



Academic Board Agenda

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NOTICE OF MEETING

A meeting of the **Academic Board** will be held at 2 pm on **Wednesday 10 May 2000** 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

3 May 2000

AGENDA

Pages

☆ 1. **Apologies**

The following apologies have been received:
Associate Professor C J Durrant
Professor G P Steven

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 15 March 2000 as a true record.

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

☆ **5. Report of the Chair**

5.1 Report on Senate matters

5.1.1 Report of the Senate meeting held on 1 May 2000

Supplementary
agenda (tabled)

Recommendation

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 1 May 2000.

5.2 General report

5.2.1 Action taken under delegated authority

12-15

(1) **Prizes and Scholarships**

12, 14-15

(2) **Common Result Grades**

12-13

Recommendation

That the Academic Board note the Chair's report on action taken under delegated authority.

☆ **6. Report of the Vice-Chancellor and Principal**

6.1 Report on Senate matters

6.1.1 Report of the Senate meeting held on 1 May 2000

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 1 May 2000.

7. Report of the Academic Forum

(Professor Ann Sefton)

7.1 Report of the meeting held on 17 April 2000

Recommendation

That the Academic Board note that the report of the Academic Forum meeting held on 17 April 2000 will be presented to the June meeting of the Academic Board.

8. Reports of Faculties and Boards

8.1 Report of the Faculty of Architecture 16

8.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Architecture meeting held on 22 March 2000.

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

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Constitution of the Faculty of Architecture, with immediate effect, in order to:

- (i) make provision for Adjunct and Visiting Professors and Associate Professors and honorary appointees who were former members of the Faculty to be members of the Faculty;*
- (ii) reflect the changed faculty structure; and*
- (iii) re-order section 1 of the Constitution, as set out in the report presented.*

8.2 Report of the Faculty of Nursing 17

8.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Nursing meeting held on 7 April 2000.

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

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Constitution of the Faculty of Nursing, with immediate effect, by:

- (i) deleting reference to the Department of Nursing Practice, which no longer exists;*
- (ii) placing departmental titles alphabetically; and*
- (iii) reflecting the current nomenclature of the Schools within the Faculty of Health Sciences, as set out in the report presented.*

8.3 Report of the Faculty of Veterinary Science 18

8.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Veterinary Science meeting held on 5 November 1999.

8.3.2 Amendment of the Resolutions of the Senate: Constitution of the Faculty of Veterinary Science

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Constitution of the Faculty of Veterinary Science by replacing the Director of the J D Stewart Veterinary Science Foundation by the Director of the Veterinary Science Foundation, with immediate effect, as set out in the report presented.

9. Report of the Undergraduate Studies Committee

(Professor Lawrence Cram)



9.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.

9.2 Report of the meeting held on 21 March 2000

19-20

9.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 21 March 2000.

9.2.2 Proceedings of the Committee

19-20

Recommendation

That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 21 March 2000 relating to the following matters:

- (1) Proposal to admit students from the International Medical University of Malaysia into the University of Sydney medical program*
- (2) Creation and maintenance of academic award programs*
- (3) Workings of the Committee – consideration of new proposals*
- (4) Implementation of assessment and examination policies.*

10. Report of the Graduate Studies Committee

(Associate Professor Russell Ross, Alternative Chair)



10.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Alternative Chair of the Graduate Studies Committee.

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- 10.2 Report of the meeting held on 27 March 2000** 21-23
- 10.2.1 Receipt of report**
- Recommendation*
That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 27 March 2000.
- 10.2.2 Amendment of the Resolutions of the Academic Board: Examination Process for the degree of Doctor of Philosophy** 21
- Recommendation*
That the Academic Board amend the Resolutions of the Academic Board relating to the Examination Process for the degree of Doctor of Philosophy, with immediate effect, to provide for the shortening of the process by the introduction of a procedure whereby faculties re-contact examiners to ascertain their continuing availability when a thesis has not been submitted within three months of the initial appointment of the examiners, as set out in the report presented.
- 10.2.3 Proceedings of the Committee** 21-23
- Recommendation*
That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 27 March 2000 relating to the following matters:
- (1) Membership of the Committee
 - (2) Report of the PhD Award Sub-Committee
 - (3) Report of the Coursework Sub-Committee
 - (4) Knowledge and Innovation: A policy statement on research and research training
 - (5) Research Degree Completion Rates and Research Degree Completion Times
 - (6) Proposals for new and amended postgraduate courses
 - (a) Faculty of Law: Graduate Diploma in Health Law
 - (b) Faculty of Science: new courses in Applied Science
 - (7) Proposal from the Faculty of Medicine for the amendment of the abbreviation for the degree of Doctor of Public Health
 - (8) 1999 Postgraduate Supervisors' Development Program Evaluation Report
 - (9) Work in progress
- 10.3 Report of the meeting held on 18 April 2000** 24-40
- 10.3.1 Receipt of report**
- Recommendation*
That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 18 April 2000.
- 10.3.2 Proposals for new postgraduate courses**
- 10.3.2.1 Faculty of Law: Graduate Diploma in Health Law** 24-25, 30
- Recommendation*
That the Academic Board recommend that Senate approve:
- (i) the proposal from the Faculty of Law for the introduction in 2001 of the new course, the Graduate Diploma in Health Law; and

- (ii) *the amendment of the Resolutions of the Senate relating to the above course, with effect from 1 January 2001, as set out in the report presented.*

10.3.2.2 Faculty of Science: Master of Applied Science, Graduate Diploma in Applied Science and Graduate Certificate in Applied Science 25-27, 31-33

Recommendation

That the Academic Board recommend that Senate approve:

- (i) *the introduction of a new generic Graduate Certificate in Applied Science, Graduate Diploma in Applied Science and Master of Applied Science, from July Semester 2000, to be offered in the first instance in the following subject areas*
- *Master of Applied Science (Environmental Science), Graduate Diploma in Applied Science (Environmental Science) and Graduate Certificate in Applied Science (Environmental Science);*
 - *Graduate Diploma in Applied Science (Informatics and Communication) and Graduate Certificate in Applied Science (Informatics and Communication); and*
 - *Graduate Certificate in Applied Science (Psychology of Coaching); and*
- (ii) *the amendment of the Resolutions of the Senate relating to the above courses, with effect from 1 July 2000, as set out in the report presented.*

10.3.3 1999 reports on postgraduate teaching and reviews of postgraduate coursework 27, 34-40

Recommendation

That the Academic Board receive the report on 1999 postgraduate teaching and reviews of postgraduate coursework and forward it to Senate for noting.

10.3.4 Amendment of the Resolutions of the Academic Board: Examination Process for the degree of Doctor of Philosophy 27

Recommendation

That the Academic Board approve the amendment of the Resolutions of the Academic Board relating to the Examination Process for the degree of Doctor of Philosophy, with immediate effect, to correct a typographical error to provide that if the head of department has recommended that the degree be awarded, but that not all the emendations required by all of the examiners be carried out, the report of the faculty or college board be referred to the PhD Award Sub-Committee (as well as the reports of the examiners and the head of department, as at present), as set out in the report presented.

10.3.5 Proceedings of the Committee 27-29

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 18 April 2000 relating to the following matters:

- (1) *Membership of the Committee*
- (2) *Report of the PhD Award Sub-Committee*
 - (a) *Oral examinations, length of candidature and number of examiners for the PhD*
 - (b) *Student cases: Doctor of Philosophy*
- (3) *Report of the Coursework Sub-Committee*
 - (a) *Generic postgraduate coursework courses rule*
 - (b) *Work to be undertaken in 2000*
- (4) *Review of the 1999 review of postgraduate research candidatures*
- (5) *Postgraduate fellowships*
- (6) *Report on the meeting of Deans and Directors of Graduate Studies*
- (7) *Work in progress*

11. Report of the Teaching and Learning Committee

(Professor Judyth Sachs)



11.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Teaching and Learning Committee.

11.2 Report of the meeting held on 2 March 2000

41-42

11.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 2 March 2000.

11.2.2 Alternative Chair of the Committee

41

Recommendation

That the Academic Board approve Dr Angela Brew as the Alternative Chair of the Teaching and Learning Committee for 2000.

11.2.3 Proceedings of the Committee

41-42

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 2 March 2000 relating to the following matters:

- (1) *Report of the Pro-Vice-Chancellor (Teaching and Learning)*
 - (a) *Quality assurance*
 - (b) *Teaching and learning strategic plans*
 - (c) *Student course experience questionnaire*
- (2) *Report of the Institute for Teaching and Learning*
- (3) *1999 Annual Teaching and Learning Reports*
- (4) *Teaching and Learning Committee representation on other Academic Board Committees*
- (5) *Work in progress*

11.3 Report of the meeting held on 6 April 2000 43-51

11.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 6 April 2000.

11.3.2 Proceedings of the Committee 43-51

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 6 April 2000 relating to the following matters:

- (1) *Report of the Pro-Vice-Chancellor (Teaching and Learning)*
 - (a) *Performance indicators and performance-based funding*
 - (b) *Teaching and learning operational plans/Annual teaching and learning reports*
 - (c) *Student course experience questionnaires*
 - (d) *First year student experience*
- (2) *Report from the IT Forum*
- (3) *Report of the Learning Centre*
- (4) *Work in progress*
- (5) *Other issues*

12. Report of the Research Committee

(Professor Les Field, Alternative Chair)



12.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Alternative Chair of the Research Committee.

12.2 Report of the meeting held on 29 February 2000 52-54

12.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 29 February 2000.

12.2.2 Proceedings of the Committee 52-54

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 29 February 2000 relating to the following matters:

- 2.1 *Membership of the Committee*
- 2.2 *Research Forum*
- 2.3 *Policy on Postgraduate Fellows*
- 2.4 *Gritton Fellows and Lake Fellows*
- 2.5 *Code of Conduct for Responsible Research Practice*
- 2.6 *Institutional Research Strengths*
- 2.7 *Research Funding*
- 2.8 *Reports*
 - (1) *Pro-Vice-Chancellor (Research), Professor David Siddle*

- (a) CRCs
- (b) Australian Housing and Urban Research Institute (AHURI)
- (c) Relative Funding Model
- (d) White Paper
- (2) Acting Director, Research and Scholarships, Ms Natalie Downey
- (3) Report from Director, Business Liaison Office, Dr Claire Baxter

12.3 Report of the meeting held on 21 March 2000 55-57

12.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 21 March 2000.

12.3.2 Proceedings of the Committee 55-57

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 21 March 2000 relating to the following matters:

- 2.1 *Membership of the Research Committee:*
- 2.2 *Code of Conduct*
- 2.3 *Postgraduate Fellows*
- 2.4 *Research Forum*
- 2.5 *White Paper update*
- 2.6. *Research and Research Training Management Plan*
- 2.7 *Severance pay for Research Assistants on grants*
- 2.8 *Reports*
 - (1) *Professor Siddle, Pro Vice Chancellor (Research)*
 - (2) *Ms Natalie Downey, Acting Director, Research and Scholarships Office*
 - (3) *Dr Claire Baxter, Director, Business Liaison Office*
 - (4) *Ms Merrilee Robb, Director, Research Development*

13. Report of the Library Committee

(Professor Lawrence Cram)



13.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Library Committee.

13.2 Report of the meeting held on 21 February 2000 58-60

13.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Library Committee meeting held on 21 February 2000.

13.2.2 Proceedings of the Committee 58-60

Recommendation

That the Academic Board note the proceedings of the Library Committee meeting held on 21 February 2000 relating to the following matters:

- 1.01/00 Apologies*
- 1.02/00 Minutes of the Previous Meeting*
- 1.03/00 Business Arising from the Minutes*
 - 1.03.1/00 Examination Papers*
 - 1.03.2/00 Distance Education*
- 1.04/00 Chair's Report*
- 1.05/00 University Librarian's Report*
- 1.06/00 Electronic Access to Journals*
- 1.07/00 Library Restructuring and Strategic Planning Program*
- 1.08/00 Budget 2000*
- 1.09/00 Olympic Games*
- 1.10/00 Goods and Services Tax*

14. Report of the Academic Staffing Committee

(Associate Professor Ros Arnold, Alternative Chair)



14.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Alternative Chair of the Academic Staffing Committee.

14.2 Report of the meeting held on 22 March 2000 61-62

14.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 22 March 2000.

14.2.2 Policy on Academic Promotions Appeals 61

Recommendation

That the Academic Board:

- (i) endorse a proposed amendment to section 6.1 of the Policy Document on Academic Promotions Appeals to provide that in respect of Levels B-D, the committee will make a recommendation for or against promotion directly to the Vice-Chancellor for his approval (rather than to the Board for its endorsement prior to referral to the Vice-Chancellor, as at present), with immediate effect; and*
- (ii) commend the proposed amendment, as set out in the report presented, to the Deputy Vice-Chancellor (Planning and Resources) for approval.*

14.2.3 Proceedings of the Committee 61-62

Recommendation

That the Academic Board note the proceedings of the Academic Staffing Committee meeting held on 22 March 2000 relating to the following matters:

- 3.1 *Performance Management and Development*
- 3.2 *Teaching only appointments*
- 3.3 *Report of the Chair*

15. General Business

15.1 Membership of the Academic Board 63

15.1.1 Election of 3 Deputy Chairs to fill casual vacancies 63

Recommendation

That the Academic Board note the report on the election of 3 Deputy Chairs to fill casual vacancies.

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

Recommendation

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

AGENDA ITEM 5. Report of the Chair

5.2 General report

1. Action taken under delegated authority

When the Board cancelled its April 2000 meeting, it authorised the Chair of the Board to act on its behalf in any urgent matter which arose following the March Board meeting and which could not await the May Board meeting.

I have acted on behalf of the Board in the following matters:

(1) Prizes and Scholarships

At its March meeting, the Board resolved to:

- approve a policy on 'Establishment and Award of Scholarships and Prizes';
- recommend that Senate rescind a number of Resolutions of the Senate, noting that the subject matter therein is expressed in the new policy, 'Establishment and Award of Scholarships and Prizes';
- rescind a number of Resolutions of the Academic Board, noting that the subject matter therein is expressed in the new policy, 'Establishment and Award of Scholarships and Prizes'; and
- note that the 'Guidelines for the establishment and variation of awards, prizes and scholarships' will be referred to the Vice-Chancellor's Advisory Committee for adoption.

