received a report from the Faculty of Agriculture containing the following three motions passed by the Faculty. The Board referred the matter to the Undergraduate Studies Committee for consideration and advice to the Board, and the Undergraduate Studies Committee referred the matter to the Admissions Working Party.

Motions from the Faculty of Agriculture

1. Faculty recommends to the Academic Board that, in the assessment of applicants for admission to the Faculty's courses, any index meant to reflect students' comparative performance in the Higher School Certificate **should be consistent with the information on students' HSC performance provided by the Board of Studies to the Universities Admissions Centre.**
2. Faculty recommends to the Academic Board that all eligible local applicants applying for admission to a program offered by the Faculty be ranked on the basis of performance on published selection criteria and offered places in this order until either the available places are filled or the standard of performance of the marginal applicant falls below the minimum acceptable, **without the use of quotas for categories of students**, and such that all those ranked above anyone receiving a HECS place offer also receive a HECS place offer.
3. Faculty requests the Academic Board to **examine whether there are inconsistencies** in the assessment of students' comparative performance in tertiary education for purposes of transfer into or out of the Faculty of Agriculture and the assessment of that performance for the award of honours or for other academic purposes.

The Working Party considered the matters raised by the Faculty and recommended as follows:

1. That the issue of consistency between the UAI and HSC performance be held over pending ongoing discussions on scaling by the Committee of Chairs of Academic Boards and Senates.
2. That the use of separate intake targets for school and non-school applicants be seen as a means of allowing flexibility in new student selection as well as allowing tertiary students the possibility of transferring to other courses. Faculties currently have the ability to specify various parameters that allow them to tailor the proportion of school to non-school applicants within their overall intake volume.
3. The Working Party was of the view that there were no significant inconsistencies in the assessment of students, and noted that the University of Sydney in its approach was in accord with the practice of other universities participating in the UAC operation. The Grade Point Average (GPA) method of tertiary record assessment was being employed by the Universities Admissions Centre (UAC) to cope with records from institutions that only report result grades.

6. Proceedings of the Committee

6.1 Honours grades and grading

The Chair informed the March meeting of the Committee that the information provided by faculties on honours grading was neither complete nor wholly accurate. The Committee needed to investigate more closely entry into an honours degree, what was involved in completing an honours degree and how the honours mark was arrived at by faculties.

The Committee agreed that it was necessary to go back to faculties to obtain further information on entry to honours, the research component of all honours courses and how honours were assessed. This would be summarised for the next meeting.

6.2 Review of Resolutions of the Senate, Academic Board and Faculties in respect of courses/approval mechanisms for new or amended courses of study.

The Chair informed the Committee that in general the response to this document had been very positive. There was a need to engage in some policy development in relation to sections of this draft document, especially with regard to flexible learning and the question of attendance. In the case of satisfactory progress it would be helpful to provide faculties with some guidance as to what constituted satisfactory progress. There would also be a need to review the definitions for major and minor changes.

It was agreed by the Committee that after some further revision, this document together with the document on academic delegations would be circulated to deans and Committee members seeking feedback, with a view to going to the Academic Board in May or June for implementation next year.

6.3 Alternative Chair

6.4 Membership of the Teaching & Learning Committee

6.5 Minor changes to Resolutions of the Senate relating to courses and units of study since the previous meeting

Undergraduate Studies Committee Amendment of the Resolutions of the Senate

Faculty of Education

Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science

The following new Resolutions of the Senate relating to the Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science are adopted from 1 January 2000.

Combined courses: BEd(Sec Ed:Humanities and Social Sciences)/BA; BEd(Sec Ed:Humanities and Social Sciences)/BEc(Social Sciences); BEd(Sec Ed:Mathematics)/BSc; BEd(Sec Ed:Science)/BSc

1. Candidature for the degrees in the combined courses is full-time.
2. Candidates qualify for the award of the degrees in the combined course by completing 240 credit points.
3. Candidates may abandon the combined course and elect to complete either degree in the combined course in accordance with the Resolutions of Senate governing that degree.
4. Candidates will be under the supervision of the Faculty of Education for the duration of the combined course. If a candidate elects to abandon the combined course and elects to complete the degree in the other Faculty, he/she will then be under the supervision of the other Faculty.
5. Candidates who qualified for either/or both of the degrees and who are otherwise qualified to do so may complete the degree with Honours, according to the Resolutions of the Senate governing that degree.
6. The Deans of both Faculties shall jointly exercise authority in any manner concerning the combined course program not otherwise dealt with in the Resolutions of Senate or these Resolutions.
7. Candidates in the combined course qualify for the degrees of BEd(Sec:Humanities and Social Sciences)/BA by completing the following:
 - (i) A major in Education, at least 32 senior credit points, taken in accordance with the Resolutions of the Bachelor of Education;
 - (ii) At least, 72 credit points from Part A of the table of units of study for the Bachelor of Arts, including a major;
 - (iii) At least, 32 credit points in the Methods and Practice of Teaching;
 - (iv) 32 credit points in Teaching and Learning including successful completion of the practicum.
8. Candidates in the combined course qualify for the degrees of BEd(Sec:Humanities and Social Sciences)/BEc(Social Sciences) by completing the following:
 - (i) Economics 1001 and 1002, or Political Economy 1001 and 1002;
 - (ii) A major, at least 32 senior credit points in each of two subjects in Table A, one of which is Education;
 - (iii) No more than 60 credit points at junior level;
 - (iv) At least 32 credit points in the Method and Practice of Teaching;
 - (v) 32 credit points in Teaching and Learning including successful completion of the practicum.
9. Candidates in the combined course qualify for the degrees of BEd(Sec Ed:Mathematics)/BSc by completing the following:
 - (i) At least 12 credit points from the Science Subject Areas of Mathematics and Statistics;
 - (ii) 24 credit points from Junior units of study in Science Subject Areas, including at least, 12 credit points from Junior units of study from each of two Science Subject Areas other than Mathematics and Statistics;
 - (iii) At least 72 credit points from Senior and Intermediate units of study in Science Subject Areas taken in accordance with the Resolutions of the Bachelor of Science;
 - (iv) A major in Education, at least 32 senior credit points, taken in accordance with the Resolutions of the Bachelor of Education;
 - (v) At least 32 credit points in the Methods and Practice of Teaching;
 - (vi) 32 credit points in Teaching and Learning including successful completion of the practicum.

