



Academic Board Agenda

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NOTICE OF MEETING

A meeting of the **Academic Board** will be held at 2 pm on **Wednesday 16 February 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

9 February 2000

AGENDA

Pages

☆ **1. Apologies**

The following apologies have been received:
Associate Professor C B Gillies
Mr R Wilson

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 December 1999 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 7 February 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 7 February 2000.

5.2 General report

5.2.1 Priorities for the Academic Board and its Committees in 2000 10

Recommendation

That the Academic Board endorse the Chair's proposal to concentrate in 2000 on policy development and review in areas directly relevant to preparation for external quality audits by the proposed Australian University Quality Agency.

5.2.2 University response to the "Green Paper", New Knowledge, New Opportunities 10, 11-16

Recommendation

That the Academic Board note the University's response to the Federal Government's "Green Paper", New Knowledge, New Opportunities.

5.2.3 Professor Ann Sefton, AO 10

Recommendation

That the Academic Board congratulate Professor Ann Sefton, Chair of the Academic Forum, on her receipt of the award of Officer of the Order of Australia (AO) in the Order of Australia awards announced on Australia Day.

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

6.1 Report on Senate matters

6.1.1 Report of the Senate meeting held on 7 February 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 7 February 2000.

6.2 General report

7. Reports of Faculties and Boards

7.1 Report of the Faculty of Health Sciences

17-18

7.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Health Sciences meeting held on 9 December 1999.

7.1.2 Amendment of the Resolutions of the Senate: Constitution of the Faculty of Health Sciences

Recommendation

That the Academic Board recommend that Senate amend:

(i) *the Resolutions of the Senate relating to the Constitution of the Faculty of Health Sciences to reflect the introduction of the College of Health Sciences and closer ties with the College Faculties, changes to Cumberland Campus management, and the evolution of intra-Faculty and Faculty-Campus operation, with immediate effect, as set out in the report presented,*

and

(ii) *the Resolutions of the Senate relating to Student membership of each faculty, college board and board of studies (p 114, Calendar 1999, Volume 1: Statutes and Regulations), with immediate effect as follows:*

Section 1.(9) is amended to the following effect:

(9) *There shall be six student members of the Faculty of Health Sciences, namely —*

(a) *five students enrolled as candidates for an undergraduate degree or diploma offered by the Faculty; and*

(b) *one student enrolled as a candidate for a postgraduate degree or diploma or certificate offered by the Faculty;*

7.2	Report of the Faculty of Nursing	19
7.2.1	Receipt of report	
	<i>Recommendation</i> That the Academic Board receive and note the report of the Faculty of Nursing meeting held on 2 December 1999.	
7.2.2	Amendment of the Resolutions of the Senate: Constitution of the Faculty of Nursing	
	<i>Recommendation</i> That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Constitution of the Faculty of Nursing:	
	<ul style="list-style-type: none">- by deleting the provisions for Faculty membership by persons awarded an honorary title and persons appointed by the Faculty on the nomination of the Dean, and- by introducing instead a provision for Faculty membership by not more than five persons, who have teaching, research or other appropriate associations with the work of the Faculty, appointed by the Faculty on the nomination of the Dean, as set out in the report presented.	
8.	Report of the Undergraduate Studies Committee	
	(Professor Lawrence Cram)	
☆	8.1 Oral report of the Chair	
	<i>Recommendation</i> That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.	
8.2	Report of the meeting held on 14 December 1999	20-21
8.2.1	Receipt of report	
	<i>Recommendation</i> That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 14 December 1999.	
8.2.2	Initial proposals - New courses/major changes to existing courses	20-21
	8.2.2.1 Faculty of Architecture: Bachelor of Design Computing	
	<i>Recommendation</i> That the Academic Board recommend that Senate approve in principle the proposal of the Faculty of Architecture for the new course Bachelor of Design Computing, for introduction in 2001, as set out in the report presented.	
8.2.3	Proceedings of the Committee	21
	<i>Recommendation</i> That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 14 December 1999 relating to the following matter:	
	<ol style="list-style-type: none">1. Restriction upon re-enrolment: Satisfactory Progress	

8.3 Report of the meeting held by circulation during January 2000 22-34

8.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held by circulation during January 2000..

8.3.2 Amendment of the Resolutions of the Senate

8.3.2.1 Faculty of Science: Bachelor of Science 22-34

Recommendation

That the Academic Board recommend that Senate:

- (i) approve the proposal of the Faculty of Science for major changes to the existing course, Bachelor of Science, for introduction in 2001; and*
- (ii) amend the Resolutions of the Senate relating to the above course, with effect from 1 January 2001, as set out in the report presented.*

9. Report of the Graduate Studies Committee

(Professor Grant Steven)



9.1 Oral report of the Chair

Recommendation

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

9.2 Receipt of report

Recommendation

That the Academic Board note that the Graduate Studies Committee has not met since its last report to the Board.

10. Report of the Teaching and Learning Committee

(Professor Judyth Sachs)



10.1 Oral report of the Chair

Recommendation

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

10.2 Report of the meeting held on 9 December 1999 35-36

10.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 9 December 1999.

10.2.2 Academic Year 35

Recommendation

That the Academic Board work towards establishing an academic year comprising two semesters, each consisting of 13 weeks followed by a one week student study period and two weeks for formally scheduled examinations.