Acting on behalf of the Board, I have approved the attached Delegations of Academic Authority relating to Scholarships and Prizes so that this document could be referred to the May meeting of Senate, together with the new policy, 'Establishment and Award of Scholarships and Prizes'. (Pages 14-15)

The document encapsulates the delegations set out in the 'Guidelines for the establishment and variation of awards, prizes and scholarships'.

(2) Common Result Grades

The table of Common Result Grades provides that temporary results will normally be converted to a permanent passing or failing grade at the meeting of the Board of Examiners. Following the adoption of the Policy Document "Examination and Assessment Procedures: Undergraduate and Postgraduate Coursework" and the rescission of Resolutions of the Senate relating, *inter alia*, to Boards of Examiners, I have approved the following changes to the table of Common Result Grades to delete reference to Boards of Examiners (with text to be deleted indicated by strike-through and new text indicated by underlining):

| Temporary results | | | |
|-------------------|---------------------------------------|--------|---|
| MINC | Incomplete with a mark of at least 50 | 50-100 | Except in special cases approved by Academic Board[1], this result must be converted to a normal permanent passing or failing grade normally at the meeting of the Board of Examiners (or, where special circumstances apply, at the latest, by the end of the second (third for March semester results) week of the next session when, in the absence of any final result provision, the result will alter to the given mark and the result grade corresponding to that mark). Used when the examiners have grounds (illness or misadventure) for seeking more information or for |

| | | | |
|--|------------|--|--|
| | | | <p>requiring the submission of additional work from the student in order to confirm a result.</p> <p><u>This result may be used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final mark and passing grade.</u></p> <p><u>Except in special cases approved by the Academic Board[1], this result will be converted to a normal passing mark and grade either:</u></p> <p><u>(a) by the Dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examinations and Assessment Procedures'; or</u></p> <p><u>(b) automatically to the indicated mark and grade by the third week of the immediately subsequent academic session.</u></p> |
| INC | Incomplete | | <p>Except in special cases approved by Academic Board[1], this result must be converted to a normal permanent passing or failing grade normally at the meeting of the Board of Examiners (or, where special circumstances apply, at the latest, by the end of the second (third for March semester results) week of the next session when, in the absence of any final result provision, the result will default to AF). Used when the examiners have grounds (illness or misadventure) for seeking more information or for requiring the submission of additional work from the student in order to confirm a result.</p> <p><u>This result is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result.</u></p> <p><u>Except in special cases approved by the Academic Board[1], this result will be converted to a normal permanent passing or failing grade either:</u></p> <p><u>(a) by the Dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examinations and Assessment Procedures'; or</u></p> <p><u>(b) automatically to an AF grade by the third week of the immediately subsequent academic session.</u></p> |
| <p>[1] At its meeting of 13 October 1999, the Academic Board approved the following policies for dealing with special cases:</p> | | | |
| <p>(a) Incomplete Units of Study</p> <p>Where a MINC or INC grade arises because all or many students in a Unit of Study have not completed the requirements of the Unit, the grade will be converted to UCN on the advice of the relevant Dean. The students may be engaged in practicum or clinical placements, or in programs extending beyond the end of the semester (e.g. Honours). Heads of Departments are encouraged to return UCN and not INC for students in such extended Units of Study. Deans are asked to avoid approving the use of UCN to deal with late results from a completed Unit of Study.</p> | | | |
| <p>(b) Students with incomplete results</p> <p>Deans are authorised to approve the extension of a MINC/INC grade for individual students having a valid reason for their incomplete status.</p> | | | |

DELEGATIONS OF ACADEMIC AUTHORITY

Scholarships and Prizes

| FUNCTION | DELEGATE | AGENT |
|--|-----------------------|---|
| <p>(1) Determine terms and conditions of awards established within the University</p> <p>(a) Creation and Amendment of University-Wide Awards – Undergraduate Consider offers to establish awards and amendments to existing awards. Determine terms and conditions of awards in accordance with the terms of the gift/bequest and in accordance with Senate and Academic Board guidelines.</p> <p>(b) Creation and Amendment of University-Wide Awards – Postgraduate Consider offers to establish awards and amendments to existing awards. Determine terms and conditions of awards in accordance with the terms of the gift/bequest and in accordance with Senate and Academic Board guidelines.</p> <p>(c) Creation and Amendment of Faculty, School and Departmental Awards – Undergraduate and Postgraduate Consider offers to establish awards and amendments to existing awards. Determine terms and conditions of awards in accordance with the terms of the gift/bequest and in accordance with Senate and Academic Board guidelines.</p> | <p>Academic Board</p> | <p>(a) Pro-Vice-Chancellor (Teaching & Learning)</p> <p>(b) Pro-Vice-Chancellor (Research)</p> <p>(c) Dean (on recommendation of Head for School/Department awards)</p> |
| <p>(2) Award Scholarships and Prizes</p> <p>(a) Established Awards: University-wide Undergraduate</p> <p>(b) Established awards: University-wide- Postgraduate</p> <p>(c) Established Awards: Faculty, School and Departmental – Undergraduate and Postgraduate</p> <p>(i) Award faculty, school or departmental scholarships or prizes for which applications are not required</p> <p>(ii) Award scholarships and prizes for which applications are required</p> | <p>Academic Board</p> | <p>(a) As specified in scholarship/prize conditions, or where not specified, Pro-Vice-Chancellor (Teaching & Learning)</p> <p>(b) As specified in scholarship/prize conditions, or where not specified, Pro-Vice-Chancellor (Research)</p> <p>(i) As specified in scholarship/prize conditions, or where not specified, head of responsible unit</p> <p>(ii) As specified in scholarship/prize conditions, or where not specified, dean</p> |

| FUNCTION | DELEGATE | AGENT |
|--|-----------------|---|
| <p>(3) Non-established scholarships</p> <p>(a) Create non-established scholarships (b) Award non-established scholarships</p> | Academic Board | <p>(a) Head most concerned (b) Head most concerned</p> |
| <p>(4) Award specific postgraduate scholarships/determine nominations</p> <p>(a) Award specific postgraduate scholarships:</p> <ul style="list-style-type: none"> • funded by Commonwealth (e.g. APA, UPA, IPRS) • by Academic Board as specified in scholarship/prize conditions (e.g. travelling scholarships) <p>(b) Determine University nominations for postgraduate scholarships required by external organizations (e.g. CSFP)</p> | Academic Board | <p>(a) Postgraduate Awards Sub-Committee</p> <p>(b) Postgraduate Awards Sub-Committee</p> |

AGENDA ITEM 8.

Reports of Faculties and Boards

8.1 Report of the Faculty of Architecture

The Faculty met on 22 March 2000.

Amendment of the Resolutions of the Senate: Constitution of the Faculty of Architecture

The Faculty **recommends** that the Resolutions of Senate relating to sections 1 and 2 of the Constitution of the Faculty of Architecture (*Calendar 1999 - Volume 1: Statutes and Regulations*, pages 155) (as amended) be amended as follows with immediate effect:

- (1) **Delete** the sub-sections 1(c), (d) and (j).
- (2) **Insert** the following new sub-sections in section 1:
 - (b) such other persons holding appointment as Adjunct or Visiting Professor or Adjunct or Visiting Associate Professor;
 - (c) persons holding honorary appointments who were former members of the Faculty;
 - (d) such other members of the academic staff of the Departments and Faculty with responsibility for the general conduct of particular parts of the curriculum as are appointed by the Faculty on the nomination of the Heads of Departments or schools;
- (3) **Re-number** sub-sections 1(b), (f), (g), (h) and (i) as (f), (h), (i), (g) and (j) respectively.
- (4) **Delete** the following words from section 1:
 - 'and its departments' in new sub-section (g);
 - 'or its departments' in new sub-section (i); and
 - 'New South Wales Institute' in new sub-section (j) and **substitute instead** the words 'New South Wales Division';
- (5) **Insert** the words 'annually' between the words 'to be elected' and 'by general staff members' in new sub-section 1(g).
- (6) **Insert** the following new clause in new sub-section 1(j):
 - (iv) the Faculty of Architecture Alumni Association of the University of Sydney.
- (7) **Delete** sub-sections 2(a) and (d) and substitute the following new sub-sections:
 2. (a) The members referred to in subsections 1(d) and (k) shall be appointed at the first meeting of the Faculty in each year, and shall hold office until the first meeting of the Faculty in the next year.
 - (d) If a vacancy occurs in the office of an appointed or elected member, the vacancy may be filled in like manner as the initial appointment or election, and the person so appointed or elected subsequently shall hold office for the balance of the term of the person being replaced.

The purpose of these amendments is: (1) to allow Adjunct and Visiting Professors and Associate Professors and honorary appointees who were former members of Faculty to be members of Faculty; (2) to reflect the changed Faculty structure; and (3) to re-order section 1 of the Constitution.

8.2 Report of the Faculty of Nursing

The Faculty met on 7 April, 2000.

Amendment of the Resolutions of the Senate: Constitution of the Faculty of Nursing

The Faculty **recommends** that the Academic Board recommend that Senate approve the following minor amendments to the resolutions of the Senate relating to the Constitution of the Faculty (p 499, *Calendar 1999, Volume I: Statutes and Regulations*).

- (1) Section 1.(a) is amended:
- by deleting from the list of departments that of Nursing Practice; and
 - by listing the departments alphabetically as follows
Departments of Clinical Nursing, Family and Community Health in Nursing, Life Sciences in Nursing and Professional Nursing Studies.

The amended entry will read as follows:

1. (a) the professors, readers, associate professors, principal lecturers, senior lecturers, lecturers, and associate lecturers who are full-time members of the teaching staff in the Departments of Clinical Nursing, Family and Community Health in Nursing, Life Sciences in Nursing and Professional Nursing Studies
- (2) Section 1.(d) is amended as follows, with text to be deleted indicated by strike-through and new text by underlining.
1. (d) the Head, or a nominee of the Head, of each of the ~~Departments~~ Schools of Behavioural and Community Health Sciences and Biomedical Sciences within the Faculty of Health Sciences;

The purpose of the amendments is:

- (i) to delete a department which no longer exists, the staff of which have nominated to join one of the other departments within the Faculty;
- (ii) to place departmental titles alphabetically; and
- (iii) to reflect the current nomenclature of the Schools within the Faculty of Health Sciences.

8.3 Report of the Faculty of Veterinary Science

The Faculty met on 5 November 1999.

Amendment of the Resolutions of the Senate: Constitution of the Faculty of Veterinary Science

The Faculty of Veterinary Science **recommends** that the Resolutions of the Senate relating to the Constitution of the Faculty of Veterinary Science (Calendar 1999, Vol 1, page 579) be amended as follows with immediate effect:

Section 1.(j) is amended by the deletion of the “Director, J D Stewart Veterinary Science Foundation” and addition of “the Director of the Veterinary Science Foundation” to read as follows:

- (j) the Directors of the Postgraduate Foundation in Veterinary Science, the Dairy Research Foundation, the Poultry Research Foundation, and the Veterinary Science Foundation;

Rationale

The JD Stewart Foundation has been re-named the Veterinary Science Foundation. The purpose of this amendment is to make provision for membership of the Faculty by the Director of the Veterinary Science Foundation. This is a newly created position and the Faculty believes the incumbent will make significant contribution to the Faculty.

AGENDA ITEM 9.

Report of the Undergraduate Studies Committee

9.2 Report of the Undergraduate Studies Committee meeting held on 21 March 2000

The Committee met on 21 March 2000 when there were present Professor Lawrence Cram (Chair), Professor S Armitage, Dr GH Collins, Ms S Field, Dr R Gilbert, Associate Professor C Gillies, Dr L Harris, Dr E Lees, Dr G Ryan and Associate Professor T Purcell. Mrs L 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 21 March 2000.

2. Proceedings of the Committee

(1) Proposal to admit students from the International Medical University of Malaysia into the University of Sydney medical program

The Committee noted a proposal to admit students from the International Medical University in Malaysia to the Graduate Medical Program at this University. A number of issues were raised by the Committee including:

- as this was to be a University of Sydney award there may be issues relating to admissions as approved by the Australian Medical Council;
- the extent to which the curriculum studied by the students from the Malaysian university equalled that presented to students in the first two years of the Graduate Medical Program and the absence of a requirement to pass the year 2 barrier exam;
- whether the Faculty had considered the equity implications that arise by selecting a pairing partner;
- how the Malaysian students would fit into an integrated four year program when coming into the third year of that program;
- whether the humanities and social science capabilities as tested by GAMSAT were equalled in the Malaysian students;
- whether the matter had been discussed at faculty level; and
- whether the students met the requirements that were assessed during the structured interview conducted for all other students entering the GMP.

These issues were referred to the Faculty of Medicine for consideration.

(2) Creation and maintenance of academic award programs

A working party has been formed, consisting of a representative from each College and Professor Cram to consider the draft policy *Creation and Maintenance of Academic Award Programs at the University of Sydney*. It is anticipated that the working party will report to the May meeting of the Undergraduate Studies Committee.

(3) Workings of the Committee – consideration of new proposals

The Committee has initiated a process whereby a small working party consisting of the Chair and two other Committee members, on a rotational basis, will be formed to consider proposals for new courses or major changes to existing courses forwarded to the Committee for approval. The working party will examine proposals and work

through any difficulties with the faculty concerned prior to presentation to the Committee.

(4) Implementation of assessment and examination policies

The Committee concurred with the Chair that it would be more appropriate for Professor Cram, as Chair of the Academic Board, to deal directly with faculties on the implementation of the new assessment and examination policies rather than have this issue dealt with via the Undergraduate Studies Committee.

AGENDA ITEM 10.