10. Candidates in the combined course qualify for the degrees of BEd(Sec Ed:Science)/BSc by completing the following:
- (i) At least 12 credit points from the Science Subject Areas of Mathematics and Statistics;
 - (ii) 24 credit points from Junior units of study in Science Subject Areas, including at least, 12 credit points from Junior units of study from each of two Science Subject Areas other than Mathematics and Statistics;
 - (iii) At least 72 credit points from Senior and Intermediate units of study in Science Subject Areas taken in accordance with the Resolutions of the Bachelor of Science;
 - (iv) A major in Education, at least 32 senior credit points, taken in accordance with the Resolutions of the Bachelor of Education;
 - (v) At least, 32 credit points in the Methods and Practice of Teaching;
 - (vi) 32 credit points in Teaching and Learning including the successful completion of the practicum.

9.2 Report of the Undergraduate Studies Committee meeting held on 20 April 1999

The Committee met on 20 April 1999 when there were present Professor Jocalyn Lawler (Chair), Professor Geoff Barton, Dr D Cockrell, Mr Hal Davey, Dr Ross Gilbert, Associate Professor B James, Dr J Kitay, Dr Edith Lees, Ms B McDonald, Dr G Ryan and Mr R Wilson. Mrs Lynda Rose was in attendance.

1. Receipt of report

The Committee recommends that the Board receive and note the following report of its meeting held on 20 April 1999.

2. Proceedings of the Committee

2.1 Unauthorised entries in the UAC Guide

The Committee noted that it appeared that certain entries in the UAC guide had not been considered by the Undergraduate Studies Committee. It was agreed that, in future, any UAC guide entry that did not agree with what had come to the Undergraduate Studies Committee, would be sent back to the faculty. Committee members were asked to convey this information to their faculties.

2.2 Report of the Admissions Working Party

The Committee noted the report of the Admissions Working Party, including the Working Party's advice on:

2.2.1 Change of residency of international fee paying students

(a) Change of permanent residency before the 31 March DETYA census date

If a student has a change in status to permanent residency prior to 31 March and their UAI rank equivalent is equal to or above the UAI of the HECS cohort for the same course, the student's status will be converted to HECS.

If the student's UAI rank equivalent is below that of the HECS cohort, the student is to convert to local fee paying status.

(b) Change of permanent residency after the 31 March DETYA census date

If a student has a change in status to permanent residency after 31 March, the student will continue as an international fee paying student for that semester. The student can then avail themselves of the normal option to apply for conversion to a HECS place through the mid-year intake for the current year, or through UAC for the following year.

2.2.2 Review of the University's educational access schemes (Broadway and Educationally Disadvantaged Schemes)

The Chair of the Academic Board and others had expressed concern about differences between the University's Broadway Scheme and similar Educational Access Schemes (EAS) of other universities following the release by UAC of a common EAS application procedure for entry in 1999.

There was further concern that undergraduate entry to the University under the Broadway scheme appeared to be more stringent than entry to other universities under similar educational access schemes.

The Chair requested the Working Party review the University's Broadway and Educational Disadvantage Entry Schemes.

The Working Party reported that:

- UAC have advised that a common EAS application procedure for entry in 1999 worked well and that UAC have agreed to continue the process for entry in 2000.
- There appeared to be consensus among universities that as well as the central application service, UAC also offer a common central assessment service.

- UAC has established a working party to consider the development of a single Broadway type scheme and of standard selection criteria with a view to having central assessment operational for entry in 2001. The University of Sydney is represented on the working party.

In light of the above, the Working Party recommended that the University retain its existing Broadway and Educational Disadvantage schemes, subject to minor amendment, and that any review of the Broadway and Educational Disadvantage Schemes be delayed until the UAC Working Party had completed its deliberations.

2.3 Honours grades and grading

The Committee considered additional information provided by faculties on entry to honours, the research component of all honours courses, how honours were assessed. It was agreed that a report to the Academic Board would be written on the management of honours, articulating the underlying principles and basic assumptions about honours courses, including a clear statement about what honours represented and the relationship of honours to research.

2.4 Faculty of Engineering: Joint degree between the University of Sydney and the National University of Singapore

The Committee noted that the Faculty of Engineering had approved the establishment of a joint undergraduate program in Mechanical Engineering between the National University of Singapore and the University of Sydney with a view to promoting long-term professional linkages, initially in the areas of Mechanical and Mechatronic Engineering, and to serve as a model for establishing joint degree programs in other branches of engineering in the long term. The Faculty had referred the matter to the Undergraduate Studies Committee for information and advice as to how best to proceed.