10.2.3 Membership of the Committee 35-36

Recommendation

That the Academic Board recommend that Senate amend the Rules relating to the Academic Board, 1996 (as amended)(p 65, Calendar 1999, Volume 1: Statutes and Regulations) to the following effect from the date of promulgation:

Section 16 relating to the Teaching and Learning Committee is amended as indicated below by strike-through and underlining.

16.2 Membership

The members of the Teaching and Learning Committee are:

- (a) the Chair or a Deputy Chair who shall act as chair of that Committee;
- (b) the Pro-Vice-Chancellor (Teaching and Learning)
- (c) ~~the Chair of the Education working party of the Information Technology Committee~~ the Assistant Pro-Vice-Chancellor (Information Technology) or nominee;
- (d) the Director, ~~Centre~~ Institute for Teaching and Learning;
- ~~(e) the Director of NeTTL;~~
- ~~(f)~~ (e) the Director of the Learning Assistance Centre;
- ~~(g)~~ (f) the Chair of the Coursework Sub-Committee of the Graduate Studies Committee;
- ~~(h)~~ (g) a member of the Undergraduate Studies Committee, nominated by the Chair of that Committee;
- ~~(i)~~ (h) two academic staff members from each College nominated by the Chair of the Academic Board after consultation with the relevant Pro-Vice-Chancellor (College); and
- ~~(j)~~ (i) the Presidents of
 - (i) the Students' Representative Council; and
 - (ii) the Sydney University Postgraduate Representative Association,or a person nominated by either of them and chosen from the undergraduate or postgraduate (as the case may be) members of the Academic Forum.

10.2.4 Proceedings of the Committee 36

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 9 December 1999 relating to the following matters:

- 4.1 Report of the Pro-Vice-Chancellor (Teaching and Learning)
- 4.2 1999 Annual Faculty Teaching and Learning Reports
- 4.3 Quotas for units of study

11. Report of the Research Committee

(Professor Les Field, Alternative Chair)



11.1 Oral report of the Chair

Recommendation

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

11.2 Report of the meeting held on 31 January 2000

37-40

11.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 31 January 2000.

11.2.2 Proceedings of the Committee

37-40

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 31 January 2000 relating to the following matters:

2.1 *Membership of the University Research Committee*

2.2 *The University Research Forum*

2.3 *Correspondence: Professor Cockayne to Professor Koder (employee relations)*

2.4 *Ministerial Statement on Research and Research Training*

2.5 *Nomination and Selection of areas of institutional research strength*

2.6 *ARC Small Grants Scheme: Where to for the future?*

2.7 *Reports*

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

2.7.2 *A/g Director, Research and Scholarships Office, Ms Natalie Downey*

2.7.3 *Director, Business Liaison Office, Dr Claire Baxter*

2.7.4 *Director of Research Development, Ms Merrilee Robb*

2.8 *Other Business*

2.8.1 *Gritton Fellows and Lake Fellows*

2.8.2 *Meeting times and dates for 2000*

12. Report of the Library Committee

(Professor Lawrence Cram)



12.1 Oral report of the Chair

Recommendation

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

12.2 Receipt of report

Recommendation

That the Academic Board note that the Library Committee has not met since its last report to the Board.

13. Report of the Academic Staffing Committee

(Associate Professor Ros Arnold, Alternative Chair)



13.1 Oral report of the Chair

Recommendation

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

13.2 Report of the meeting held in January 2000

41

13.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Staffing Committee meeting held in January 2000.

13.2.2 Proceedings of the Committee

41

Recommendation

That the Academic Board note the proceedings of the Academic Staffing Committee meeting held in January 2000 relating to the following matters:

- (1) Academic Promotions Documentation 2000*
- (2) Academic Promotions Briefing sessions*

14. General Business

14.1 Membership of the Board

14.1.1 2000 Board membership

42, 44-46

Recommendation

That the Academic Board note the 2000 membership of the Board.

14.1.2 One academic staff member elected from the academic staff members of the Faculty of Engineering

42

Recommendation

That the Academic Board appoint Dr Liyong Tong to membership of the Board, in the category of one academic staff member from the Faculty of Engineering, to hold office from 16 February 2000 to 31 December 2001.

14.2 Appointment of members of the 2000 Student Proctorial Panel

42

Recommendation

That the Academic Board appoint the following persons as members of the 2000 Student Proctorial Panel:

*Professor B Hesketh
Professor J Lawler*

*Professor G Sherington
Dr D Godden.
Ms E Henley
Associate Professor E Probyn*

14.3 Appointment of members of the Advisory Committee for the Centre for Continuing Education

43

Recommendation

That the Academic Board note that at its March meeting it will be asked to nominate two members of the academic staff of the University for appointment by Senate to the Advisory Committee for the Centre for Continuing Education.

14.4 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

5.2.1 Priorities for the Academic Board and its Committees in 2000

There are to be new quality assurance processes in relation to all higher education institutions seeking financial support from the Commonwealth Government. It has been announced that the “Australian University Quality Agency” will be the cornerstone of the new quality assurance processes. While the role of this Agency has yet to be fully described, one of its tasks will involve periodic quality audits of self-accrediting higher education institutions such as the University of Sydney. The Agency will begin work in early 2001. The University of Sydney must therefore prepare for a high-profile, external quality audit that might take place as early as mid-2001.