Report of the Graduate Studies Committee

10.2 Report of the Graduate Studies Committee meeting held on 27 March 2000

The Committee met on 27 March 2000 when there were present: the Alternative Chair, Associate Professor R Ross, presiding, Drs B Adamson, E Baily and A Brew, Associate Professor J Christodoulou (for Associate Professor C D Shorey), Professors M Crossley and L Field, Dr J Finkelstein, Professor J Gero, Associate Professors A F Masters, P McCallum and F Nicholas, Professors P Ramsden and D Siddle, Associate Professor J Stubbs (for Associate Professor D Rothwell), Ms K Stenner, Dr L Unsworth, and Professor D M Walker. Present by invitation: Messrs C S Davidson and G Woods. 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 27 March 2000.

2. Amendment of the Resolutions of the Academic Board: Examination Process for the degree of Doctor of Philosophy

On the recommendation of the PhD Award Sub-Committee, the Committee recommends the introduction of a procedure whereby faculties re-contact examiners to ascertain their continuing availability when a thesis has not been submitted within three months of the initial appointment of the examiners, with a view to shortening the examination time.

The Committee **recommends** the amendment of the Resolutions of the Academic Board relating to the Examination Process for the degree of Doctor of Philosophy (pp 101-7, *Calendar 1999, Volume 1: Statutes and Regulations*) with immediate effect as follows:

Section 1 relating to the Examination Process is amended

- by inserting the following new sub-section (18):

Delay between appointment of examiners and receipt of thesis

(18) In the event of a candidate's thesis not being received within three months of the acceptance by the examiners of their appointment, the faculty shall write to all examiners concerned, both internal or external, to ascertain their willingness to continue to act as examiners of the thesis in question.

and

- by renumbering the existing sub-section (18) relating to Delegations of authority as sub-section (19).

3. Proceedings of the Committee

(1) Membership of the Committee

The Committee welcomed Dr Angela Brew to membership of the Committee as the member from the Teaching and Learning Committee (in place of Ms F Everingham).

(2) Report of the PhD Award Sub-Committee

The Committee received the report of the PhD Award Sub-Committee meeting of 7 March 2000, noting that:

Doctor of Philosophy

- the award of the degree to four candidates, subject to emendations, had been approved; and

- examiners had been appointed for 20 candidates.

(3) Report of the Coursework Sub-Committee

The Committee received the report of the Coursework Sub-Committee meeting of 13 March 2000 and noted the Sub-Committee's proceedings relating to the following matters:

- (1) drafting of a generic postgraduate coursework courses rule;
- (2) 1999 reports on postgraduate teaching and reviews of postgraduate coursework;
- (3) usage of the terms "graduate" and "postgraduate"; and
- (4) future work to be undertaken in 2000.

(4) Knowledge and Innovation: A policy statement on research and research training

The Pro-Vice-Chancellor (Research), Professor Siddle, updated his previous report to the Committee on the Federal Government's White Paper, "Knowledge and Innovation: A policy statement on research and research training", and its implications for the University.

Professor Siddle reported in the following terms:

The Research Training Scheme would begin to be implemented in 2001 for the commencing cohort of PhD and research masters students. The Scheme would be funded with \$480 million: 50% of this would be based on weighted completions, with a PhD worth double the value of a research master's degree (instead of triple the value, as at present); 40% would be based on research income; and 10% would be based on weighted publications. The weighted publications would include the four current categories but the definitions of the categories and their weightings were as yet unknown. The new Scheme represented movement from a load-oriented system to one based on dollars. When the Scheme was fully implemented each research university would gain a proportion of the \$480 million, and this funding would be used to support departments in their research training. The Scheme would provide that when a student completed, or withdrew, the scholarship would revert to the Research Training Scheme pool; the University would then need to win another scholarship from the pool. If a PhD candidature continued for more than four years full-time equivalent (or a research master's candidature for more than two), the University would carry the candidature as unfunded load.

The University would have to make careful decisions about where it would allocate funds for research training. Universities would no longer be able to recruit as many students as they wished to as they might not have enough scholarships to support all candidates.

DETYA was considering the issue of whether the research training formula would be applied once or twice a year. Research training completions would comprise both local and overseas students.

In the Institutional Grants Scheme, 60% would be based on research income, 30% on research load (domestic students but not international), and 10% on publications. The time-table provided that the University would need to submit its research data by 30 June, and DETYA would return the model for the research training scheme by the end of July so that this would be included in profile discussions.

(5) Research Degree Completion Rates and Research Degree Completion Times

Mr Davidson advised the meeting that the data-base was capable of further development and that the Planning Support Office sought advice about what other analyses should be made and the priorities that should be afforded to developments. Mr Woods added that the biggest task, that of accumulating the data, had been

completed; while the data still needed refinement and correction, new elements could now be added.

Following a lengthy discussion, the Committee agreed to ask the Planning Support Office to address the following analyses as a priority:

- comparisons of students who were primarily full-time versus primarily part-time, and of those who completed candidature full-time versus those who completed say three years full-time and the remainder part-time;
- comparisons of local versus international students;
- analyses by department; and
- analyses by source of financial support.

(6) Proposals for new and amended postgraduate courses

The Committee noted a report by the Alternative Chair that he, the Chair and the Chair of the Board had been considering ways of streamlining the process for considering proposals for new and amended postgraduate courses. In cases where coursework proposals were straight-forward, it would be more efficient to refer them to the Coursework Sub-Committee in the first instance rather than to establish a working party. Working Parties would still be established if there were issues that needed broader discussion.

(a) Faculty of Law: Graduate Diploma in Health Law

The Committee confirmed the action of the Alternative Chair in referring a proposal from the Faculty of Law for the introduction of the Graduate Diploma in Health Law to the Coursework Sub-Committee for its consideration in the first instance.

(b) Faculty of Science: new courses in Applied Science

The Committee confirmed the action of the Alternative Chair in establishing a working party to consider a proposal from the Faculty of Science for the introduction of new courses in Applied Science.

(7) Proposal from the Faculty of Medicine for the amendment of the abbreviation for the degree of Doctor of Public Health

The Committee received a proposal from the Faculty of Medicine for the amendment of the abbreviation for the degree of Doctor of Public Health from “DPH” to “DrPH”.

The Committee agreed that there was a need for consistency in nomenclature within the University, agreeing also not to endorse the proposal.

(8) 1999 Postgraduate Supervisors’ Development Program Evaluation Report

The Committee received the 1999 Postgraduate Supervisors’ Development Program Evaluation Report.

The Committee noted that the next workshop would be held on 27 April; it would be held at the Cumberland Campus but staff from other campuses were welcome to attend it.

(9) Work in progress

The Committee reports that the following matters are under consideration:

- introduction of oral examinations for the PhD: a matter referred for urgent advice to the PhD Award Sub-Committee;
- review of the 1999 annual review of postgraduate research candidatures;
- improvements in postgraduate supervision and PhD examinations;
- postdoctoral fellowships; and
- a proposal for a National PhD Program.

10.3 Report of the Graduate Studies Committee meeting held on 18 April 2000

The Committee met on 18 April 2000 when there were present: the Alternative Chair, Associate Professor R Ross, presiding, Drs B Adamson, E Baily and A Brew, Associate Professor J Christodoulou, Professors M Crossley and L Field, Dr J Finkelstein, Professor J Gero, Associate Professors A F Masters, P McCallum, F Nicholas and D Rothwell, Professor D Siddle, Associate Professor J Small, Ms K Stenner 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 18 April 2000.

2. Proposals for new postgraduate courses

(1) Faculty of Law: Graduate Diploma in Health Law

On the recommendation of the Coursework Sub-Committee, the Committee **recommends** approval of a proposal from the Faculty of Law for the introduction in 2001 of the new course, the Graduate Diploma in Health Law.

Since 1996 the Faculty has offered a coursework Master of Health Law (MHL) degree, as well as an undergraduate course in Medical Law. The Faculty also has established a strong profile in postgraduate research in health law with students conducting thesis research at the LLM, SJD or PhD levels. In addition, the Faculty runs a Health Law Seminar Series as part of its continuing education program and in 1999 the Health Law Program was awarded a Research Infrastructure Block Grant to support research and other activities in the health law area.

The Graduate Diploma will fill a gap in the Faculty's postgraduate programs and is designed to appeal to both local and international students. Consistent with the Faculty's other Graduate Diploma programs, the Graduate Diploma in Health Law will comprise 24 credit points, being 4 units of study. The Graduate Diploma is also structured so as to be consistent with the current Master of Health Law degree and so as to enhance its marketability. Students enrolled in the MHL program must complete three compulsory units and five optional units. For the Graduate Diploma students must complete two compulsory units being 'Health Care and Professional Liability' and 'Information Rights in Health Care'. The remaining two units may be selected from the compulsory and optional units of study for the MHL.

The current Master of Health Law program is offered to both law graduates and graduates of medicine, nursing, dentistry or other health-related disciplines. The mix of lawyers and health professionals is one of the strengths of the MHL program. The Graduate Diploma will build on this strength, while seeking to further expand the opportunities in this area by providing entry to graduates from any discipline who meet the Faculty's admission criteria. It is expected that the Graduate Diploma will be particularly attractive to non-law graduates who have an interest in health law but do not have the desire to complete the full Master's program. Candidates for the Graduate Diploma will, subject to satisfactory completion of their courses, have the opportunity to transfer to the Master of Health Law program if they so elect.

The Graduate Diploma in Health Law contains units of study in which a range of teaching methodologies and assessment practices will be employed. In addition, the offering of units of study in a traditional mode of 2 hours' instruction per week throughout a semester will be complemented by intensive units offered over four or five days. This is a format that the Faculty of Law has successfully adopted in specialist programs including the Master of Health Law, the Master of Environmental Law and the Master of Taxation.

In addition to Sydney Law School a number of law schools around Australia have existing postgraduate programs in health law:

- Flinders University (Graduate Diploma in Health Law)
- Griffith University (Graduate Diploma of Health Law and Master of Health Law offered through the School of Nursing)
- La Trobe University (Graduate Certificate in Health Law, Postgraduate Diploma in Health Law and Master of Health Law)
- Melbourne University (Graduate Diploma in Health and Medical Law, and Master of Health and Medical Law)
- University of Western Sydney – Nepean (Graduate Diploma in Health Law)

The introduction of a Graduate Diploma in Health Law will ensure that the Faculty's Health Law Program is available to a broad market of potential students.

Candidates can complete the Graduate Diploma on either a full-time or part-time basis. It is expected that consistent with present enrolment trends in postgraduate coursework programs of study in the Faculty of Law that the majority of candidates will be part-time. Full-time candidates for the Graduate Diploma must complete all the requirements for the diploma not more than two years and not less than 6 months from the date of first enrolment as a candidate. Part-time candidates must complete all the requirements for the diploma not more than three years and not less than one year from the date of first enrolment as a candidate.

The Committee **recommends**:

- (i) approval of the proposal from the Faculty of Law for the introduction in 2001 of the new course, the Graduate Diploma in Health Law; and
- (ii) the amendment of the Resolutions of the Senate relating to the above course, with effect from 1 January 2001, as set out below: *(Page 30)*

(2) **Faculty of Science: Master of Applied Science, Graduate Diploma in Applied Science and Graduate Certificate in Applied Science**

On the recommendation of a Working Party appointed to consider the proposal, the Committee **recommends** approval of the proposal from the Faculty of Science for the introduction in July Semester 2000 of a new generic Graduate Certificate in Applied Science, Graduate Diploma in Applied Science and Master of Applied Science, to be offered in the first instance in the following subject areas:

- Master of Applied Science (Environmental Science), Graduate Diploma in Applied Science (Environmental Science) and Graduate Certificate in Applied Science (Environmental Science);
- Graduate Diploma in Applied Science (Informatics and Communication) and Graduate Certificate in Applied Science (Informatics and Communication); and
- Graduate Certificate in Applied Science (Psychology of Coaching).

The Graduate Certificate, Graduate Diploma and Master's degree form an articulated program to be available in a range of subject areas in the Faculty of Science. The Graduate Certificate requires the completion of 24 credit points, the Graduate Diploma 36 credit points, and the Master's 48 credit points. Each subject area will have core units of study and electives which will allow candidates to make some selections from units of study in other subject areas and from coursework programs in other faculties. Initially the subject areas offered will be Environmental Science, Science Informatics and Communications, and Psychology of Coaching.

These programs will allow graduates in an appropriate area or applicants with equivalent expertise in that area to extend their knowledge and understanding, and develop research and practical skills in that or a relevant subject area.

The intended market is for Australian and international graduates seeking further study, often after a period of employment; the Graduate Certificate will provide an entry point for non-graduates with appropriate experience who wish to undertake formal study and acquire formal qualifications.

Psychology of Coaching

The Graduate Certificate in Applied Science (Psychology of Coaching) is a relatively new approach to the enhancement of human performance, and this is the first university-based course in Australia to offer specialised training in coaching psychology. Coaching psychology sits at the intersection of counselling, clinical and organisational psychology. The course is aimed at those who wish to gain high-quality, theoretically-grounded applied skills in coaching for performance. It offers the opportunity to a group of professionals, such as psychologists, psychologists-in-training, counsellors, individuals working in the human resources field, management personnel or those seeking a career in performance coaching, to pursue postgraduate study leading to a qualification within a short time-frame.

Informatics and Communication

The Graduate Certificate in Applied Science and Graduate Diploma in Applied Science (Informatics and Communication) program is designed to train people to become effective in information retrieval in the sciences, in science communication, in the development of databases, in internet activities of importance to scientists, and in the legal and technical issues associated with scientific research.

Accessing and using information is a key factor in scientific business and research. While some courses in the Faculty have components that discuss databases, the internet, and information retrieval, the whole area is very large and complex, and a separate course is required to more thoroughly prepare science graduates and those information professionals who wish to find science information. Additionally, communication of science and of scientific issues in politics and in society is an integral part of science, and there is a need (and demand) for a program to develop the considerable skills required for effective science communication.

Environmental Science

Environmental Science encompasses a range of scientific, economic and social considerations. This articulated program comprising a Master of Applied Science (Environmental Science), Graduate Diploma in Applied Science (Environmental Science) and Graduate Certificate in Applied Science (Environmental Science), is designed to provide a core of knowledge in environmental chemistry and biology, supplemented by a broad range of options within areas of information retrieval and analysis, representation of spatial data, applied geomorphology, and environmental law.