Noting that a possible model for this program could be the cotutelle agreement between the Université de Paris VII and the University of Sydney, the Committee agreed it would suggest that the Faculty put together a full proposal for the consideration of the Committee.

2.5 Orange Agricultural College: Review of graduation requirements for undergraduate courses

The Committee was advised that Orange Agricultural College had introduced, on a trial basis, a "portfolio" as a course requirement in all undergraduate courses. It was anticipated that the College would, this semester, be seeking an appropriate amendment to the Resolutions of Senate to include this requirement.

AGENDA ITEM 10.

Report of the Graduate Studies Committee

10.1 Report of the Graduate Studies Committee meeting held on 22 March 1999

The Committee met on 22 March 1999 when there were present: the Chair, Professor G P Steven, presiding, Dr E Baily, Mr B Baldwin, Professor M Crossley, Ms F Everingham, Dr H Fulton, Professor J Gero, Associate Professor A F Masters, Dr R Mitchell, Associate Professors F Nicholas, R Ross and C D Shorey, Professor D Siddle, Mr D Trudinger, Dr L Unsworth and Dr S West. In attendance: Miss E R Ring.

1. Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 22 March 1999.

2. Reference from the Academic Board: Reciprocal borrowing usage fee for postgraduate students

The Committee resolved to report to the Board in the following terms:

The Committee agrees in general terms that where research students are required to use materials that are not available at the University of Sydney, then the department should pay the reciprocal borrowing usage fee for them but that if students wish to participate in the scheme from personal choice/on the basis of convenience, they should pay the fee themselves.

In respect of coursework, a similar principle should apply, given that proposals for new and amended courses require the proponents to have negotiated with the University Library to ensure that adequate resources are in place.

3. Alternative Chair of the Graduate Studies Committee

The Academic Governance Rules relating to the Academic Board provide that the chair of a Standing Committee of the Board may nominate a member of that Standing Committee (who must first be approved by the Academic Board) to act as alternative chair if the chair of that Standing Committee is unavailable to perform his or her duties (Rule 13.(4)).

The Chair nominates Associate Professor Russell Ross as Alternative Chair of the Graduate Studies Committee for 1999.

4. English language proficiency requirements: Faculty of Architecture

The Committee **recommends** that the Board approve the recommendation of the Faculty of Architecture that the minimum level of English language requirements for admission to Architecture graduate programs be increased as follows, with effect from 1 January 2000:

TOEFL 600 or better plus TWE at 4.5+
(increased from former minimum of 575 plus TWE at 4.5+)

IELTS Overall band score of 7.0 or better
(increased from former minimum overall band score of 6.5 or better)

The Faculty has also resolved to adopt the new minimum requirements for admission to Architecture undergraduate programs.

5. Survey of the annual departmental review process for research students

The Committee received a report prepared by Professor Lawrence on the results of a survey undertaken of the annual departmental review process for research students.

The survey had been undertaken in the context of reviewing the effectiveness of the following requirements:

- (i) Annual progress report forms must be completed each year by all research students, who then forward the forms to their supervisors for comment on the progress of the candidature. After comment by the supervisor, the form is returned to the candidate for the candidate to see the supervisor's comments and to sign the form. The form is then forwarded to the head of department for comment and possible

recommendations to the faculty about the conditions of candidature to apply for the following year.

- (ii) Departments are required to effect a formal review of each postgraduate research candidature at the end of the first twelve months, the review to include an assessment of the research project including the resources being made available, the candidate's progress and the supervisory arrangement. The review must include participation by a staff member not being either the supervisor or the head of the department and should normally include the postgraduate co-ordinator. There should normally be a segment where the student has the opportunity to discuss confidence in his or her progress in the absence of the supervisor. An outcome will be considered by the head of department, if not directly involved, and the faculty concerned. Where difficulties have been identified, the report will include an agreed course of action which may include discontinuation.

The Committee resolved as follows:

- to reaffirm its view that the annual review process is a serious instrument in the management of assessment that contributes to the maintenance of academic standards and that it should be used by the chairs of boards of postgraduate studies to ensure that satisfactory progress is being made and to avert potential candidature problems;
- to reiterate that the interview with postgraduate research students that forms part of the annual review process is mandatory at the end of the first year of candidature and is good practice in respect of later years of candidature; and
- to adopt the following recommendations in Professor Lawrence's report:
 - that faculties and departments which have put into place the policy of the Academic Board be commended; and
 - that those faculties which indicated incomplete conformity in their replies be reviewed at the beginning of the year 2000 and be asked to indicate the degree of implementation of the policy; review of the departmental review process should occur as a quality assurance measure at least every three years.

6. Proceedings of the Committee

6.1 Report of the PhD Award Sub-Committee

The Committee received the report of the PhD Award Sub-Committee meeting of 9 March 1999:

(a) Interim arrangements for the Chair of the PhD Award Sub-Committee

The Committee adopted the recommendation of the PhD Award Sub-Committee and invited the Chair of the Graduate Studies Committee to consider all theses from the Faculty of Science, in conjunction with the Chair of the PhD Award Sub-Committee, for the period 1 March 1999 to 16 May 1999 while the Chair of the Sub-Committee is Acting Dean of the Faculty of Science.