The Academic Board and its Committees play key roles in encouraging the maintenance and development of high standards of teaching, scholarship and research, and in establishing the academic policy and governance frameworks that facilitate this. These roles represent an important aspect of the University’s readiness for an external quality audit. Accordingly, I recommend that the Board agree to assign in 2000 the highest priority to work that strengthens the University’s capacity to receive a very positive quality audit.

To implement this proposal, I would ask the Board’s committees to review their respective policy and quality audit portfolios, with the aim of identifying and rectifying any perceived weaknesses in the Board’s areas of responsibility. The reviews might also alert other areas of the University to perceived problems in academic areas.

Background documentation to the Commonwealth Government proposals can be found at <<http://www.detya.gov.au/ministers/kemp/dec99/ks101299.htm>> in the 10 December 1999 speech of Dr Kemp, “Quality Assured”, and in the “Higher Education Report for the 2000-2002 Triennium”, DETYA No. 6430HEPA00A (pp. 5-10). The November 1999 “Manual for Benchmarking in Universities” by McKinnon, Walker and Davis, especially Chapter 2, provides further insight into what might occur. Models for the system that might be set up in Australia can be found at:

<<http://www.qaa.ac.uk/>>,
<<http://www.aau.ac.nz/>>, and
<<http://www.chea.org/>>.

5.2.2 University response to the “Green Paper”, *New Knowledge, New Opportunities*

At the December Board meeting it was observed that the University’s response to the “Green Paper” had been referred for information to several Board Committees, but not to the Board. A copy is attached for the information of the Board. *(Pages 11-16)*

5.2.3 Professor Ann Sefton, AO

I am pleased to report that Professor Ann Sefton, Chair of the Academic Forum, was the recipient of the award of Officer of the Order of Australia (AO) in the Order of Australia awards announced on Australia Day.

A Response to the Government Discussion Paper, *New Knowledge, New Opportunities*

The University of Sydney

1. Introduction

International trends for the last several years point to the importance of research of all types (basic, strategic basic and applied) in national innovation systems and in wealth creation. The data are widely known and have been well-documented in a variety of national and international publications, including the Discussion Paper itself. It is timely, therefore, for the Government to review the national research effort and the pathways by which research-generated knowledge is utilized by business and by industry and in the development of public policy. The University sector carries out 78% of the nation's fundamental research. In addition, 39% of research expenditure in the higher education sector is on strategic basic research and 30% is on applied research. Thus, it is entirely appropriate that there be a wide-ranging consideration of how research in the higher education sector is funded and how it relates to the needs of society.

It is also important to acknowledge the competitive context in which Australia must operate. The US, UK and Sweden are all hugely increasing research investment in universities. Hong Kong has committed increased funding to strengthen basic research capacity in recognition of the importance of basic research to knowledge generation and the compression of the time scale from 'bench to market' associated with the commercialisation of the intellectual property created from fundamental research discoveries. Korea, New Zealand and China have all committed to special and significantly increased funding of selected lead-site universities so that they have at least a few institutions of international standing. We accept the logical force of the argument that one should not increase investment in a system until it can be guaranteed that the system is well-structured but we simply cannot afford to wait for the proof when our competitors are moving (and moving past us) so quickly. A recent visitor to Australia was the Vice-Chancellor of the National University of Ireland at Galway. There, in addition to the usual tax concessions, the government matches on a one-for-one basis all donations to the universities, be they from private individuals or from business investment. This quiet town in the west of Ireland with less than 70,000 people is now a key hub for biotechnology in the European Community. The great problem is to keep up the flow of highly skilled graduates. Industry contributes directly with cash and indirectly by lobbying government for more research training funds for the University.

Accordingly, the University of Sydney welcomes the Discussion Paper entitled *New Knowledge, New Opportunities* and commits itself to the principles on which the paper is based. It endorses especially the recognition of the need to promote institutional autonomy and responsiveness as exemplified by the move to greater block funding. This will allow institutions to take up the challenge issued in the Discussion Paper to manage better the type and breadth of research undertaken. It also endorses strongly the commitment to excellence in both research and research training and agrees that this commitment is essential if Australian research is to flourish in a global environment and if Australia is to continue to have access to the international networks of leading edge research. Transparency, contestability and accountability are essential, as is the development of further collaboration. It is becoming increasingly clear that many of the expensive, but critical items of research infrastructure are beyond the means of individual institutions. Thus, increased collaboration within the higher education sector and between universities and industry is crucial.

A wide-ranging paper such as *New Knowledge, New Opportunities* inevitably means that there will be different views about the appropriateness of the mechanisms and procedures proposed. The issues that seem to us to require further discussion and consideration are detailed below.

2. Research, research training and funding levels

One of the major aims of the Discussion Paper is to improve the standard of graduate research training. The proposals contained within the Discussion Paper create incentives for institutions to provide the rich intellectual milieu and the infrastructure that is necessary to support first class training of and work by graduate students. This is appropriate and timely. There is no recognition, however, of the role of Universities as providers of knowledge independent of their role in the training of graduate students. Moreover, there is no recognition of the fact that first class research training can occur only in research-rich environments that provide appropriate support. It follows, therefore, that any focus on enhanced research training should be accompanied by a consideration of the research performed by universities and of the ways in which that research effort might be enhanced.