Applicants will develop research and practical skills in environmental science, encouraging an integrated view of environmental problems and their management. The Graduate Certificate provides an entry point for applicants with equivalent experience rather than formal tertiary qualifications.

Two issues were raised at the meeting of the Working Party: (1) the proposed maximum length of candidatures; and (2) the proposed amount of credit for relevant previous study. After discussion, it was agreed that the maximum lengths of candidature would remain as in the proposals. It was clarified that the amount of credit for previous study was an upper limit, and that such credit was at the Faculty's discretion and would rarely be granted at this upper limit. It was also noted that the Graduate Studies Committee is soon to debate a proposal to require all candidates graduating with an award to complete at least 50% of their studies within the award and if that proposal becomes policy, it will over-rule the Faculty limit.

On the recommendation of the Working Party, the Committee **recommends** approval of:

- (i) the introduction of a new generic Graduate Certificate in Applied Science, Graduate Diploma in Applied Science and Master of Applied Science, from July Semester 2000, to be offered in the first instance in the following subject areas
 - Master of Applied Science (Environmental Science), Graduate Diploma in Applied Science (Environmental Science) and Graduate Certificate in Applied Science (Environmental Science);
 - Graduate Diploma in Applied Science (Informatics and Communication) and Graduate Certificate in Applied Science (Informatics and Communication); and
 - Graduate Certificate in Applied Science (Psychology of Coaching); and
- (ii) the amendment of the Resolutions of the Senate relating to the above courses, with effect from 1 July 2000, as set out below. *(Pages 31-33)*

3. 1999 reports on postgraduate teaching and reviews of postgraduate coursework

The Committee endorsed the attached report on 1999 postgraduate teaching and reviews of postgraduate coursework and **commends** it to the Board for referral to Senate.

(Pages 34-40)

The Committee noted that there was still room for improvement in faculty-level monitoring of student evaluation of units of study. It was also noted that faculty reports did not refer to strategic priorities and that reports on developments were in respect of content rather than teaching. It was agreed that the pro-forma could be compared with the new undergraduate pro forma and be amended, especially in light of the development of performance indicators.

4. Amendment of the Resolutions of the Academic Board: Examination Process for the degree of Doctor of Philosophy

On the recommendation of the PhD Award Sub-Committee, the Committee **recommends** that the Resolutions of the Academic Board relating to the Examination Process for the Degree of Doctor of Philosophy (p 104, *Calendar 1999, Volume 1: Statutes and Regulations*) be amended as set out below.

Sub-section (1)(c), of Section 4. (Examiners' reports and head of department's recommendation) is amended as set out below. (Text to be deleted is indicated by strike-through and text to be added is underlined.)

- (1) (c) If the head of department has recommended, under section 3(5)(c), that the degree be awarded, but that not all the emendations required by all of the examiners should be carried out, the faculty may not award the degree, and the reports of the examiners, together with the recommendations of the head of department and ~~copies of the reports of the examiners~~ of the faculty or college board, shall be forwarded to the PhD Award Sub-Committee.

The proposed amendment corrects a typographical error relating to the referral of the head of department's recommendation and the faculty or college board action. It requires the faculty to forward a recommendation to the PhD Award Sub-Committee – a recommendation which the Sub-Committee would be entitled to seek – and is an action implicit in sub-section 4(1)(d). The proposed amendment does not alter the rigour of the examination process.

5. Proceedings of the Committee

(1) Membership of the Committee

The Committee welcomed Associate Professor John Christodoulou to membership of the Committee as the member from the Faculty of Medicine (in place of Associate

Professor Cedric Shorey) and expressed its appreciation of Professor Shorey's service to the Committee.

(2) Report of the PhD Award Sub-Committee

The Committee received the report of the PhD Award Sub-Committee meeting of 11 April 2000 relating to the following matters:

(a) Oral examinations, length of candidature and number of examiners for the PhD

The Committee noted the Sub-Committee's recommendations in respect of the provision of oral examinations for the PhD, the length of PhD candidature and the number of examiners for the PhD degree and requested members to discuss the issues raised by the Sub-Committee, and its recommendations, with their boards of postgraduate studies prior to the May meeting of the Graduate Studies Committee, when these and other matters related to improving the examination process would be addressed by the Committee.

(b) Student cases: Doctor of Philosophy

The Committee noted that:

- the award of the degree, subject to emendations, had been approved to three candidates;
- a fourth examiner, to act as an assessor, had been recommended in respect of one candidature; and
- examiners had been appointed for 39 candidates.

(3) Report of the Coursework Sub-Committee

The Committee received the report of the Coursework Sub-Committee meeting of 3 April 2000 relating to the following matters:

(a) Generic postgraduate coursework courses rule

The Committee considered the draft Postgraduate Coursework Courses Rule which had been drafted by the Sub-Committee using the undergraduate "University of Sydney (Undergraduate Courses) Rule" model.

Having made one minor amendment to the draft Rule, the Committee agreed to refer it to faculties for comment, with a view to finalising the document at its June meeting for subsequent referral to the Board.

(b) Work to be undertaken in 2000

The Committee noted that the Sub-Committee would be addressing the following matters during 2000:

- the inclusion of business plan requirements in the Guidelines for New and Amended Postgraduate Courses;
- second semester commencements;
- HECS-liable equity places in fee-paying postgraduate courses;
- watching brief on the review of the Australian Qualifications Framework; and
- suspension of candidature in respect of the time limits prescribed for the relevant course.

(4) Review of the 1999 review of postgraduate research candidatures

The Committee considered a report based on the responses from faculties on their conduct of the 1999 review of postgraduate research candidatures.

The Committee noted with concern that not all faculties are following the prescribed procedures for the annual review of research students. The Committee agreed that the Alternative Chair would write to those faculties, indicating that a follow-up review will take place at the end of 2000 to confirm that the policy is being

implemented and suggesting that small departments utilise departmental aggregates to conduct first year interviews.

(5) Postgraduate fellowships

The Committee noted that a number of changes had been made to the draft policy relating to postgraduate fellowships that had been presented to the Committee in November 1999. The Committee agreed that a copy of the latest draft be e-mailed to members, together with a report of the discussion of same at the last meeting of the Research Committee; members were invited to address any comments on the draft to the Alternative Chair who would circulate them to the Committee and pass them on to the Pro-Vice-Chancellor (Employee Relations).

(6) Report on the meeting of Deans and Directors of Graduate Studies

The Committee noted a report on the following matters discussed at the recent Adelaide meeting of Deans and Directors of Graduate Studies (a national group comprising representatives from each university):

- the 'White Paper' and Research Management Training Plans which universities would need to formulate: clarification was needed as DETYA and DDOGS had different concepts of what research training comprised;
- the universities' opposition to the PREQ proposal and requests to the AV-CC to have the present document abandoned; and
- a proposal from the University of Melbourne for the creation of a national studentship database which Melbourne would manage and other universities would subsidise; this would be a form of "common room" where all universities would advertise their scholarships and the like.

(7) Work in progress

The Committee noted the status of the following work in progress:

- (a) postgraduate supervision;
- (b) quality in postgraduate coursework programs;
- (c) proposal for a National PhD program; and
- (d) facilities for research students.

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

Faculty of Law

Degrees and Graduate Diplomas in the Faculty of Law

The Resolutions of the Senate relating to Degrees and Graduate Diplomas in the Faculty of Law (p 461, *Calendar 1999, Volume 1: Statutes and Regulations*) are amended to the following effect from 1 January 2001:

Sub-section 2. relating to the graduate diplomas in the Faculty of Law is amended by the addition of the following new entry:

Graduate Diploma in Health Law (GradDipHL)

Master's Degrees and Graduate Diplomas in the Faculty of Law

The Resolutions of the Senate relating to Master's Degrees and Graduate Diplomas in the Faculty of Law (p 464, *Calendar 1999, Volume 1: Statutes and Regulations*) are amended to the following effect from 1 January 2001:

- by inserting in the definition of 'diploma' the wording 'Graduate Diploma in Health Law' following 'Graduate Diploma in Criminology';
- by inserting in clause 1.1(c) the wording 'Graduate Diploma in Health Law (GradDipHL)' following 'Graduate Diploma in Criminology (GradDipCrim)';
- by inserting in clause 2.9 the wording 'Graduate Diploma in Health Law' following 'Graduate Diploma of Environmental Law'; and
- by inserting in the Appendix ", Graduate Diploma in Health Law" following the words 'Master of Health Law' (as it appears on p. 472, *Calendar 1999, Vol 1*).

Faculty of Science

Degrees, Graduate Diplomas and Graduate Certificates in the Faculty of Science

The Resolutions of the Senate relating to Degrees and Graduate Diplomas in the Faculty of Science (pp 507-8, Calendar 1999, Volume 1: Statutes and Regulations) are amended as follows, from 1 July 2000:

- Section 1 relating to the degrees in the Faculty of Science is amended by adding the following new entry:
Master of Applied Science (MApplSc)
- Section 2 relating to the diplomas in the Faculty of Science is amended by adding the following new entry:
Graduate Diploma in Applied Science (GradDipApplSc)
- Section 3 relating to the certificates in the Faculty of Science is amended by adding the following new entry:
Graduate Certificate in Applied Science (GradCertApplSc)

Graduate Certificate in Applied Science, Graduate Diploma in Applied Science and Master of Applied Science

The following new Resolutions of the Senate are adopted from 1 July 2000:

Graduate Certificate in Applied Science, Graduate Diploma in Applied Science and Master of Applied Science

1. The Graduate Certificate in Applied Science, the Graduate Diploma in Applied Science, and the Master of Applied Science will be offered in the following subject areas, and the testamur for the award will specify the subject area:

Environmental Science

Science Informatics and Communications

Psychology of Coaching

Eligibility for admission

2. (1) The Dean of the Faculty of Science may admit to candidature for:
- (i) the Graduate Certificate in Applied Science
 - (a) graduates of the University of Sydney holding the degree of Bachelor of Science or any other equivalent award of the University of Sydney,
 - (b) graduates of other universities or other appropriate institutions who have qualifications equivalent to those specified in subsection (a), or
 - (c) persons who have experience which is considered to demonstrate the knowledge and aptitude required to undertake the units of study;
 - (ii) the Graduate Diploma in Applied Science
 - (a) graduates of the University of Sydney holding the degree of Bachelor of Science or any other equivalent award of the University of Sydney,
 - (b) graduates of other universities or other appropriate institutions who have qualifications equivalent to those specified in subsection (a), or
 - (c) persons who have completed requirements for the Graduate Certificate in Applied Science, or equivalent; and
 - (iii) the Master of Applied Science
 - (a) graduates of the University of Sydney holding the degree of Bachelor of Science or any other equivalent award of the University of Sydney,
 - (b) graduates of other universities or other appropriate institutions who have qualifications equivalent to those specified in subsection (a), or
 - (c) persons who have completed requirements for the Graduate Diploma in Applied Science, or equivalent.

- (2) In relation to particular subject areas the Dean may require applicants to satisfy additional specific requirements relating to that subject area.

Availability

3. (1) Admission to candidature may be limited by a quota. In determining the quota, the University will take into account:
 - (i) availability of resources including space, laboratory and computing facilities; and
 - (ii) availability of adequate and appropriate supervision.
- (2) In considering an application for admission to candidature the Dean shall take account of the quota and will select, in preference, applicants who are most meritorious in terms of section 4 2 above.

Method of progression

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

Availability of Units of Study

5. All units of study for a particular subject area may not be available every semester. The Dean may allow substitution of any unit of study by another unit of study, including units of study from other postgraduate coursework programs in the Faculty or elsewhere in the University.

Time limits

6. A candidate may proceed on either a full-time or a part-time basis.
7. (1) A candidate for the Graduate Certificate in Applied Science shall complete the requirements for the award in a minimum of one semester and a maximum of four semesters, and except with permission of the Dean within three calendar years of admission to candidature.
- (2) A candidate for the Graduate Diploma in Applied Science shall complete the requirements for the award in a minimum of two semesters and a maximum of eight semesters, and except with permission of the Dean within six calendar years of admission to candidature.
- (3) A candidate for the Master of Applied Science shall proceed complete the requirements for the award in a minimum of two semesters and a maximum of twelve semesters, and except with permission of the Dean within nine calendar years of admission to candidature.

Requirements for the course

8. (1) Candidates for the Graduate Certificate in Applied Science are required to complete satisfactorily units of study granting a minimum of 24 credit points selected from units of study approved from time to time by the Faculty.
- (2) Candidates for the Graduate Diploma in Applied Science are required to complete satisfactorily units of study granting a minimum of 36 credit points selected from units of study approved from time to time by the Faculty.
- (3) Candidates for the Master of Applied Science are required to complete satisfactorily units of study granting a minimum of 48 credit points selected from units of study approved from time to time by the Faculty.

Examination

9. On completion of the requirements for the course, the Faculty shall determine the results of the candidature.

Progress

10. The Faculty may

- (1) call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the course; and
- (2) where the candidate does not show good cause, terminate the candidature.

Credit

11. A candidate who, before admission to candidature, has spent time in graduate study and, within the previous three years, has completed coursework considered by the Dean to be equivalent to units of study prescribed for the course, may receive credit of up to:

- (1) 24 credit points towards the requirements for the Graduate Diploma in Applied Science.
- (2) 36 credit points towards the requirements for the Master of Applied Science.

Graduate Studies Committee

Report on Postgraduate Teaching and Reviews of Postgraduate Coursework during 1999

In accord with the decision of the then Committee for Graduate Studies in August 1995, confirmed by the Academic Board, each Faculty and Board of Studies is required to report annually on the nature of postgraduate teaching and any current reviews of postgraduate coursework programs. All Faculties and Boards of Studies were sent the 1999 *pro formas* with a request for replies to be provided by 3 March, 2000. To facilitate the reporting process the *pro forma* was redesigned during 1999; the opportunity for faculties to comment on individual aspects of their postgraduate coursework teaching was retained, however, as an integral part of the reporting process.

This report summarises the faculty responses, and is in two parts. Part I, the major component, provides an overview of postgraduate teaching and Part II summarises program reviews undertaken during 1999. There was again only a small number of reviews undertaken during 1999, but this is anticipated to increase as the majority of programs approach the requirement for a 5-year review during 2000.