(b) Student cases

The Committee noted that:

Doctor of Philosophy

- the award of the degree had been approved, subject to emendations, to 3 candidates;
- the degree had not been awarded to five candidates who had been permitted to revise and resubmit;
- examiners had been appointed for 29 candidates;

Doctor of Juridical Studies

- the degree had not been awarded to one candidate who had been permitted to revise and resubmit; and
- examiners had been appointed for one candidate.

6.2 Report of the Coursework Sub-Committee

The Committee noted that the Sub-Committee had not met since its last report to the Committee. The Sub-Committee's Chair, Associate Professor Ross, reminded members that faculty responses were due shortly on the following:

- (a) postgraduate teaching and reviews of postgraduate coursework;
- (b) the Sub-Committee's paper on "Conjoint ventures in postgraduate programs"; and
- (c) the Sub-Committee's questionnaire on "Length of candidature".

6.3 Higher doctorates

(a) Award of degree

The Committee noted that the Chair had approved the award of the following higher doctorates and confirmed the Chair's action:

Doctor of Engineering	Dr Kenneth J Waldron
Doctor of Medicine	Dr Basil John Donovan
Doctor of Medicine	Dr Julian Gold

10.2 Report of the Graduate Studies Committee meeting held on 20 April 1999

The Committee met by circulation on 20 April 1999.

1. Proceedings of the Committee

1.1 Membership of the Committee

The Committee welcomed Associate Professor Stubbs (Faculty of Law) to membership in place of Associate Professor Ziegert and thanked the latter for his service.

1.2 Report of the PhD Award Sub-Committee

The Committee noted that the report of the PhD Award Sub-Committee meeting of 13 April 1999 would be presented to the Committee's May meeting.

1.3 Report of the Coursework Sub-Committee

The Committee received the report of the Coursework Sub-Committee meeting of 12 April 1999 and noted the Sub-Committee's work in progress on the following matters:

- (1) Annual faculty reports on postgraduate teaching and reviews of postgraduate coursework
- (2) Conjoint ventures in postgraduate programs
- (3) Reference from the Graduate Studies Committee: Length of candidature
- (4) Postgraduate Studies Handbook

1.4 Appointment of Working Parties to consider new and amended postgraduate courses

The Committee noted that the Chair had appointed Working Parties to consider proposals for the following new courses and confirmed the Chair's action:

1.4.1 Faculty of Economics

Working Party on the introduction of a:

- Master of Logistics Management;
- Graduate Diploma in Logistics Management; and
- Graduate certificate in Logistics Management.

1.4.2 Faculty of Medicine

Working Party on the introduction of a:

- Master of International Public Health;
- Master of International Public Health (Honours);
- Master of Philosophy in International Public Health; and
- Graduate Diploma in International Public Health.

1.5 Research Training for the 21st Century

The Committee noted the paper on *Research Training for the 21st Century* that had been referred to it for information by the Pro-Vice-Chancellor (Research).

1.6 Work in progress

The Committee noted that work was in progress on:

- the further development of the provisions for electronic submission and examination of theses and on the preparation of guidelines for students; and
- the further development of cotutelle arrangements.

AGENDA ITEM 11.

Report of the Teaching and Learning Committee

11.1 Report of the Teaching and Learning Committee meeting held on 4 March 1999

The Committee met on 4 March 1999 when there were present Professor J Sachs (Chair), Ms H Bonanno, Dr D Brennan, Dr A Brew, Mr J Dalziel, Ms F Everingham, Associate Professor N King, Associate Professor T Koppi, Ms A Loughnan, Dr C Mitchell, Ms L Napier, Associate Professor R Ross and Mr D Trudinger. Mrs L Rose was in attendance.

1. Receipt of report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 4 March 1999.

2. Proceedings of the Committee

2.1 Report of the Learning Assistance Centre

A report was tabled at the meeting by the Learning Assistance Centre containing a summary of the programs conducted collaboratively with faculties and departments during 1998. The Committee noted there was a range of activities from short orientation and introductory sessions to full transition courses of up to 32 hours duration.

The following table demonstrated the increase in faculty based programs in both the number of teaching hours and the number of students who had benefited from these programs over the last three years.

Year	No of workshops/ programs	No of workshop hours	No of students
1996	22	73.5	682
1997	31	145.5	1336
1998	35	215	1506

2.2 Annual faculty teaching review

The Chair had written to faculties requesting their annual teaching reviews. It was anticipated that these would be received by 31 March 1999. Faculties were asked to provide a shorter report concentrating on examples of good practice, whilst at the same time highlighting deficiencies in the system which impeded good practice.

2.3 Flexible learning

The Committee noted that several areas of the University had demonstrated support for the outcomes of the Flexible Learning Working Party in the form of employing staff to provide assistance in this area, and agreed there was a need to demonstrate to staff examples of flexible learning, and discussed a range of options that could be used to advertise flexible learning as an effective means of delivering information. These included articles in Synergy, The Australian and Sydney Morning Herald newspapers and The University News, and approaching the ABC with a view to making a "Quantum" style program on teaching methods. Associate Professor King undertook to contact the ABC on the last item.