A second and related shortcoming of the Discussion Paper is that it provides no indication of Government intention with respect to research funding. The rapid transition to knowledge-based economies has seen increased investment in research by a number of countries. It is clear from the Discussion Paper that Government acknowledges the importance of moving to a high technology, knowledge-based economy and it has clearly recognized the importance of medical and health related research. At the same time, it has been silent on the question of funding for non-medical research. It could be argued that it is necessary to put in place the appropriate structure before there is a commitment of further funds. Without carefully targeted additional funding, however, we may never be in a position to know whether the structure that is offered in the Discussion Paper is the most appropriate one.

Recommendation:

That the Government acknowledge the role played by Universities in the creation, transfer and maintenance of knowledge, and reinforce that recognition by a discussion with the relevant bodies about the funding required in order to maximize the benefits that flow to the Australian community through research.

3. Research income

The allocative mechanisms outlined in the Discussion Paper place considerable weight on research income. This is appropriate. There are, however, two points of concern:

The Discussion Paper proposes that income derived from consultancy that leads to innovation will be classed as research income. How is innovation to be defined and over what time period? For example, a consultancy in year 2000 may lead to innovation (however defined), but not until 2003. How can these types of lags be accommodated within the model? More fundamentally, the higher education sector and DETYA have debated the definition of research and research income over a long period in the development and refinement of the Composite Index. As a result, income derived from consultancy has been specifically omitted. What then is the rationale for change? If the intention is to include additional indicators of the extent to which there is technology and skill transfer to business and industry, there may well be more acceptable and more easily measured indicators, e.g., patents and royalties from licensing intellectual property.

Although not included in the Discussion Paper, there has been a suggestion in discussions with DETYA officers that bequest and donation income specifically provided for research will be excluded. The reason provided is that bequests and donations are associated with older institutions that have had an opportunity to develop substantial alumni support.

There are several criticisms of this spurious line of argument. First, donors for research purposes will generally provide funds to those institutions that they recognise are best able to meet the research objectives that they as donors have set. Second, it is widely acknowledged that this

country needs to promote more philanthropy with respect to public bodies and not including such income will send an unfortunate message to the wider community. Third, the ability of institutions to attract research income from a diverse range of sources is seen as positive in the discussion of consultancy income (p.30), but apparently not so in the case of bequests and donations.

The ability to attract donated research funds does not necessarily relate to the existence of a large or wealthy alumni organization. For example, the Robert Storr bequest to this University of \$7 million for research into liver cancer and the Betty Garvin donation for cancer research did not originate from alumni, but from individuals who saw a specific need and the possibility that their donations could result in significant research breakthroughs.

If the concern is with institutional longevity, it would always be possible to apply a 'sunset clause' of say 10 years to prevent institutions from counting a research donation in perpetuity.

Recommendations:

That funds generated through consultancy not be included as research income.

If DETYA persists in widening the definition of research income, there must be broad consultation to ensure that there is agreement within the system on how innovation is defined and measured and how the data will be monitored and verified.

That bequest and donation income that is received specifically for research purposes be included as research income and be verified through an auditing process as at present.

4. Research infrastructure

The discussion of infrastructure is disappointing for several reasons. First, there seems to be confusion between the need to identify the full costs of research and the attachment of infrastructure costs to individual project grants. Second, the Discussion Paper does not address the fact that there are several different levels of infrastructure. The type of infrastructure that can be provided by the attachment of a disaggregated Research Infrastructure Block Grant (RIBG) to individual project grants is different from the deep infrastructure needs of Australian universities. High performance computing, nuclear magnetic resonance equipment, electron microscopy and the facilities that are required for post-genomic research represent infrastructure that requires careful institutional planning. Ironically, their provision requires the kind of institutional planning that is sought in the Discussion Paper. The abolition of the current RIBG will significantly deprive institutions of their ability to manage strategically their research effort. Third, a whole-of-Government approach is required to address the diversity of infrastructure issues that currently face the national research and innovation system.

If Government was willing to provide substantial additional infrastructure resources, the system could possibly cope with the attachment of infrastructure overheads to individual project grants. In the absence of such a funding commitment, we recommend that the RIBG be allocated according to the current formula, or alternatively be rolled into the Institutional Grant Scheme as an identifiable amount, and be allocated by the formula to be used in connection with that tranche of funding.

Recommendations:

That in the short-term, the Research Infrastructure Block Grant be allocated as at present or be rolled in as an identified amount to the Institutional Grant Scheme, allocated using the formula to be employed for that tranche of funds.

That in the longer term, a whole-of-Government approach be adopted to address issues of infrastructure investment.

5. National graduate research load

The modelling undertaken to this point by DETYA uses the national research higher degree load defined by the number of HECS exemption scholarships, i.e., 21,500 EFTSU. The actual load in 1997 was 26,874 EFTSU. The interaction between this difference and the allocative formula proposed in the Discussion Paper will clearly impact differentially on institutions in the new funding regime. One way of handling this that has been proposed by DETYA officers involves “capability rebasing” for institutions. This is to be achieved using a complicated formula that combines research income with the Research Quantum and adjusts income by number of research only and teaching and research staff. The combining of research income and Research Quantum double weights research income. More importantly, the inclusion of research-only staff fails to recognise that such staff are part of an institution’s capability and not a denominator by which it should be reduced. The methodology that has been used advantages those institutions with few research-only staff.