I. **Reviews of Postgraduate Teaching**

Faculties and Boards of Studies were required to report on the following five areas: Course Planning, Teaching & Learning Strategies, Assessment, Evaluation and Other.

A general overview of the faculty responses to each of these areas is summarised here. Also included in the appendices are tabulated summaries of every Faculty's detailed response to each question. Copies of the faculty responses are held on file in the office of the Academic Board Secretariat.

Course Planning

Does each Faculty postgraduate coursework degree program have a statement of intended outcomes? If so, where are those statements located and when were they last reviewed?

All responses indicated that Faculties and Boards of Studies are providing written statements of intended outcomes for their coursework programs. The most common locations for these statements is in individual unit of study outlines and the course prospectus. There is no increase in the number of faculties providing outcome statements in Faculty Handbooks; however, eight faculties are reporting use of the Web for this purpose.

Teaching and Learning Strategies

Please outline any specific strategies to improve teaching, including workshops and professional development for staff, that have been adopted in 1999.

Faculty, ITL and Professional Development Workshops addressing teaching and learning are reported as having been used by staff during 1999. Some faculties, however, also indicate some difficulty in encouraging staff to attend available workshops.

The Faculty of Rural Management reports the introduction of enhanced web-based student communication to support learning through the internet. The Faculties of Education and Nursing report the development of teaching styles and resources to support distance learning initiatives. The Faculty of Engineering reports the successful introduction of a series of lunchtime seminars addressing teaching and learning strategies. The Faculty of Science reports the awarding of an ITL grant to review assessment procedures for the Graduate Diploma in Science (Microscopy & Microanalysis).

Assessment

Please outline the assessment procedures in postgraduate coursework courses within the Faculty.

There continues to be a wide range of assessment approaches used within postgraduate coursework programs. No faculty reported only using a single method of assessment. Several faculties report that they no longer use examinations as a method of assessment in postgraduate courses. The wide variety of assessment approaches reported, which to a certain extent is reflective of discipline requirements, include clinical assessment, case & research reports, practical assessments, class presentations, peer reviews, learning contracts and computer-based assessment. The Sydney Conservatorium of Music reports a series of faculty workshops to develop a Conservatorium Assessment Policy which is now available to students via the intranet.

Evaluations

What student evaluation procedures are in place for postgraduate coursework courses and how are any evaluation reports monitored at the Faculty level?

All Faculties and Boards of Studies indicate the use of at least one form of student evaluation during 1999, which is an improvement on the level of use reported in 1998. It is also pleasing to note that the number of faculties reporting monitoring of student evaluations at the faculty level has also increased. However, faculty-level monitoring is not yet reported by all faculties and thus faculties are again urged to treat this requirement of the Academic Board seriously.

Other

Please outline any further developments and current highlights in the area of postgraduate coursework teaching in the Faculty which should be reported to the Graduate Studies Committee.

Faculty responses to this question are reported verbatim and without comment. Comments relating specifically to program reviews have been excluded as they are addressed in Part II of this report.

Architecture

Use of intensive and block teaching in place of weekly evening sessions and increasing use of completely 'on-line' units of study.

The Faculty also reports the completion of several reviews associated with professional accreditation processes. These reviews addressed courses in Urban and Regional Planning, Facilities Management and Illumination Design.

Dentistry

The MDS course programs offered in Orthodontics, Oral & Maxillofacial Surgery, Oral Pathology, Periodontics & Paediatric Dentistry were favourably assessed by the postgraduate accreditation sub-committee of the Australian Dental Council in August 1999.

Economics and Business

The Faculty is planning for a major review of all its postgraduate coursework offering during 2000.

Education

The School of Social Policy and Curriculum Studies has introduced the new distance education course in International Education during 1999. All Schools in the Faculty have also contributed to a number of changes in the MEd (Research Methodology) which has substantially improved course delivery.

Law

Discussions commenced within the Faculty in late 1999 regarding development of a Graduate Diploma in Health Law. A working group on Commercial and Corporate Law was also established in order to develop new courses and units of study in the area.

Medicine

Two routes to the award of the Master of Public Health were introduced in early 1999, these being the MPH(Honours) by coursework and treatise which is available only to students achieving a WAM of at least 70% and the MPH by coursework only.

The design work for a distance education (internet) component of the Physical Medicine course was completed for introduction in early 2000.

Dr C Estcourt, course coordinator for Sexual Health Medicine, was awarded a Teaching & Development Grant from the ITL to develop a pilot distance learning package for Clinical Sexual Health Medicine. The social and policy aspects of STD and HIV were also reviewed and teaching restructured accordingly.

Nursing

The Master of Nursing (Rural & Remote Nursing) commenced during 1999. This new stream of the existing MN is offered in the distance mode in collaboration with the Department of Rural Medicine. Teaching modalities used include residential schools, video- and tele-conferencing and web-based communication.

Science

During 1999 the Faculty has been planning the expansion of its postgraduate coursework programs with an articulated set of awards as Graduate Certificate, Diploma and Masters in Applied Science to be available in a number of areas for 2001. Proposals for the subject areas of Psychology of Coaching, Science Informatics and Communications, and Environmental Science are in an advanced state. Proposals for the subject areas of Neurosciences and Wildlife Management are in an early stage of preparation.

Sydney College of the Arts

Since the implementation of the Master of Multimedia Design as reported in the 1998 report the student intake for this course has doubled.

Board of Studies in Social Work

Faculty level initiatives to develop interdisciplinary units are being pursued, for example, proposals are being developed for a Graduate Certificate in Gender and Social Policy in collaboration with Gender Studies.

II. Reviews of Postgraduate Coursework

Most faculties indicated that no reviews were undertaken in 1999 as programs were not yet five years from either implementation or previous review. Two faculties indicated reviews conducted during 1999 as reported below.

Arts

Following recommendations of the review process reported in 1998 the Faculty has now completed a review of current postgraduate coursework offerings to establish how such offerings could be more cost-effectively taught and marketability improved.

Health Sciences

The Faculty completed a comprehensive five-year review of courses within the Schools of Medical Radiation Sciences, Exercise and Sport Sciences, Behavioural and Community Health Sciences. Outcomes included movement of all degrees to a position consistent with the recently agreed policy on minimum lengths of candidature.

1. Course Planning

| Faculty | Faculty Handbook Entry | Course Prospectus | Unit of study outlines | Web | Other location | Comments |
|--|------------------------|-------------------|------------------------|------|----------------|--|
| Agriculture | v | v | v | X | X | |
| Architecture | ---- | v | v | v | ---- | Major revision of Faculty Handbook planned for 2001 |
| Arts | v | ---- | v | ---- | v | Department Information Brochures |
| Dentistry | X | X | v | X | X | |
| Economics & Business | X | v | v | ---- | ---- | PG Coursework Handbook developed for 2000 |
| Education | X | v | v | v | ---- | 4 of the 15 designated programs reviewed outcomes in 1999. |
| Engineering | X | X | X | X | X | Matter is being pursued in an attempt to achieve uniformity. |
| Health Sciences | v | v | v | v | ---- | |
| Law | v | v | X | v | ---- | |
| Medicine | X | v | v | v | ---- | |
| Nursing | v | X | X | X | X | Matter is being pursued in an attempt to achieve uniformity. |
| Rural Management | v | v | v | v | | |
| Science | v | v | v | v | | |
| Veterinary Science | X | X | X | X | ---- | Matter being addressed during 2000. |
| Sydney College of the Arts | v | v | v | ---- | ---- | |
| Sydney Conservatorium of Music | v | v | ---- | v | ---- | |
| Australian Graduate School of Management | X | v | v | X | ---- | |
| Board of Studies in Music | ---- | v | ---- | ---- | ---- | |
| Board of Studies in Social Work | ---- | v | ---- | ---- | ---- | |

Key:

- v indicates provision of a clear statement that this method was used.
- X indicates provision of a clear statement that this method was not used.
- indicates no response given for this topic.

2. Teaching & Learning Strategies

| Faculty | Staff Attend ITL Workshops | Staff Attend Faculty Workshops | Professional Development Programs | Other location |
|--|----------------------------|--------------------------------|-----------------------------------|----------------|
| Agriculture | X | X | v | X |
| Architecture | v | ---- | ---- | ---- |
| Arts | ---- | v | ---- | ---- |
| Dentistry | ---- | ---- | ---- | ---- |
| Economics & Business | X | v | X | X |
| Education | ---- | v | v | v |
| Engineering | v | v | X | X |
| Health Sciences | v | v | v | ---- |
| Law | v | v | v | ---- |
| Medicine | v | v | X | ---- |
| Nursing | v | v | v | X |
| Rural Management | v | v | v | X |
| Science | v | X | X | X |
| Veterinary Science | v | v | X | ---- |
| Sydney College of the Arts | X | v | v | ---- |
| Sydney Conservatorium of Music | v | X | X | X |
| Australian Graduate School of Management | X | v | v | ---- |
| Board of Studies in Music | X | X | X | X |
| Board of Studies in Social Work | ---- | v | ---- | ---- |

Key:

- v indicates provision of a clear statement that this method was used.
- X indicates provision of a clear statement that this method was not used.
- indicates no response given for this topic.

3. Assessment

| Faculty | Examinations | Essays | Assignments | Other | Comments |
|--|--------------|--------|-------------|-------|--|
| Agriculture | v | v | v | v | Laboratory Reports and Projects |
| Architecture | X | v | v | ---- | |
| Arts | v | v | v | ---- | |
| Dentistry | v | v | v | v | Clinical Assessment |
| Economics & Business | v | v | v | v | |
| Education | v | v | v | v | Peer Reviews |
| Engineering | v | ---- | v | ---- | |
| Health Sciences | v | v | v | ---- | |
| Law | v | v | v | v | Self-assessed class participation |
| Medicine | v | v | v | v | Expert panel assessment of oral presentations; audio-taped coursework. |
| Nursing | v | v | v | v | Clinical Assessment |
| Rural Management | v | v | v | v | Learning Contracts |
| Science | v | v | v | v | Case & research reports, Clinical & practical assessments |
| Veterinary Science | v | v | v | v | Oral examinations |
| Sydney College of the Arts | v | v | v | ---- | |
| Sydney Conservatorium of Music | v | v | v | v | Performance Projects incorporating performance & written statements of aims, evaluation & reflection |
| Australian Graduate School of Management | v | v | v | v | Class presentation & participation |
| Board of Studies in Music | X | v | X | v | Computer files/databases |
| Board of Studies in Social Work | X | v | v | ---- | |

Key:

- v indicates provision of a clear statement that this method was used.
- X indicates provision of a clear statement that this method was not used.
- indicates no response given for this topic.

4. Evaluation

| Faculty | ITL Questionnaire | Other Questionnaires | Open-ended format Questionnaires | Other | Departmental Monitoring | Faculty Monitoring |
|--|-------------------|----------------------|----------------------------------|--|-------------------------|--------------------|
| Agriculture | v | v | v | Group discussion | v | v |
| Architecture | v | ---- | ---- | ---- | X | X |
| Arts | v | ---- | v | ---- | v | X |
| Dentistry | v | ---- | ---- | ---- | X | X |
| Economics & Business | v | v | v | ---- | v | v |
| Education | v | | v | | v | v |
| Engineering | ---- | ---- | ---- | Faculty questionnaire based on ITL model | v | X |
| Health Sciences | v | v | v | Focus groups, peer evaluation | X | v |
| Law | v | X | v | ---- | ---- | v |
| Medicine | v | v | v | Group discussion | v | X |
| Nursing | v | X | v | X | v | v |
| Rural Management | v | v | v | ---- | ? | v |
| Science | v | X | v | ---- | v | v |
| Veterinary Science | X | X | X | ---- | X | X |
| Sydney College of the Arts | X | v | X | X | v | X |
| Sydney Conservatorium of Music | v | X | X | X | v | v |
| Australian Graduate School of Management | v | X | v | ---- | v | v |
| Board of Studies in Music | v | X | X | X | v | X |
| Board of Studies in Social Work | ---- | ---- | v | ---- | X | ---- |

Key:

- v indicates provision of a clear statement that this method was used.
- X indicates provision of a clear statement that this method was not used.
- indicates no response given for this topic.
- ? indicates an ambiguous response.

AGENDA ITEM 11.

Report of the Teaching and Learning Committee

11.2 Report of the Teaching and Learning Committee meeting held on 2 March 2000

The Committee met on 2 March 2000 when there were present Professor J Sachs (Chair), Dr A Brew, Associate Professor S Carlile, Mr J Dalziel, Ms F Everingham, Associate Professor N King, Ms J Jones, Dr J Kitay, Mr L McCrimmon, Dr C Mitchell, Professor P Ramsden and Ms K Stenner. 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 2 March 2000.

2. Alternative Chair

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 Dr Angela Brew as Alternative Chair of the Teaching and Learning Committee for 2000.

Recommendation

That the Academic Board approve Dr Angela Brew as Alternative Chair for the Teaching and Learning Committee for 2000.

3. Proceedings of the Committee

(1) Report of the Pro-Vice-Chancellor (Teaching and Learning)

Professor Ramsden reported on the following issues:

(a) Quality assurance

The creation of an Australian University Quality Agency to audit universities approximately every five years commencing in 2001 will make it essential for the University to have in place a system capable of showing what was being done to manage teaching in undergraduate and postgraduate coursework as well as research degrees and higher degrees. It was not known at this stage what would be the composition of the audit and review teams.

(b) Teaching and learning strategic plans

A small group had been convened to work with faculties on producing strategic and operational plans for teaching and learning. Faculties were progressing well, with the first plan for the period mid 2000 to the end of 2001 close to completion in most faculties.

(c) Student course experience questionnaire

There had been a high response to the student course experience questionnaire with over 50% of students responding. Despite evidence of generally favourable student experience, some problems exist in the areas of feedback on assessment, clarity of goals and quality of teaching.