11.2 Report of the Teaching and Learning Committee meeting held on 1 April 1999

The Committee met on 1 April 1999 when there were present Professor J Sachs (Chair), Dr A Brew, Mr J Dalziel, Associate Professor N King, Ms J Jones, Dr J Kitay, Associate Professor T Koppi, Ms A Loughnan, Dr C Mitchell, Ms L Napier. Mrs L Rose was in attendance.

1. Receipt of report

The Committee recommends that the Academic Board receive and note the following report of the meeting held on 1 April 1999.

2. Proceedings of the Committee

2.1 Policies on examinations and assessment

The Committee discussed the draft policy "*Policies commended to Faculties in relation to the implementation of the Principles of Assessment*". The aim had been to create a new document similar to the Principles of Assessment and one that gave guidance to faculties on the implementation of the Principles. Issues in previous policies which were consistent with the Principles were included in the new policy.

Adoption of this document would rescind and replace the following Academic Board policies and Resolutions of Senate governing assessment:

(i) Academic Board Policies

- Examinations and assessment availability of results (AB 17.7.89)
- Examination marks and scripts – availability (AB 17.7.89)
- Examination papers – names of students (AB 16.10.72)
- Examinations and Assessment (AB 14.3.77)
- Examinations in Vacations (date unknown)
- Schedules for submission of student assignments (AB 15.4.85)
- Semesterised course enrolments (AB 10.92)
- Typewritten assignments (AB 17.6.85)

(ii) Resolutions of Senate

- Objective-type examination papers
- Examination scripts and re-marking

A number of suggestions for changes to the policy particularly relating to the advice students were given on assessment and what fairness in assessment depended on were made and it was agreed that the document be revised and then circulated to faculty Teaching and Learning Committees for comment.

2.2 Business arising from the minutes

2.2.1 Working party to review the Academic Board's policy on plagiarism

As a result of a request from the Academic Board at its meeting of 10 March 1999, a working party to review the Board's policy on plagiarism has been organised. The first meeting will be held on Friday 16 April 1999. Membership of the working party is as follows: Professor Judyth Sachs (Chair), Professor Ann Sefton, Professor David Cockayne, Associate Professor Elspeth Probyn, Dr Scott Kable, Dr Gareth Denyer, Dr Jim Kitay and Ms Janet Jones.

2.3 Report of NeTTL

A report was tabled at the meeting by the Director of NeTTL, Associate Professor Koppi, which focused on a current NeTTL project. The project involved conversion of the Graduate Diploma of Applied Science (Medical Ultrasonography) to a completely distance education program. The new program was a fully interactive, exclusively online problem-based course and provided the potential to internationalise the study of this course. Collaboration was achieved through online conferencing.

This project represented innovative uses of technology to meet the teaching and learning objectives of a flexible distance education course. The methods used to develop the project were the product of new ways of working between the staff of NeTTL, CTL and the academic developers which resulted in a course with many generic attributes that could be utilised and customised by other academic groups.

The many features incorporated into this course illustrated how it was possible to provide a supportive and collaborative learning environment for students in a flexible (fully distant) mode. Developing the features for this course had made it relatively easy to drop other courses into the framework and extended the University' capability for flexible learning by distance mode.

The Committee congratulated Associate Professor Koppi and NeTTL on a successful project.

AGENDA ITEM 12. Report of the Research Committee

12.1 Report of the Research Committee meeting held on 16 March 1999

The Committee met on 16 March 1999 when there were present: Professor D Cockayne, Deputy Chair Academic Board (Presiding Member); Professor D Siddle, Pro-Vice-Chancellor (Research); Professor J Carter; Professor R Christopherson; Professor L Field; Professor S Garton; Dr A Reynolds; Mr D Trudinger. In Attendance were Dr C Baxter, Dr A Walmsley, Ms S Reid, Ms M Robb, Mr M Devine (Committee Secretary). The Committee received apologies from Professor M Clunies Ross, Professor D Cook, Professor D Melrose, Dr J Lingard for non-attendance.

1. Receipt of Report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 16 March 1999.

2. Proceedings of the Committee

(1) Matters arising from previous meetings, not covered in the agenda.

Professor Cockayne advised the Committee that a subcommittee consisting of Professors Cockayne, Siddle and Cook and Ms Reid would be meeting following the Research Committee meeting to discuss further the University's policy on Tobacco Funding, with a view to providing the Academic Board with recommendations for a revised policy.

(2) Presentation by Professors Fahey and Daly of RIAP

Professor Cockayne welcomed Professor Stephanie Fahey, Director of the Research Institute for Asia and the Pacific (RIAP), and Professor Maurie Daly, Research Manager of RIAP. Professor Fahey and Professor Daly briefed the Committee on the background, scope and current activities of RIAP. Professor Fahey said that although RIAP had been set up in 1987, its linkages within the University had faded over time. RIAP is now increasing its research focus, and has instituted a number of measures to encourage interest and collaboration within the University. RIAP's first seminar within the University was held in November, to great interest, and there were over 450 people on their database as "Fellows" of RIAP.

Professor Fahey and Professor Daly told the Committee about the current activities of RIAP, including networking with research organisations, governments and agencies in the region, gathering information and developing databases. Professor Fahey said that the focus of RIAP was to provide a vehicle for translation of academic research into applications relevant to governments and other clients within the region, and that RIAP's knowledge of the region and links within various countries in the region could be invaluable in the University obtaining consultancies and research projects within the Asia Pacific. Professor Fahey circulated a copy of the draft outline of RIAP's Research Strategy Plan, and Professor Daly told the Committee that a procedural manual would also be produced. Committee members noted Professor Fahey's presentation with interest, and felt that RIAP could play a vital role in facilitating collaborative arrangements for projects conducted in the region, including applications through ARC for SPIRT grants.