If the calculation of load as the HECS exempt load creates difficulties, a systematic phase-in period is preferable to a “capability rebasing” exercise whose assumptions are untested and whose methodology is questionable. In addition, the development of training is usually related to research capacity which in turn, is related to research income. Thus, a more straightforward measure of capability is already available.

Recommendations:

That actual 1999 research higher degree load be funded and that load, rather than the HECS exempt load, be used in the new funding formulae.

That if it is not possible to use actual research higher degree load, phase-in arrangements that do not involve the current “capability rebasing” be employed.

6. Duration of graduate research funding

The Discussion Paper has proposed that the maximum period of funding for a full-time PhD student will be 3.5 years and that for a full-time Masters student will be 2 years. The proposals rest on a number of criticisms of the current system in which it is asserted that the attrition rate is unacceptably high, submission times are too long and that PhD and research masters graduates do not meet the needs of business and industry. Several points are important here. First, the national full-time equivalent submission time is 4 years. Second, the attrition rate is 22% across all disciplinary groups. Third, the submission time for Australian PhDs compares favourably with both North America and with Europe. Fourth, Australian PhD training is held in high regard internationally, as indicated by the number of students who obtain postdoctoral positions abroad.

Notwithstanding the above, it is important to ensure that research higher degree completions are timely and some reduction in the duration of funding is warranted. However, 3.5 years for full-time PhD study will throw into question the quality of graduate research training. Moreover, it ignores the fact that research progress is sometimes slowed by factors beyond the control of the student or the institution. Finally, an analysis completed on behalf of the Deans and Directors of Graduate Studies, utilising data from over 1600 PhD completions in 1998, indicates that the mean FTE time to submission is 4 years. If periods of interruption of candidature are taken into account, the mean submission time is 3.8 years.

The University of Sydney believes that it would be far too complex for both the Department and for universities to address this issue through administration of a scheme that looked at the circumstances of individual students and related those back to institutional funding through extensions to the APRSS tuition scholarships. However, the need to reduce completion times and the need for an adequate period of funding could both be met by extending funding to 4 years FTE for PhD students, but reducing the funding period for research masters students to 1.5 years (FTE).

Another point that requires mention is the proposal that students will be able to move, with their scholarships, after a period of one year. Our view is that this scheme is unworkable with a wait time of 1 year and a total funding period of 3.5 years. Institutions will be loath to take on a student with a new supervisor and a new topic if the period of funding is only 2.5 years. This will defeat the aim of portability of student places and will actually reduce student mobility. The qualifying period should stay at the current 6 months.

Recommendations:

That the standard period of PhD funding be for 4 years full time equivalent and that the period of funding for research masters be 1.5 years full-time equivalent.

That students retain the right to shift institution after 6 months as is the case with holders of Australian Postgraduate Awards.

7. The measurement of completions

The importance of research higher degree completions is intended to be considerably greater than is currently the case in the Composite Index. This makes it particularly important to use appropriate measures. There are several issues that need to be addressed in this area.

Part of a continuing concern has been to ensure that graduate research students study at institutions that best provide for their needs. It has also been acknowledged that size confers advantages in that students frequently work in groups or teams so that problems engendered by intellectual isolation are avoided. However, the modelling undertaken by DETYA seems to act in a direction opposite to the policy intentions set out in the Discussion Paper. The modelling has thus far specifically factored size out by expressing completions as a proportion of weighted commencements. In addition to being inconsistent with the policy intentions, this procedure is unduly complex and inconsistent with the procedure that has been employed and accepted in the calculation of the Composite Index. Thus, the University of Sydney recommends that absolute numbers of completions be employed.

A second issue concerns the relative weighting between PhD and research masters completions. The Discussion paper is silent on this issue and the current modelling does not weight PhD completions more heavily than research masters. There are several reasons why PhD completions should continue to receive a weighting of 3:

Research masters numbers have declined nationally and the degree is now used much more as an articulation route to a PhD program.

The PhD has international currency whereas the research masters does not.

PhD programs involve programmatic research of a substantial nature whereas research masters are used much more for training in particular techniques using problems that are much more circumscribed.

An equal weighting of PhD and research masters completions may produce quite perverse behaviour that is not in the national research interests.

The 3:1 weighting of PhD and research masters completions has been arrived at in the Composite Index after discussion. No arguments have been advanced in the Discussion Paper to suggest that a change in policy is required or desirable.

Recommendations:

That PhD completions receive a weighting of 3 compared with research masters completions.

That the allocation formula in the Australian Postgraduate Research Student Scheme use absolute weighted completions.

8. National Competitive Grants

National Competitive Grants are weighted double in the calculation of the Composite Index. The Discussion Paper proposes to do away with this differential weighting. However, because National Competitive Grants are awarded by a consideration of the merits of proposals and investigator record, they provide an indication of the quality of previous research. In addition, the international peer review that is involved in the evaluation of applications for National Competitive Grants exposes Australian research to international scrutiny and has proved to be important in the establishment of international collaboration. These reasons justify an additional weighting for National Competitive Grants.