(2) Report of the Institute for Teaching and Learning

Dr Brew tabled the report from the Institute for Teaching and Learning on the following issues:

- Accredited staff development programs
- Assessment
- Bringing research and teaching together
- First year experience
- Flexible learning
- Generic attributes
- Marketing and publicity
- Postgraduate supervision
- Research
- Rewarding outstanding teaching
- Staff development for teaching excellence
- Staff development for beginning academics
- Teaching performance indicator data
- Unit of study evaluation

(3) 1999 Annual Teaching and Learning Reports

The pro-forma for the Annual Teaching and Learning Reports had been sent to faculties in December 1999 with a request that reports be forwarded to the Committee by 31 March 2000.

(4) Teaching and Learning Committee representation on other Academic Board Committees

The following members will represent the Teaching and Learning Committee on other Academic Board committees:

1. Library Committee
Ms Janet Jones
2. Graduate Studies Committee
Dr Angela Brew

(5) Work in progress

The Committee considered the following items and agreed to discuss them further at the next meeting:

- Quotas
- Creation and maintenance of academic award programs
- IT Forum

11.3 Report of the Teaching and Learning Committee meeting held on 6 April 2000

The Committee met on 6 April 2000 when there were present Professor J Sachs (Chair), Dr A Brew, Associate Professor S Carlile, Dr J Daziel, Dr K Ginn, Ms J Jones, Professor P Parkinson, Dr J Quinn, Professor P Ramsden, Dr S West and Ms K Stenner. 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 6 April 2000.

2. Proceedings of the Committee

(1) Report of the Pro-Vice-Chancellor (Teaching and Learning)

Professor Ramsden reported briefly on the following on-going projects:

(a) Performance indicators and performance-based funding

Performance-based funding would be introduced in 2001 with an element of the undergraduate teaching funding allocation to be provided to colleges and faculties on the basis of performance indicators. Initially this amount would total 3.5% of undergraduate teaching funding rising to 8.5%. A further 1.5% of undergraduate funding (fixed for three years) will be allocated to faculties, with 1% for large teaching projects at a faculty level and 0.5% to departments based on production of scholarly items in the area of teaching and learning.

(b) Teaching and learning operational plans/Annual teaching and learning reports

Most operational plans had been received with only one or two outstanding.

(c) Student course experience questionnaires

The next level of student course experience questionnaires would be unit of study evaluation. Processes would need to be devised to collect standard data on student perceptions of units of study.

The evaluation would be conducted every semester with every unit of study being surveyed in the first instance. Following semesters would focus on particular units of study.

(d) First year student experience

The first year student experience project aimed to assist students to make the transition from school to university. Presently a search was underway for an academic staff member to be seconded for approximately one year to co-ordinate all areas of the University involved in the first year student experience project including IT, Student Services, the Academic Board and Teaching and Learning.

(2) Report from the IT Forum

Associate Professor Carlile (Assistant Pro-Vice-Chancellor (Information Technology)) drew the Committee's attention to the IT Forum page published on the University website, pointing out the summary of relevant issues identified at the Forum. Copies of the relevant web pages are attached for the information of the Board. (Pages 45-47)

In addition, he tabled and spoke to a paper titled *The Business of Borderless Education* highlighting significant changes in student requirements, delivery of post secondary education and the ever-increasing growth of "new educators" – corporate institutions with large amounts of money and a narrow educational focus. The

driving force of this growth was the significant increase in the adult learner population (those students over 25 years of age) and an aging work force coupled with a dramatic increase in on-line education that would cater to employers who were increasingly emphasising competency over the quality of an employee's degree(s).

The chief characteristics of "new educators" were their high quality teaching and learning environments and low student:staff ratios with a high level of teaching and technical support. Students were often full time workers with teachers being full time professionals motivated in part through a sense of professional obligation. Curriculum was focussed on high dollar value educational offerings such as technology, business, allied health, applied engineering, etc.

The impact on the higher education sector in Australia would be a further growth and diversity in the Australian market including a rapid growth of Internet enabled courses and an increasing role of IT profile in student selection. There was the potential for significant impact on the capacity of traditional higher educational institutions to cross-subsidise budgets to support a comprehensive educational institution.

(3) Report of the Learning Centre

Ms Jones, Director, Learning Centre, presented the 1999 Annual Report of the Learning Centre, and detailed highlights of its Executive Summary. A copy of the Executive Summary is attached for the information of the Board. *(Pages 48-51)*

(4) Work in progress

The Committee noted the status of the following work in progress:

- the working party on academic misconduct; and
- the development of a working party to consider the role of teaching in academic promotion policies

(5) Other issues

The Committee considered and provided advice to the Chair of the Academic Board on the following matters:

- Quotas
- Creation and maintenance of academic award programs

IT Forum: Managing the IT investment Central themes raised during Day 1

Clear recognition that the new competitive environment posed by the commercialised education providers backed by the availability of very high capital investment were producing significant pressure for changing of roles within an academic environment.

There is considerable uncertainty about how we deal with that change in a way that honours our core values and our sustainability as an organisation. However, there is a great sense of urgency for direction and action.

Clear need for a well-publicised statement of institutional values in the context of a vision and strategy required to move us into the competitive climate of the commercialised education providers (new and traditional providers).

There was a strong sense that there is greater need for the sector to better argue the nature of and the benefits of the education that the University excels in delivering the value of the campus based and the face to face education, the student and scholarly society and the intellectual capacity and flexibility that comes from a broadly based education. This needs to be coupled with a deeper understanding of just who our students are, particularly with the impact of the information age on the digital generation (the first PC was produced in 1982, the current University 1st year intake was, on average, born in 1982).

The need to develop the sense of, and strategies for, strengthening the University as a “learning organisation”. This need has become urgent because the new information technologies and the emerging competition will in many areas require new modes of organising and delivering education. Central to this is the sense of an acute need for appropriate staff development to cover areas such as

- (i) the appropriate use of the technology in supporting education and research,
- (ii) in the development of business plans to evaluate the potential for developments,
- (iii) how to increase the sharing of best practice, the promotion of quality assurance and evaluation of teaching outcomes,
- (iv) institutionalise rewards and recognition systems that will encourage the commitment that individuals (academic and general staff) will need to make to make this transformation,
- (v) the provision of staff time to allow the growth of these capabilities,
- (vi) the interdependence of the changing roles of the academic and general staff.

There is significant confusion in regard to the decision processes that need to be followed in setting the priorities necessary for meeting the challenges of the competitive climate. This is coupled with a sense of tension between traditional academic freedom in the development and delivery of curriculum and that which arises from the obvious commercial success of the commercial offerings arising from centralised curriculum selection, curriculum design, delivery and evaluation. There is significant discomfort about where on the centralised/devolved continuum these decisions should be taken (if they need to be taken at all). There was some support for the notion of standardisation of an on-line curriculum delivery system and a standard development tool set. There was clear concern that, with the dismantling of N&TTL, there was a lack of any corporate support in the areas of IT enabled curriculum design, particularly in instructional design and academic project management.

The high commercial investment in the so called new education providers and the targeting of high dollar value course offerings produces the significant risk of a loss of University staff in these areas. In addition the “cherry-picking” of these high dollar value offerings decreases the capacity of the University to socialise the budget to continue to support more comprehensive educational offerings with subsequent redundancy of staff.

There was some support for the use of a business plan as a tool to examine the potential for return on the investment in particular curriculum developments and necessary supporting infrastructure. Investment from the centre needs to leverage on the investment that Faculties need to make to draw out these developments. The total costs of these developments need to be captured in terms of

personnel costs and the material development costs. Such a plan may demonstrate a multiplier for the investment but may also identify the costs associated with not investing in a particular area (the “table stake”).

The need to provide high quality (as opposed to adequate) resources so that the academic innovator is able to play the role of academic developer and not the technician, project manager, web designer. These resources need to be sized to the size and scope of the curriculum development project that is being engaged in.

Rewards and returns to both the developers and the investors need to be properly indicated in such a business plan and there was a strong sense that the current fixed system of overheads was a barrier.

There was support for the notion that the University needed to begin exploring the potential for commercial partnership for developing and commercialising appropriate academic offerings. It was recognised that this was not likely to cover the full range of the University’s offerings. The resource levels required for proper development were too high to be borne by a single educational institution or even a consortium of institutions.

As a prerequisite to the success of any commercial arrangement, the issues of intellectual property and copyright and the relationship between the academic contributors, the Faculty, the College and the University need to be clarified. This needs to be done in the context of the need to collaborate across Faculties, Universities and commercial organisations.

Meeting the expectations of our undergraduate students for the integration of IT and on-line approaches to supporting learning and the commercial exploitation of materials for delivery to the growing postgraduate market requires that the IT infrastructure provide a high availability and robust service rather than simply a research and development network.

IT Forum: Managing the IT investment Prioritised list of outcomes: Final session Day 2

This summarises the issues raised in the plenary for the breakout sessions at the end of the Day 2. The Forum divided into two groups (Administrative and Academic) who were asked to prioritise the range of initiatives that had (i) been discussed during the morning plenary involving the Vice Chancellor and (ii) those developed over the remainder of Day 2 concerning the University wide management of the IT infrastructure.

Administrative Group

Investigate the potential of a separate legal/commercial entity to drive and commercially exploit the IT in educational resources needed in the future (e.g. PRUSYD: University of Sydney Private). Such an entity might include joint ventures with other commercial and non-commercial organisations. This will clearly require a coordinated development involving all of the senior management of the university. In addition, any such developments will require the resolution of any intellectual property issues related to these sorts of courseware developments.

There was an urgent need to investigate strategies to address staff issues and concerns regarding the IT initiatives including workload, training and industrial issues.

Implement a high level coordination of the data descriptions and structures used by the University and to develop and implement a strategy for collection, maintenance, validation, authorisation etc.

Develop a global IT strategic plan that compliments the University plan:

- 3 year time frame,
- Focus for various levels within the university (e.g. Senate, staff, commitment, operational etc).
- Provide performance indicators within the plan to track achievements and targets.

Academic Group

Strong support was provided for the implementation of the proposed IT in Education development initiative. This was to include the use of a business plan to describe the project and to act as a basis for evaluation. The involvement of the senior management was welcomed in the processes of development of the plans and in the processes of selecting from those developed.

Linked to the success of the above, there was a strong desire to have the intellectual property issues clarified as quickly as possible. In addition, it was felt that the University needed to develop a more coordinated and informed approach to developing commercial partners, particularly in respect of these new educational and on-line ventures.

Provision of centralised platform for curriculum delivery and the standardisation of tools to develop curriculum materials. In addition, a database of previously developed resources that might be adopted/adapted together with a library of related items such as;

- tools for teachers,
- costs of various development services,
- related industry links.

It was recognised that a central group for IT in educational support was needed and should be located in ITL.

Strategic alliance between the University and Capital investors needed to be developed and consideration given to a creating an independent commercial entity (usyd.com Pty Ltd) where staff and alumni may also have the opportunity to take share options alongside venture capitalists and the University.

It was recognised that there was a considerable need for effective and efficient information systems. For instance

- The web enhancements and other increases in functionality to Flexis could not come soon enough.
- Access to the wide range of necessary databases using a single accessible tool set.
- Tools developed to help academics get the teaching, research and administrative jobs done.

Learning Centre Annual Report 1999

Executive Summary

The mission, values and goals of the Learning Centre (LC) (formerly the Learning Assistance Centre) reflect those embodied in the University of Sydney Strategic Plan "Moving Ahead: New Horizons" 1999 - 2004, in the Strategic Plans of the Planning and Resources Portfolio Plan and of the Student Services Division. By pursuing its primary role of assisting students to develop the generic learning and communication skills necessary for university study, the Learning Centre contributes to:

- the University's position as a provider of high quality tertiary teaching;
- the University's commitment towards providing access to appropriate support for students from a diversity of backgrounds;
- providing support services for postgraduate research students both in the Centre and in Faculties and excellence in research through its own research.

Throughout the year, the Learning Centre continued to maintain a high level of demand for its teaching services, particularly in the area of collaborative work with Departments and Faculties. There was also growth in its research output and in the development of computer-based learning resources for students.

The teaching programs are provided to a wide range of students across the different campuses throughout the calendar year. These programs are offered in three main modes:

- Workshops within the Centre (LC Central Workshop Program)
- Independent Learning Programs for individual students (ILP)
- Workshops, lectures and other activities within departments and other units (Faculty Program).

Unlike previous years, students from the College of Humanities and Social Sciences (CHASS) formed the majority of those participating in the Faculty-based Program (**58.5%**), followed by those in the College of Health Sciences (CHS) (**37.8%**) and College of Science and Technology (CST) (**3.4%**). Across the two programs, (LC Central Workshops and Faculty-based), students from CHASS had the highest participation rate (**57.7%**), followed by CHS (31.3%) and CST (11%) in the LC's teaching activities. When compared with the percentage of total University enrolment per College, CHASS (University: 47%) and CHS (University: 25%) were over-represented across the two LC Programs and CST (University: 28%) under-represented.

Ten Faculties of the university and *19 Departments* were represented in the collaborative programs, with large student numbers from the Faculties of Law, Pharmacy and Economics. Of the ten Faculties, Architecture, Economics, Law, Dentistry, Medicine, Nursing and Pharmacy were over-represented in student enrolments in the two programs compared with overall University enrolment for these Faculties. The collaborative work reflects a growing interest within academic departments in the benefit of integrating the development of generic skills into course curricula and the value of providing this type of skills support within a disciplinary context. Many of these initiatives were supported by funding from the Faculty, in the form of reimbursement for teaching (for details see Appendix C and D).

Table 1: Summary of Learning Centre services, 1997-1999

| | 1997 | 1998 | 1999 |
|-------------------------------------|------|------|------|
| Central Workshop Program | | | |
| Number of student enrolments | 1095 | 1094 | 919 |
| Number of student registrations | 2812 | 3091 | 3011 |
| Number of workshops offered | 192 | 182 | 185 |
| Number of teaching hours | 867 | 793 | 802 |
| Independent Learning Program | | | |
| Number of hours | 178 | 144 | 183 |
| Number of students taught | 156 | 109 | 151 |

| | | | |
|------------------------------|-------------|-------------|-------------|
| Faculty Based Program | | | |
| Number of students taught | 1336 | 1506 | 1301 |
| Number of workshop programs | 31 | 35 | 30 |
| Number of hours | 145 | 215 | 152 |
| Total students | 2407 | 2709 | 2371 |

Table 1 provides a summary of Learning Centre services in terms of the number of students in the three teaching programs, comparing the last three years.