(3) Reports

• Report by Pro Vice-Chancellor (Research)

ARC and NHMRC Applications - Professor Siddle circulated a brief written report, providing comparative figures for the recent ARC Large Grant and NHMRC Project Grant application rounds. Professor Siddle said that the University of Sydney had maintained the same number of Large Grant applications this year as last year, while most other GO8 universities had dropped by as much as 14%. The only significant exception to this had been the University of Adelaide, which increased its numbers by 12%. The University of Sydney's ARC Fellowship and NHMRC Project Grant application numbers were also raised. Professor Siddle commended the hard work of Ms Robb during the ARC round, and the Research and

Scholarships Office during the ARC and NHMRC rounds. Dr Walmsley asked if U2000 Research Fellows were encouraged to apply for external fellowships in their second year of fellowship, noting that, if successful, they could "lose" a year of potential employment. The Committee noted concerns also that, although ARC offered the possibility of 4 year Fellowships, their practical application was dependent on the size of departments.

Special Research Centres - Professor Siddle also reported that five applications for Special Research Centres had been forwarded. He said that the first cull would probably take the field down to about 40-45 applications, with the remaining ones going to peer review. Professor Siddle also reported that the results of the CRC round commenced in late 1998 should also be announced in the next few weeks. Professor Siddle reported that Professor Tony Underwood's Special Research Centre on Environmental Impacts of Coastal Cities had been reviewed on 1-2 March, and had received very favourable comments from the Review Panel. Professor Siddle also advised that he had written to the Vice Chancellor to recommend establishing an Institute of Marine Science within the University of Sydney. Following establishment, the position of Director of the Institute will be advertised.

Meeting of DVC/PVCs (Research) - Professor Siddle reported on a meeting of Pro- and Deputy-Vice-Chancellors (Research) on 4-5 March 1999. He said that the Government's Green paper on higher education research funding was being drafted by ex-Treasury official Steve Sedgewick, and was expected to be released in April.

Research Infrastructure Equipment and Facilities Scheme - Professor Siddle advised the Committee that a timetable for the Research Infrastructure Equipment and Facilities Scheme had been circulated to Faculties and Departments, with ranked applications due in to the Research and Scholarships Office from Faculties by 4 May 1999. Professor Siddle also noted that he had asked the Chairs of each of the four ARC Small Grant/URG panels to provide a report at the April meeting of the Research Committee.

- **Report of the Director Business Liaison Office**

Activities of the BLO - Dr Baxter reported that there had been marked interest in SPIRT grants, and several seminars had been conducted by the BLO. Dr Baxter also reported that the BLO had spent an increasing amount of time on developing joint ventures and that the BLO had engaged additional staff for this purpose. Dr Baxter advised the Committee that the BLO would monitor the potential effects of the proposed GST on the pricing structure of consultancies and contract research.

Consultancy agreements and outside earnings - Dr Baxter raised an issue relating to private income from University consultancy and contract research. For some contract research projects and consultancies, academic staff may choose to take a part of the income as private income through the pay office (with head of department approval and within the Outside Earnings Policy, which limits such activities to one day per week). The BLO has usually required a separate consultancy agreement in such cases, as University policy is unclear on this issue. The view of the meeting was that such projects should not require the inconvenience of a separate consultancy agreement.

- **Report by Director, Research and Scholarships**

Activities of the Research and Scholarships Office - Ms Reid reported that it had been an extraordinarily busy year in the Research and Scholarships Office with the ARC Large Grant, Fellowship and NHMRC Project Grant rounds. Although the NHMRC (GrantNet) round had not been as traumatic this year as the 1998 round, it had still presented challenges in data management and control. Ms Reid praised the hard work of the staff in the Research and Scholarships Office, who had worked incredibly long hours to ensure that ARC and NHMRC applications had been checked and lodged correctly. Ms Reid also asked that Committee members note that ARC End of Year Reports and requests for carry forward of funds were now due. Ms Reid advised the Committee that verification materials for the DETYA

Publications Data Collection were trickling in to the Research and Scholarships Office, but that an increased rate of submission was needed, if the University is to meet its reporting deadlines.

12.2 Report of the Research Committee meeting held on 20 April 1999

The Committee met on 20 April 1999 when there were present: Professor D Cockayne, Deputy Chair Academic Board (Presiding Member), Professor D Siddle, Pro-Vice-Chancellor (Research), Professor J Carter, Professor R Christopherson, Professor L Field, Prof S Garton, Associate Professor A Reynolds, Professor M Clunies Ross, Professor L Cram, Mr D Trudinger. In Attendance were Ms M Robb, Mr C Halbert (Committee Secretary). The Committee received apologies from Professor I Hume, Professor D Melrose, Ms S Reid, Dr C Baxter for non-attendance.

1. Receipt of Report

The Committee recommends that the Board receive and note the following report of its meeting held on 20 April 1999.

2. Proceedings of the Committee

(a) Discussion on the URGS/ARC Small Grants Schemes

Professor Siddle tabled the reports on the 1999 Funding Round from the Chairs of the Small Grants Panels. Taking these reports into consideration, the chairs had recommended that there be no major changes to the scheme for 1999. The system of combining the two schemes in one application process was a success. Initially there had been concern that the number of URGS applications would drop, but this had not been the case as seen from the various Panel reports.