How much extra weighting should be placed on national competitive grants is a matter for further investigation. Certainly, there is little to justify a double weighting. This means that a National Competitive Grant is worth almost four times an industry grant through the additional resources attracted through the Research Quantum and the RIBG scheme. Modelling is required to determine a weighting that reduces, but does not eliminate the difference in value between National Competitive and other grants. This will most likely be somewhere between a 1.3 and a 1.5 weighting.

Recommendation:

That the Department model the effects of National Competitive Grants in determining allocations under the Institutional Grants Scheme and the Australian Postgraduate Research Student Scheme. The modelling will determine a weighting that best reflects the role of those grants in reflecting quality and in contributing to the development of international collaboration.

9. Reform of the Australian Research Council

The University of Sydney is in broad agreement with the proposals for the Australian Research Council. We welcome the move to import best practice in research management and the recognition of the importance of University-based fundamental research. We also support the idea of a more independent Australian Research Council and the consolidation of a number of relatively small programs into two broad elements – Discovery and Linkage. There are, however, some dangers. First, an appropriate balance must be maintained such that fundamental research is well supported. International evidence indicates that fundamental research is an essential underpinning of commercialization. Second, care must be taken to ensure that the ARC does not duplicate other national programs of significance. For example, commercially oriented research that represents collaboration between universities, industry and the CSIRO is well supported through the Cooperative Research Centre scheme. There is no point in the ARC duplicating this effort. Third, inter-institutional collaboration must continue to be fostered through schemes such as the Research Infrastructure, Equipment and Facilities Program. Fourth, the restructuring of the ARC should not be at the expense of resources devoted to research and the costs involved for such initiatives as the appointment of Program Managers should be transparent. The administrative support that will be required should be effected by a transfer of resources from DETYA.

Recommendations:

That fundamental research be supported adequately through the Discovery Element of funding within the Australian Research Council.

That the ARC not duplicate other national schemes such as the Cooperative Research Centre scheme.

That inter-institutional collaboration continue to be fostered through appropriate ARC programs.

That the administrative costs of ARC be transparent and that administrative support be provided by a transfer of resources from DETYA.

AGENDA ITEM 7. Reports of Faculties and Boards

7.1 Report of the Faculty of Health Sciences

The Faculty met on Thursday 9 December 1999 and endorsed changes to the Faculty's Academic Governance Model. The Faculty **recommends** changes to the Senate Resolutions pertaining to the Constitution of the Faculty.

1. Amendment of the Resolutions of the Senate: Constitution of the Faculty of Health Sciences

The Faculty **recommends** that the Resolutions of the Senate relating to the Constitution of the Faculty of Health Sciences (p 447, *Calendar 1999, Volume 1: Statutes and Regulations*) be amended to the following effect with immediate effect:

1. The Faculty of Health Sciences shall comprise the following persons:
 - (a) the professors, associate professors, heads of schools/departments, readers, principal lecturers, senior lecturers, lecturers and associate lecturers who are full-time or fractional (50% or greater) permanent or temporary (contract) members of the teaching staff of the schools and departments placed under the supervision of the Faculty of Health Sciences;
Delete reference, wherever occurring, to "departments"
Change: "50" to "40"
Change: "permanent or temporary (contract)" to "continuing or fixed-term"
 - (b) the Deans of the Faculties of Arts, Medicine, Nursing and Science or their nominees and the Head of the Department of Social Work and Social Policy or nominee;
Add: Deans of Dentistry and Pharmacy
 - (c) not more than five students enrolled as candidates for undergraduate degrees or diplomas offered by the Faculty, and one student enrolled as a candidate for a postgraduate degree or diploma offered by the Faculty elected in a manner prescribed by resolution of the Senate;
Replace this clause with: "not more than six students, five undergraduate and one postgraduate, enrolled as candidates for a degree, diploma or certificate in the Faculty elected in a manner prescribed by resolution of the Senate;"
 - (d) full-time and fractional (50% or greater) permanent or temporary (contract) members of the research staff of the departments, schools and centres of the Faculty who are appointed as research fellow or above;
Change: "50" to "40"
Change: "permanent or temporary (contract)" to "continuing or fixed-term"
 - (e) not more than three persons who are distinguished in a field of Health Science, appointed by the Faculty on the nomination of the Dean of the Faculty;
 - (f) the Health Sciences Librarian and the Head of Student Services;
Replace: "Head of Student Services" with "Head of Student Administration (Cumberland Campus)"

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- (g) four persons, being members of the staff of the Cumberland College who, in the opinion of the Faculty, have a close and appropriate association with its work of teaching and research.

Replace this clause with: “four persons, being members of the general staff employed at Cumberland Campus having a close and appropriate association with the Faculty’s work of teaching and research”

Add:

“In addition to the above, the following persons are ex officio members: Chancellor, Deputy Chancellor, Vice-Chancellor, Deputy Vice-Chancellors and University Librarian (or nominee of the University Librarian); and the following persons are invited to be in attendance at Faculty meetings: the Faculty Manager and the Cumberland Campus Manager.”

2. The Faculty shall encourage teaching, scholarship and research in the departments, schools and centres that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Health Sciences and shall have the same powers and functions as are specified for faculties by resolution of the Senate.