In addition to the students participating in the teaching programs, an estimate of over **2000** students continued to benefit from curriculum development in place from previous years, taught by academic staff in departments. Teaching was also provided to approximately **630** students in non-academic units such as the International Student Services Unit, the Koori Centre and Disability Services.

Compared with 1998, there was a slight decrease in the number of sessions conducted, and a decrease in the number of hours and the number of students participating. This can be partly explained by the changing nature of our work with departments and the fact that staff time was being used to develop computer-based and discipline specific resources.. Much of our teaching has become integral to the students' course and, compared with previous years, a larger proportion of this teaching was offered over an extended period as a series of support sessions. Indeed, there has been a shift away from the one-off "quick fix" lecture on essay writing to a more integrated approach, where discipline-specific skills modules are offered as an integral component of the students' curriculum.

In 2000 numbers are expected to again rise due to additional workshops and lectures for large numbers being offered, particularly for first year students.

Student Profile 1999: Trends

Postgraduate Students continued to increase in both the Central Workshop Program, the Faculty Program and the Independent Learning Program (ILP), comprising 48%, 21% and 30% (est) of enrolments in each program respectively. This represents 9.4% of the total University enrolment of this group. Continuing the trend from the last three years, postgraduate students, however, remain over-represented as a whole, when compared to the total University enrolment (LC 37%, University 23%). The continuing support of SUPRA in helping to promote our postgraduate teaching programs and fund the catering for some of the full day workshops should be acknowledged here.

International students comprised a relatively high proportion of students participating in LC programs (27.3%) compared with overall university enrolments of this group (9.5%), comprising over one third of the students in the Central Workshop Program ; 40% (est) in the ILP and 20% (est) in the Faculty Program. This represents around 18% of the total University enrolment of this group. This group is the most over-represented group in LC programs (27.3%) when compared with the total university enrolment (9.5%).

Students from Non-English Speaking Backgrounds (NESB) exceeded the number of students from *English Speaking Backgrounds (ESB)* in the Central Program, with a 7.6% increase in NESB students compared with 1998. It is difficult to estimate the NESB figures for Faculty and ILP programs. The database for figures in 2000 will capture this variable more accurately.

First year students comprised a large proportion (49.4%) of the **undergraduate** numbers in the Central Workshop Program, 68.3% of the Faculty Program and 40% (est) of the ILP. However, across the three LC programs this group was over-represented when compared with the total University enrolment of first year students (LC 61%, University 55%).

There was also an increase in the number of *part-time students* enrolling in the central workshops when compared with the last three years.

Highlights of Research and Development

Literacy, Selection Procedures and Progression of Bachelor of Pharmacy Students

Collaborative research continued with the Faculty of Pharmacy into the relationship of literacy to the selection, retention and progression of students in the Bachelor of Pharmacy. The most recent stage of this project investigated a range of selection procedures for admission into pharmacy (an Interview, the STAT test and the MASUS test) to assess the appropriateness of students' communication skills and to determine the value of multiple selection methods.

Literacy Issues in Transition from School to University

This research project explores issues related to literacy in a range of HSC and first year university Humanities and Social Science subjects with the aim of supporting students more effectively in their transition from school to University.

Assessment and Student Learning

This research project continues the analysis of data collected in 1998 in an ongoing study on student perceptions of different assessment methods: MCQ exams, short answer and essay exams and essay assignments. The findings of the quantitative data from the third study on assessment study were presented at the 1999 HERDSA Conference in Melbourne. Analysis of qualitative data collected in 1998 commenced in the same study.

'Grammartalk'

The purpose of this project is to use the LC workshop: *Grammar Clinic for Proofreading and Editing* as a site for investigating the metalanguage which NESB International students use to reason about grammar through talk.

Evaluation of Student Learning Facilitated by a WWW program on Writing a Laboratory report

The aim of the project is to evaluate computer-based learning resources designed to improve students' report-writing in biology. Analysis of students' lab reports and their responses to the questionnaire has commenced.

Cohesive Writing Project

(supported by the Vice Chancellor's Grant to Support Teaching Excellence and Innovation)

This project addresses the area of cohesion in student writing. It will produce a computer-based package of interactive modules for independent student use.

Computer-Based Learning Resources in the Disciplines

(ITC Grant 1999) collaborative project with Departments of Chemical Engineering and Biochemistry

Building on the existing CBL resources developed by the LC for teaching students how to write a Lab Report, this project will develop a Web-based environment for teaching report writing in Chemical Engineering and Biochemistry. A set of support materials is under development, consisting of explanations, models, guidelines and exercises, discipline-specific in both the content and the report genre. The material will be written in HTML and JavaScript for delivery across the Web. It is anticipated that the materials will be used as templates for teaching report writing in other disciplines.

Evaluation of Computer-Based Learning Resources for the Development of Students' Generic Skills

This project was conducted as part of a Special Studies Program in the UK and Australia in 1998/99. The main purpose of the project was evaluate computer-based learning (CBL) resources which aim to develop students' generic or key skills, with a particular focus on those resources which claim to develop students' academic literacy skills. A secondary purpose was to consolidate the Learning Centre's existing links with some of the key universities in the UK engaged in computer-based provision of generic skills support and to establish new links with universities in Europe, Scandinavia and the UK.

Future Directions

The current climate is one in which students are demanding more flexibility in the type of support the centre provides. The challenge the Learning Centre for 2000 will be how to reach a wider cross section of an increasingly diverse student population and provide the kind of support they require. Both the timeliness and relevance of that support need to be under constant scrutiny as does the understanding that many students now face numerous conflicting demands on their mental and physical resources.

In response to the changing needs of the University and to the continuing need for a more flexible approach in the provision of high quality learning support, the following strategic initiatives are being planned for 2000 and beyond.

- Promotion and publication of more of LC's learning resources (both generic and discipline specific) locally, nationally and internationally.
- Continuing development of on-line learning resources via the LC homepage.
- Further Transition Programs for new students delivered within the context of the discipline, with a particular focus on those for first-year undergraduates.
- Discipline-specific learning support packages for postgraduate research and coursework students.
- Continuing development of computer-based resources to support learning and writing skills in the disciplines.
- Continuing collaboration with Faculties and other units in curriculum development and research projects.
- Further development of learning support resources for NESB local and international undergraduate students.
- Consolidation of established links with local and international universities with a view to joint projects in teaching and research.

AGENDA ITEM 12.

Report of the Research Committee

12.2 Report of the Research Committee meeting held on 29 February 2000

The Committee met on 29 February 2000 when there were present: Professor L Field, *Alternative Chair, Research Committee (Presiding Member)*; Professor D Siddle, *Pro-Vice Chancellor (Research)*; Professor M Clunies Ross; Professor D Melrose; Professor G J Gill; Professor R Christopherson; Professor J Carter; Associate Professor A Reynolds, Dr L Poladian; Ms K Stenner. In Attendance were: Ms N Downey and Dr C Baxter.

1. Receipt of Report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 29 February 2000.

2. Proceedings of the Committee

2.1 Membership of the Committee

Professor Field advised that he had received responses from a number of faculties. He was considering their advice and would be in a position to put forward recommendations in the near future.

2.2 Research Forum

Professor Field advised that he had written to College Pro-Vice-Chancellors on 8 February seeking their views on the Research Forum. Those who had responded welcomed his suggestions that the Research Forum be disestablished and replaced with an alternative mechanism for promulgating information on research issues. This could be accomplished by making sure that relevant papers flowed to Colleges and Faculties from this Committee, or by inviting Colleges to nominate representatives to attend the Committee as observers.

2.3 Policy on Postgraduate Fellows

Professor Field advised that he had written to Professor Koder advising him of the Committee's concerns in relation to the policy on postgraduate fellows. It was noted that the policy had been discussed within some faculties and that it was part of the Enterprise Bargaining Agreement. Professor Field reiterated that issues of concern related to the possible compromise of the postgraduate candidature, the classification of postgraduates as members of staff and the responsibilities and expectations that went with that classification (including the research performance of the School or Department where the Fellow was employed). It was noted that a policy needed to be developed quickly since there was already pressure to appoint Postgraduate Fellows in various sectors of the University.

2.4 Gritton Fellows and Lake Fellows

Professor Field advised that he had responded to Professors Lay and Christopherson regarding Gritton and Lake Fellows and had drawn the attention of faculty research committees to the procedures that should be followed if they wished to include new Fellows on the 'Golden' list.

2.5 Code of Conduct for Responsible Research Practice

In November 1999 the Research Committee had agreed, by circulation, to forward the Draft Code of Conduct to the Academic Board for consideration at its December meeting. The document that was forwarded to the Academic Board referred to Parts 1 and 2 (Part 1 being the Code of Conduct and Part 2 being the Guidelines on Dealing with Allegations of Research Misconduct). However, only Part 1 had actually been forwarded and endorsed by the Board. It was agreed that members provide any comments to Professor Field by 14 March and a revised document would be prepared for endorsement at the next meeting of the Committee if possible and subsequently resubmitted to the Academic Board.

2.6 Institutional Research Strengths

Professor Siddle advised that he had met with the College Pro-Vice-Chancellors and it had been agreed to proceed with a top-down and bottom up approach to the identification of institutional research strengths. It was now intended that the University community receive a document outlining university strengths. These would be broad aggregations of distinct research themes. Researchers would be asked to comment on the broad aggregations and themes and to suggest changes. Final decisions would be made by a broad group comprising himself, the Pro-Vice-Chancellors, the Chair of the Research Committee, the Chairs of the ARC Small Grant Panels and a senior biomedical researcher.

2.7 Research Funding

Professor Siddle advised that he had written to Professor Eltis concerning the allocation of funds from the Institutional Grants Scheme for a scheme to replace ARC Small Grants. Professor Eltis had responded requesting that there be an examination of the way in which research is funded internally. Professor Siddle advised that discussions had been held with College Pro-Vice-Chancellors concerning the allocation of internal research funds and it had been agreed in principle that internal funds should be provided in accordance with the following broad guidelines:

- (a) funds for staff new to the University; these needed to be clearly identified, because new young staff could not compete effectively with experienced staff;
- (b) support for international and national conference travel;
- (c) support for near-misses in the ARC large and NHMRC schemes;
- (d) post-doctoral fellowships;
- (e) need for flexibility, for example, the need to provide time for release from teaching in the humanities
- (f) matching funds for equipment and other grant initiatives
- (g) replacement of the current student support scheme with a different scheme.

It had also been agreed in principle that:

- The postdoctoral fellowship scheme should continue for a five year period, with up to 15 post-docs per annum. While academic merit would be a primary consideration, a strategic approach would also be adopted.
- It was necessary to have a scheme to support research students who wished to attend national and international conferences. A competitive scheme was proposed.
- There be a new staff support scheme.
- There should be an R & D support scheme which would cover:
 - a replacement for the ARC Small Grants Scheme
 - Major equipment
 - Travel/Conference grants scheme
 - Extended research secondment scheme
 - Near-misses (ARC large and NHMRC)

The Committee endorsed the principles that had been articulated and offered support for the broad thrust of the proposals.

2.8 Reports

(1) **Pro-Vice-Chancellor (Research), Professor David Siddle**

(a) **CRCs**

Ten or eleven groups were working on CRC proposals - a seminar on CRC applications would be given by John Yencken on 6 March.

(b) **Australian Housing and Urban Research Institute (AHURI)**

A new arrangement had been negotiated with the Federal government and this University had successfully sought funds to join AHURI. There would now be an AHURI node at the University, physically located in the Faculty of Architecture with Dr Peter Phibbs as part-time Director.

(c) **Relative Funding Model**

KPMG has a contract to re-examine the relative funding model to see whether relativities had changed. They were expected to report by 1 September. The focus would be on postgraduate bands, but these would be tied to undergraduate levels.

(d) **White Paper**

An update on recent developments in relation to the White Paper was provided.

(2) **Acting Director, Research and Scholarships, Ms Natalie Downey**

The Acting Director advised that:

(a) The research grants staff had been working extremely hard in reviewing and processing ARC and NHMRC applications, with closing dates the following week. Applications to both bodies had increased significantly. Special appreciation was given to the efforts of Ed Micallef, Luda Kuchieva, Chris Robinson, Deirdre McKay and Alf James and also to Bronwyn Greene from the College of Sciences and Technology. Professor Field commended Ms Downey and the research office staff on their efforts in this critical period for the major external grants.

(b) Severance Pay - the Acting Director had been asked to add an additional on cost to budgets for salaries to cover severance pay. It was acknowledged that this was a significant issue, but was one which required a clear university policy.

(c) The implications for GST in relation to research grants required further clarification and advice from Financial Services.

(d) RIEF/IREX seminar. A seminar to outline RIEF/IREX application procedures had been arranged for 13 March.

(3) **Report from Director, Business Liaison Office, Dr Claire Baxter**

Dr Baxter reported that

- SPIRT applications would be closing soon and that it was important to increase the number of applications from the University.
- The BLO had received a large number of enquiries concerning start-up companies.

12.3 Report of the Research Committee meeting held on 21 March 2000

The Committee met on 21 March 2000 when there were present: Professor L Field, *Alternative Chair, Research Committee (Presiding Member)*; Professor D Siddle, *Pro-Vice Chancellor (Research)*; Professor M Clunies Ross; Professor G J Gill; Professor R Christopherson; Professor J Carter; Associate Professor R Ross, Dr L Poladian; Ms K Stenner. In Attendance were: Ms N Downey, Dr C Baxter, Ms M Robb, Mr E Micallef (Committee Secretary).

1. Receipt of Report

The Committee recommends that the Board receive and note the following report of its meeting held on 21 March 2000.

2. Proceedings of the Committee

2.1 Membership of the Research Committee:

Professor Field would finalise membership as soon as possible. He still had a number of outstanding invitations to join the Committee.