Professor Cockayne asked why it was that the Engineering Panel was the only Panel which did not seek external assessors. Professor Carter, Chair of that Panel, said that it was the Panel's opinion that there was sufficient in-house expertise to assess all of their applications. He also questioned the value placed on outside assessors. Professor Clunies Ross said that in her opinion, involving external assessors added to the academic credibility of a successful application. Professor Siddle made the point that it was getting increasingly difficult to get external assessor reports and that some institutions discouraged their academic staff from getting involved in the assessment of external applications. He explained that last year, even the Panels which sought two external assessments for each application had great difficulties in getting replies from both. He said that for the 1999 round, even though the Panels could seek two external assessor reports, one would suffice, thus lessening the administrative bottleneck of chasing up additional reports. Professor Field reminded the Committee that, as there would be no renewal applications in 1999, all applications received would require assessment and therefore the number of external assessors required would be greatly increased. He suggested that at the end of this year's round, the efficacy of the process as a whole be assessed.

Professor Clunies Ross questioned the merit of restricting the scheme to one year grants only and asked why the University had introduced the new rule. Professor Siddle stated that the one-year ruling had been introduced, not by the University, but by the Australian Research Council. The Committee recommended that this fact be made clear in the guidelines. Professor Field highlighted another disadvantage of the one-year rule, that being the potential loss of student scholarships previously supported by multi-year Small Grants. Ms Robb reminded the Committee that it would still be possible to apply for scholarships under the new rules, but that it would necessitate subsequent applications over the life of the scholarship project.

There followed a discussion on the promotion of the ARC Small Grant and University Research Grant Schemes, and the possibility of awarding more of the former. The feasibility of awarding more Small Grants of a lower financial value, and then 'topping them up' with funds from the URG scheme was proposed. Professor Siddle undertook to discuss the matter further with the Panel chairs.

Professor Christopherson said that considering the grants were now for one year only, he expressed the view that the 13-page limit to the application, 7 of which covered the project synopsis, was excessive. The Committee agreed and therefore decided to clarify in the guidelines that the application may be up to, but not exceed, 13 pages.

(b) Tobacco Sponsorship Policy – Update

Professor Cockayne tabled the latest draft of this policy. The Committee recognised the difficulty in tracing any industry money to its parent source, especially in the case of tobacco related companies, and that to write a policy which completely covered this aspect would be extremely difficult. Ms Reid had checked with a number of other universities for their policies relating to this, and a summary of these was also tabled. The Committee resolved to forward the proposed draft of the Sydney University policy to the Academic Board for ratification after comments had been received from the Vice-Chancellor.

(c) Reports

(i) Report of the Pro-Vice-Chancellor (Research)

CRCs - Professor Siddle gave a brief account of the success of this University's applications in the latest CRC round. A detailed analysis is attached. Professor Cram recommends, considering the great prestige attached to the CRCs, that in any future University of Sydney publicity relating to them, the associated University researchers' names be highlighted, rather than just the title of the CRC itself.

Review of Ethics Committees - Professor Siddle reported that the Animal Ethics workshop held last month was very successful. He also advised that a review of the Animal and Human Ethics system in the University will be carried out this coming August.

Animal Ethics August 11–13, Chair: Professor Ron McDonald, Deputy Vice-Chancellor (Research), Newcastle University

Human Ethics August 23–25, Chair: Professor Kevin McConkey, Head of the School of Psychology, The University of New South Wales. Submissions will be called for.

Professor Clunies Ross reported that she was a member of the AVCC working party responsible for drafting their new Human Ethics policy. She hoped that the policy would be completed by July and suggested that it would be of benefit to the University of Sydney's Human Ethics review. Professor Siddle agreed.

ARC and NHMRC Fellows - Professor Siddle announced that his office would again this year be providing \$5,000 as a start-up grant for new ARC and NHMRC Fellows. Resulting from a meeting with Fellows, a survey among Heads of Department was to be conducted to identify the specific difficulties which are being experienced by Fellows. Access to facilities and services are of major concern to Fellows and it was hoped that this survey would give an overall view of the situation, university wide.

(ii) Report of the Director of Research Development

Ms Robb reported on her work with the SPIRT applications. She expressed concern at the low number of applications which were coming from the sciences and engineering areas. Ms Robb reminded the Committee of our success rate in this area of I.T. SPIRT scholarships last year and urged the Committee Members to promote them in their respective departments/faculties.

(d) Other Business Discussed

A brief discussion was held on the progress of the University Committee dealing with the issue of plagiarism among students. Professor Cockayne assured the meeting that he would ensure that the issue of copyright laws, and their relevance to students, would be kept high on the agenda.

AGENDA ITEM 15.

Report of the Academic Staffing Committee

15.1 Report of the Academic Staffing Committee meeting held on 24 March 1999

The Committee met on 24 March 1999. There were present: Associate Professor R Atherton (Chair), Professor L Field, Professor W Schworm, Associate Professor D Davey, Dr P Whiting. Apologies: Professor L Burgess, Professor L M Koder, Professor S Armitage, Associate Professor R Arnold, Ms S Jamieson. In attendance: Ms H Beamish, Mr P Moorhouse.