(No change)

The purpose of the amendments is to reflect:

- *the introduction of the College of Health Sciences and closer ties with the College Faculties;*
- *changes to Cumberland Campus management; and*
- *the evolution of intra-Faculty and Faculty-Campus operations.*

7.2 Report of the Faculty of Nursing

The Faculty met on 2 December 1999.

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

Recommendation

That the Academic Board recommend that Senate approve the amendment of the Resolutions of the Senate relating to the Faculty of Nursing, particularly in regard to Honorary Associates.

This amendment will bring the Faculty's constitution to address an unexpected anomaly arising from a decision to include honorary associates as members of Faculty. When this decision was taken, it was envisaged that there would be a small number of associates who would take an active role in the Faculty. However, the number of honorary associates now exceeds what was intended and their role in the Faculty has shifted. The effect of the change would be to have a smaller number of external members of the profession whose contributions to the Faculty would be more substantial and more directly linked to the health services and clinical specialty nursing organisations. The change would also reduce substantially, the Faculty's costs associated with servicing its meetings of Faculty.

The existing resolution (i) states that:

- (i) persons who have been awarded an honorary title in accordance with University/Faculty policies;
- (j) such other persons as may be appointed by the Faculty on the nomination of the Dean.

The Faculty agreed that with respect to the appointment of Honorary Associates, Section 1 (i) and (j) in the Constitution be deleted and replaced by:

- (i) not more than five persons, who have teaching, research or other appropriate associations with the work of the Faculty, appointed by the Faculty on the nomination of the Dean.

and that Section 2 be amended by replacing:

1 (j) with 1 (i).

(Note: The Constitution of the Faculty of Nursing is set out on p 499, *Calendar 1999, Volume 1: Statutes and Regulations.*)

AGENDA ITEM 8.

Report of the Undergraduate Studies Committee

8.2 Report of the Undergraduate Studies Committee meeting held on 14 December 1999

The Committee met on 14 December 1999 when there were present Professor J Lawler (Chair), Professor L Cram, Professor P Ramsden, Mr H Dave, Dr D Evans, Mr R Whiteley, Associate Professor C Durrant, Dr J Kitay, Ms B McDonald, Associate Professor T Purcell and Dr P Whiting. Professor J Gero was present by invitation. 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 14 December 1999.

2. Initial proposals - New courses/major changes to existing courses

Faculty of Architecture

2.1 Bachelor Design Computing

The Faculty of Architecture has submitted an initial proposal for a new course, the Bachelor of Design Computing.

The proposed course provides undergraduate students with the opportunity to study in the area of digital design media, computer-mediated collaborative design and computational models of design processes and products. The emphasis will be on the built environment, the computational support for designing the built environment, and the influence of the built environment on the design of the virtual environment. This new course provides an opportunity for students to study the computer applications in design, rather than focus on design in Architecture or theory and practice in Computer Science.

The philosophy of this degree is to bring together three core concepts in design computing, united by the keyword "digital", allowing a student to specialise in one while being knowledgeable about the other two. These core concepts are:

1. Developing environments for designing digitally
2. Designing digitally
3. Interacting with designs digitally

Developing environments for designing digitally involves a conceptual and practical understanding of current digital technology for design and can lead to the development of new methods and techniques for designing, including languages of designing. Designing digitally requires knowledge of the various ways in which designs can be represented and generated. Interacting with designs digitally is a new area that involves knowledge of computer-mediated collaboration and how designers interact with and via different digital media. The concept of virtual architecture as either a simulation of the physical world or as a functional virtual world, brings these three core concepts together.

There are five knowledge areas of design computing that provide the basis for developing our philosophy of design computing:

1. **Design Media and Representation:** considering the basics of different representations of design information from the perspective of computer modelling and manipulation.

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2. **Computer Programming:** providing basic and advanced programming knowledge and skills for use in developing new applications and in augmenting existing applications.
 3. **Computational Models:** providing an understanding of the variety of computational models of design knowledge and design processes.
 4. **Computer-Mediated Collaborative Design:** considering the basic components and models in an integrated environment for collaborative design.
 5. **Design:** providing experience and an understanding of the design process in a studio environment.

It is anticipated this course will attract applicants that are interested in the growing field of computer-based design, multimedia and computer-mediated communication. Following graduation, students would be equipped to work in design offices developing digital models and presentations and managing the integration of design information in distributed design organizations. Student will also be equipped to provide consulting services for a new generation of design environments.

Recommendation

That the Academic Board recommend that Senate approve in principle the proposal of the Faculty of Architecture for the new course Bachelor of Design Computing, for introduction in 2001, as set out in the report presented.

3. Proceedings of the Committee

3.1 Restriction upon re-enrolment: Satisfactory Progress

Noting that “satisfactory progress” will be defined by Faculty Resolutions, following the adoption of the “Undergraduate Course Rule”, the Committee is drafting guidelines to assist faculties in the preparation of their individual faculty resolutions.

8.3 Report of the Undergraduate Studies Committee meeting held by circulation during January 2000

1. Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held by circulation during January 2000.