2.2 Code of Conduct

A revised draft guidelines on dealing with allegations of research misconduct were circulated to Committee members for discussion. The revised draft now cross-referenced issues of practice and procedures between it and the EBA. Professor Field asked for input on the revised draft, particularly in the area of Research Misconduct. Professor Field noted that the issue of dealing with misconduct crossed into Industrial Relations and although the revised draft dealt with student misconduct (through the Registrar) and academic misconduct (through the PVC(R)), it did not deal with misconduct by general staff. Professor Field requested comments to be emailed to him by 1st April. A new draft would then be discussed with the University solicitor and a final draft circulated to Committee members. The final draft would also be passed onto Professors Koder and Eltis for comment since it involved both general and academic staff, before being forwarded to the Academic Board.

2.3 Postgraduate Fellows

A draft policy, which was prepared by Professor Koder, was circulated prior to the meeting for discussion. The draft policy raised a number of concerns including:

- The fundamental difficulty in the conflicting requirements of being a full time student and a part time member of staff;
- Whether current and future holders of APAs could be appointed as Postgraduate Fellows;
- The possible high workload which could be experienced by full time students employed as Postgraduate Fellows;
- The difference between an Academic supervisor and a Thesis supervisor in the performance review process;
- The need for working arrangements need to be monitored closely;

Professor Field asked the Committee to refer to him specific points. In consultation with Professor Siddle, he would redraft the document and refer it onto Professor Koder. Associate Professor Ross would discuss the document with the Committee for Graduate Studies.

2.4 Research Forum

The Research Forum would no longer be active within the University. Professor Field would advise Professor Cram to this effect. The Research Committee will now disseminate information through the Chairs of College Research Committees

2.5 White Paper update

Professor Siddle reported the dates for data recording as 31st May for completions, 16th June for profiles and 30th June for research outcomes. DETYA has advised that if they receive data by 30th June they would process the information and return it by 31st July with modelling of the Institutional Grants Scheme and the Research Training Scheme. Professor Siddle mentioned that the publications collection in the future would include patents, refereed designs and exhibitions of original works. Definitions for each of these categories still have to be worked out, together with relative weightings

2.6. Research and Research Training Management Plan

Professor Siddle noted that the plan needed to be developed and submitted to DETYA by 16th June. To this end, Professor Siddle proposed a working party, with powers to co-opt expertise, comprising himself, Professor Field, Professor Gill, Associate Professor Ross, Ms Downey and Dr Baxter. Subsequent to the meeting Professor Siddle added Charles Davidson, Director of the Planning Office to the group. The working party would report back to the Research Committee at its next meeting and then report to the Vice Chancellor.

2.7 Severance pay for Research Assistants on grants

Professor Clunies Ross raised the issue of severance pay, particularly with regard to the HECE Award and the EBA and the fact that researchers were not aware that it would become a significant issue when applying for a grant. It was noted that severance pay was not treated as an on-cost at this University. It was agreed that Ms Downey would talk to her counterparts at other universities to see how they treated these costs. Ms Downey would bring back to the next meeting a more detailed clarification of the award for discussion. It was also agreed that it was important that grant holders were made aware of their obligations/liabilities for severance pay.

2.8 Reports

2.8.1 Professor Siddle, Pro Vice Chancellor (Research)

Professor Siddle spoke about the Relative Funding Model (RFM) and the uncertainty regarding the Research Training Scheme (RTS). He mentioned that DETYA has contracted KPMG to look at this and that they are expecting a report on a revised RFM by 1st September. Professor Siddle raised a number of concerns with the process, including:

- The funding model may be used for the next decade and that insufficient time was allowed to develop it;
- It was inherently difficult to separate Research from Research Training;
- It would be difficult to appropriately sample costs across all disciplines as they operate in all Universities;
- It is really a review of relative expenditure and this can be influenced by a number of factors (eg the number of international students);
- There may be significant work required at Department and School level.

Professor Siddle noted that the RTS represented a fundamental shift from a load orientation to a dollar orientated system. Institutions would need to decide how many scholarships are to be made available in each area. The RTS formula may be applied twice a year. Once a student completes a thesis, the money would be returned to a contestable pool. If a student discontinued

or interrupted candidature, the money would also go back to a contestable pool. High attrition rates would mean a significant loss in funding.

2.8.2 Ms Natalie Downey, Acting Director, Research and Scholarships Office

Ms Downey mentioned that there has been an increase in both ARC and NHMRC grant applications this year. She also mentioned that Progress Reports for ARC were now due.

2.8.3 Dr Claire Baxter, Director, Business Liaison Office

Dr Baxter mentioned that IP arrangements were being finalised for the new round of SPIRT grants. Dr Baxter also noted that the BLO was exhibiting next week in Boston in the Biotechnology area (in conjunction with Austrade and the NSW Government).

2.8.4 Ms Merrilee Robb, Director, Research Development

Ms Robb noted that she was coordinating the supply of some of the information for Asia Week and that researchers can expect an email requesting information on conference publications. Ms Robb noted the importance of this information and the need for the University to have a high profile itself in the Asia week survey. Ms Robb mentioned that this information should be collected at College level to which Professor Field noted that in the future this information would be collected on-line as part of the Staff Performance Management Scheme.

AGENDA ITEM 13.

Report of the Library Committee

13.2 Report of the Library Committee meeting held on 21 February 2000

Present: Professor L Cram (Chair), Dr. C. Campbell, Mrs. J. Campbell, Ms F. Everingham, Professor M. Harris, Associate Professor. T. Langrish, Professor J. Lawrence, Associate Professor C. Murphy, Associate Professor D. Ridley, Ms. K. Sexton, Mr. J. Shipp, Ms K Stenner,

1.01/00 Apologies:
Associate Professor S. Carlile, Associate Professor E. Cornell, Professor P Ramsden., Associate Professor A. Reynolds, Ms N Verco

1.02/00 Minutes of the Previous Meeting
Minutes of the meeting held 22 November 1999 were adopted.

1.03/00 Business Arising from the Minutes

1.03.1/00 Examination Papers
For some years, the Library has made available print copies of past examination papers to students and recently extended the service to provide web access. The change has been welcomed by students but some academic staff have expressed their unease. Issues raised include copyright ownership and the re-use of papers.

The long standing practice of depositing examination papers in the Library was noted and recognised as an important service to students. There was support for requesting the Academic Board to mandate the deposit of examination papers with some flexibility to cater for confidential examination papers, where examination questions are used on more than one occasion.

1.03.2/00 Distance Education
A paper on Library services for the support of distance education was tabled and discussed. After amendment the paper will be circulated throughout the University for comment.

1.04/00 Chair's Report
Professor L Cram discussed the priorities identified by Academic Board for 2000. He highlighted the need to prepare for the Quality Audit which would include a review of policies and procedures. Professor Cram also indicated that the Board was seeking to simplify course approvals and that there would be consultation with the Library Committee regarding the role of the Library in the process.

1.05/00 University Librarian's Report
John Shipp reported that:

- items from the Rare Book Library will be part of an exhibition at the National Gallery which featured the Book of Kells from Trinity College, Dublin.
- workstations used to access the catalogue and databases throughout the Library are being replaced
- new procedures are being investigated for the payment of fines. The new system would include credit card payment over the Internet. The proposed procedures would be discussed with student organisations and Student Services before implementation.

- the Fisher Library requires significant renovation and toilets on the entry floor were being renovated as an alternative to re-carpeting
- the Badham Library roof has leaked for the second time in two weeks causing further damage to facilities. Short term repairs are to be made but the roof requires extensive work which is not in the current maintenance plan.
- the AVCC is negotiating a new copyright licence agreement with the Copyright Agency Limited. If approved, the new arrangements will facilitate the provision of digitised copies of heavily used materials.

1.06/00 Electronic Access to Journals

Arrangements have been finalised with a number of publishers including Elsevier Science, Academic Press and Blackwell Science to provide access to their journals through the Internet and to discontinue the print subscription. Further negotiations are under way with other publications to increase the number of journals available electronically. Greater availability of electronic journals will support the University's flexible learning objectives and will provide access for researchers outside of Library opening hours.

1.07/00 Library Restructuring and Strategic Planning Program

The voluntary early retirement scheme for Library staff has been finalised with 40 staff taking advantage of the offer at a cost of just under \$1million of which \$250,000 was covered by a grant from the Vice-Chancellor. The remaining costs have been funded so far from Library reserves. Training and other activities associated with the next stage of the restructuring may need to draw on a \$750,000 loan made available from the Strategic Development Fund.

The Library is now organised into two divisions - Humanities & Social Sciences; Health, Sciences & Technology. It is intended that the new arrangement will facilitate liaison between the Library and academic units and promote services which are more client-focussed.

Library senior staff have identified key achievement areas for 2000 as part of the Library's strategic plan. These include:

- improve the range and quality of interactions between students and the Library
- prepare for the Quality Audit
- improve marketing and promotion of Library activities
- improve the quality and use of physical facilities
- maximise the quality and potential of Library staff members
- promote information literacy
- develop a strategic approach to liaison and partnership with academic units
- facilitate access to information resources
- maximise library income sources
- develop a strategic approach to the role of the Library as a digital publisher

1.08/00 Budget 2000

The overall allocation to the Library for 2000 is essentially the same as 1999. Income from student fees is slightly higher but there has been a drop in fine income due to the introduction of email notification prior to items being due. Income from photocopying has continued to decline as more use is made of electronic resources and information is downloaded to disc or sent to email accounts for later printing. There have been reductions also to income received from the Law Extension programme and for the support of former departmental libraries.

As a consequence of savings achieved by the transfer from print to electronic journals, and the use of some accumulated reserves, no mandatory cancellation of journals will be necessary in 2000.

1.09/00 Olympic Games

Proposals for the provision of Library services during the 2000 Olympic Games were discussed. The proposals were framed to reflect University policy, the likely availability of Library staff and the expected demand on Library services. It was agreed that the proposals be circulated to the deans and the student associations for comment.

1.10/00 Goods and Services Tax

A paper on the likely effect of the Goods and Services Tax on the Library was discussed. It was noted that there were possible implications for fines, external borrower fees, photocopying and interlibrary loans.

AGENDA ITEM 14.

Report of the Academic Staffing Committee

14.2 Report of the Academic Staffing Committee meeting held on 22 March 2000

The Committee met on 22 March 2000. There were present: Associate Professor R Arnold (Alternative Chair), Professor LM Koder, Professor L Field, Associate Professor D Davey, and Professor S Armitage. Apologies: Dr P Whiting, Professor W Schworm, Professor L Burgess, Ms S Jamieson. In attendance: Ms L Schofield

1. Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 22 February 2000.

2. Policy on Academic Promotions Appeals

The *Academic Promotions 2000, Procedures and Guidelines Document - Promotion of Academic and Academic Research-Only Staff to Levels B, C, D and E - Committee Procedures* became effective on 1 January 2000. This document provides that for normal promotion applications for Level C-D the Central Promotions Committee (CPC) recommendation is forwarded to the Vice-Chancellor for approval.

The policy document on *Academic Promotions Appeals* provides that where there is a reconsideration of an application following a successful appeal the Committee recommendation goes to the Academic Board for endorsement and the Vice-Chancellor for approval.

Recommendation

That the Academic Board endorse and recommend to the Deputy Vice-Chancellor (Planning and Resources) for approval the following changes to the policy document on Academic Promotions Appeals.

At point 6.1 of the policy document:

- delete the following statement:
"The committee will make a recommendation for or against promotion to, for Levels B-D, the Academic Board for endorsement and the Vice-Chancellor for approval"
- and replace it with the following statement:
"The committee will make a recommendation for or against promotion to, for Levels B-D, the Vice-Chancellor for approval"

3. Proceedings of the Committee

3.1 Performance Management and Development

The Committee had further discussions on the issue of Performance Management and Development and recommended for inclusion in the policy and/or its implementation consideration of:

- ongoing training needs
- assessment of research only staff
- links to the promotions process

3.2 Teaching only appointments

The matter of promotion/reward for academic staff in teaching only positions was raised in the context of discussing performance management and development. The Committee considered that although these appointments no longer occur there needs to be consideration of transitional/alternative reward arrangements for staff who are currently in such positions and cannot access the mainstream promotion process. The matter was placed on the agenda for further discussion at the next meeting.

3.3 Report of the Chair

The Alternative Chair noted the success of the promotions briefing held on 7 March and the Committee recommended that further sessions could be held towards November/December 2000 to assist staff in preparing applications for 2001.

AGENDA ITEM 15. General Business

15.1 Membership of the Academic Board

15.1.1 Election of 3 Deputy Chairs to fill casual vacancies

At the close of nominations at 4 pm on Thursday 27 April 2000, the four nominations listed below had been received for the election of three Deputy Chairs of the Academic Board to fill casual vacancies, for a term of office from the date of election until 31 December 2000. Accordingly, in accordance with section 28.(2) of the Academic Governance Rules relating to the Academic Board, an election will be held on Monday 22 May 2000.

Nominations received

Professor Susan Kathleen **ARMITAGE**
Associate Professor Roslyn M **ARNOLD**
Professor Leslie David **FIELD**
Associate Professor Anthony Frederick **MASTERS**

Term of Office

The Deputy Chairs will hold office from the date elected to 31 December 2000.

Gender balance requirement

The Academic Governance Rules provide that the Deputy Chairs must include at least two females and at least two males. As one female and one male currently hold office, the election will be for at least one female and at least one male Deputy Chair.

Persons Qualified to Vote in the Election

To be eligible to vote in the election persons must be members of the Academic Board.

Method of Election

- (1) An election will be conducted by postal ballot in accordance with the Academic Governance Rules.
- (2) Ballot papers will be issued by internal mail on Thursday, 4 May.
- (3) A list of qualified voters, completed to 13 April, will be available for inspection in the Registrar's Office (Room L4.42 — on the middle floor on the northern side of the Main Quadrangle on the Camperdown Campus) during normal working hours from Friday 5 May.
- (4) The ballot will close at 4 pm on Friday 19 May.
- (5) Polling day will be on Monday 22 May.

Rules

The Rules governing elections to the Academic Board are set out in the Academic Governance Rules relating to the Academic Board (as amended) (see page 65, *1999 Calendar, Volume 1: Statutes and Regulations*).