1. Position Classification Standards

Paul Moorhouse spoke to the Committee in relation to an application by the NTEU to include the Position Classification Standards in the National Salaries Award. He sought the Committee's views on the matter. The committee considered the implications of including the Position Classification Standards in the proposed new academic salaries award and the tension this might generate with the Promotions Criteria.

2. Policy Document: Promotion of Academic Staff to Levels B, C, D and E (Lecturer, Senior Lecturer, Associate Professor, Reader, Professor) and Academic Research-only Staff to Levels B, C, D and E - Promotion Committee Procedures and Guidelines

Following the Academic Board meeting 10 March the Committee was asked to consider the reporting process for unsuccessful applicants for promotion. The Committee agreed to seek further input from Deans and Heads of Department in relation to the feedback given to unsuccessful applicants.

3. Policy Document: Promotion of Academic Research-Only Staff to Level E

The Committee finalised the document containing applicant information and criteria for promotion. Senate approved the policy on 6 April 1999.

4. Policy Document: Promotion of Centre Staff Levels B and C

The Committee discussed the policy and agreed to seek the assistance of the Teaching and Learning Committee in the development of the document. The Committee also included discussion of the 'one-off round' for promotion of staff appointed originally to the position of Tutor/Senior Tutor.

5. Policy Document: Conferring of All Academic Titles, Section 4: Clinical Academic

The policy document is found at <http://www.usyd.edu.au/su/personnel/policy/>

The Committee considered a recommendation for a simplified procedure for the conferral of Clinical Titles at the level of Lecturer A or B. The matter had been referred to the Committee by Professor J A Young, Pro-Vice-Chancellor (Health Sciences), in the context of the appointment of Registrars in hospitals. The Committee agreed that it would be appropriate to use the Adjunct Title procedure in relation to short-term Clinical appointments at Lecturer A or B and that the procedure should be of general application. The Committee noted that the proposal had been put to the College Pro-Vice-Chancellors, each of whom supported it.

The committee proposes the inclusion in the policy document of the following amendment.

"Procedure for Level A or B appointments for a term not exceeding 12 months

Following consultation with relevant members of the department, the Head prepares a proposal for the conferral of the title, including:

- the proposed title (A or B), the term, responsibilities and rights/privileges
- the nominee's full curriculum vitae

The Head forwards the proposal to the Dean for authorisation.

The Dean forwards the recommendation to the Pro-Vice-Chancellor for approval.

Where a person has held a Clinical Academic Title under this procedure and an extension of the term of the application of the title is sought, the procedure as for Conjoint Academic Titles must be followed."

All other Clinical appointments would proceed as stated in the Policy document, namely as for Conjoint Academic appointments.

15.2 Report of the Academic Staffing Committee meeting held on 21 April 1999

The Committee met on 21 April 1999. There were present: Associate Professor R Atherton (Chair), Professor L M Koder, Professor L Field, Professor W Schworm, Professor L Burgess, Dr P Whiting, Ms S Jamieson. Apologies: Associate Professor D Davey, Professor S Armitage, Associate Professor R Arnold. In attendance: Ms H Beamish.

- 1. Policy Document: Appointment of all Categories of Academic Staff**
The policy document is to be forwarded to Senate for approval at its meeting on 3 May 1999.
- 2. Position Classification Standards**
The committee was advised of the progress of the application by the NTEU to insert the Position Classification Standards in the proposed new academic salaries award.
- 3. Policy Document: Promotion of Academic Staff to Levels B, C, D and E (Lecturer, Senior Lecturer, Associate Professor, Reader, Professor) and Academic Research-only Staff to Levels B, C, D and E - Promotion Committee Procedures and Guidelines**
Deans and Heads of Department were consulted regarding the method of reporting back to unsuccessful applicants for promotion to levels B, C and D. The committee considered the responses of Deans and Heads of Department and agreed to further consultation before bringing a proposal back to the Board.
- 4. Monitoring of the Academic Promotions Process**
The committee agreed that in order to obtain timely feedback on the operation of promotions policies the Chairs of Faculty Promotions Committees would be asked to provide comments on the promotions process each year for monitoring purposes.
- 5. Policy Document: Promotions for Staff at Centres**
The comments received by the Teaching and Learning Committee were considered. The policy was discussed and further consultation was agreed upon.
- 6. Criteria for the Award of Clinical Title - Level E**
The committee is considering the criteria and agreed to seek comment from the relevant sections of the University.
- 7. Conferral of a Higher Clinical Title**
The committee discussed certain questions raised by the procedures for the conferral of a higher Clinical Title.
- 8. Report of the Pro-Vice-Chancellor (Employee Relations), Professor L M Koder**
Professor Koder summarised the progress with enterprise bargaining and HECE conversions.
- 9. Policy document: Conferring of All Academic Titles, Section 3: Adjunct Titles**
The policy document is found at <http://www.usyd.edu.au/su/personnel/policy/>
The committee considered a question that had been raised by the Pro-Vice-Chancellor (Health Sciences) at the February meeting of the Academic Board in relation to the level of Adjunct Title that may be conferred. The Committee agreed that the section on Adjunct Titles in the Policy Document: Conferring of all Academic Titles be amended to provide guidance with respect to the level of title that may be conferred.
The Committee recommends the inclusion of the following sentence in the "Coverage" section in relation to Adjunct Appointments:
"The level of title conferred is determined on the basis of professional or business standing".