2. Amendments to the Resolutions of Senate

2.1 Faculty of Science

2.1.1 Bachelor of Science

The attached document from the Faculty of Science contains proposed new resolutions of Senate and the Faculty of Science relating to the BSc and its streams. *(Pages 24-34)*

The current BSc resolutions are lengthy, difficult for staff and students to understand, and contain several restrictions that reduce their appeal to students. Following extensive discussion and consultation within the Faculty, and with other faculties that offer combined degrees with science, we have undertaken a revision of the BSc resolutions. The basic integrity of the BSc degree remains intact in the new Faculty resolutions, including a requirement for breadth and depth of study in science, and 12 credit points of mathematics or statistics. The requirement for depth is emphasised by the introduction of a series of majors in science subject areas. The new resolutions also remove unnecessary restrictions and provide greater flexibility in the degree.

1. Anomalous restrictions on the amount of study in some areas of science - the old "40 credit point rule"

The existing Bachelor of Science degree regulations are somewhat restrictive by limiting students to no more than 40 credit points of study of science subjects offered by those departments in the Faculty which are based in the Faculty of Medicine. This means that currently students are unable to obtain a combined major in important science subject areas such as physiology and pharmacology. The 40 credit point limit was originally introduced to preserve the Bachelor of Medical Science as a distinctive degree. With the recent changes to the Bachelor of Medical Science, this is no longer necessary, and has been removed.

2. Student demand

Over recent years the pattern of preferences demonstrated by students has highlighted a desire to follow programs of study that lead to named and double degrees. However, many students also wish to change their directions after their junior year. Rather than introducing new degrees, we have opted for a single structure with designated majors. The proposed new resolutions require students to complete at least one major (24 credit points of senior units of study) in a science subject area. The major will appear on the student testamur and transcript, major options will be listed in the UAC Guide. Students will be invited (but not required) to indicate a major area of study at their first year of enrolment. Double majors will be possible, and will appear on testamurs and transcripts.

The proposed new resolutions continue to require 12 credit points of mathematics and statistics and, in addition, 24 credit points of junior units of study in two science subject areas. This will ensure that

students have an opportunity to change direction within the BSc programs after their junior year, while also maintaining a breadth in their study of science. It will be possible for students to change their major at the end of the Intermediate year in circumstances where second year pre-requisites are common for senior units of study.

3. Increased flexibility of the degree

The proposed new degree resolutions now require 96 credit points of study in science subject areas, compared with 108 in the previous resolutions. This change to the resolutions will provide students with the flexibility to study up to 48 credit points in units of study offered by other Faculties such as Arts, Engineering, Economics etc. The change also makes it easier to provide flexibility within the combined degrees, which are very popular with students. We hope that other faculties may in time make similar changes to their core degree programs, providing students with an opportunity to study more broadly in both single and combined degrees. We believe that this is in the long-term interests of obtaining a broader education in early years, while still satisfying the demand for specialisation.

4. Wording simplification

The wording of the resolutions, including the streamed degrees and the associated combined degrees has been simplified, and follows the format required by Academic Board.

Recommendation

That the Academic Board recommend that Senate:

- (i) approve the proposal of the Faculty of Science for major changes to the existing course, Bachelor of Science, for introduction in 2001; and*
- (ii) approve 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.*

Resolutions Relating to Undergraduate Courses

1. Resolutions of the Senate Relating to the Bachelor of Science including its streams

- Bachelor of Science
- Bachelor of Science (Advanced)
- Bachelor of Science (Advanced Mathematics)
- Bachelor of Science (Bioinformatics)
- Bachelor of Science (Environmental)
- Bachelor of Science (Marine Science)
- Bachelor of Science (Molecular Biology and Genetics)
- Bachelor of Science (Nutrition)

and the Combined Degree Courses

- Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]/Bachelor of Laws
- Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]/Bachelor of Arts
- Bachelor of Arts/Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]
- Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]/Bachelor of Engineering
- Bachelor of Engineering /Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]
- Bachelor of Education (Secondary: Science) /Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]
- Bachelor of Education (Secondary: Mathematics) /Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]
- Bachelor of Nursing/Bachelor of Science [or BSc(Advanced) or BSc(Advanced Mathematics)]

These Resolutions must be read in conjunction with the Rules of the Senate governing Undergraduate Courses in the University, which set out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.

Requirements for the Pass Degree

To qualify for the award of the pass degree students must

- (a) complete successfully units of study giving credit for a total of 144 credit points; and
- (b) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

Requirements for the Honours Degree

To qualify for the award of the honours degree students must complete the honours requirements published in the faculty resolutions relating to the course.

Requirements for the Combined Degrees

To qualify for the award of the two degrees in a Combined degree course students must complete the requirements published in these and the other relevant faculty resolutions relating to the course.

2. Faculty Resolutions for Undergraduate Courses

These resolutions must be read in conjunction with the Rules of the Senate governing Undergraduate Courses in the University and the Glossary at the back of this Handbook.

SECTION 1

Streams

1. The Bachelor of Science degree comprises the following streams
 - Bachelor of Science
 - Bachelor of Science (Advanced)
 - Bachelor of Science (Advanced Mathematics)
 - Bachelor of Science (Bioinformatics)
 - Bachelor of Science (Environmental)
 - Bachelor of Science (Marine Science)
 - Bachelor of Science (Molecular Biology and Genetics)
 - Bachelor of Science (Nutrition)
2. A student for the BSc degree in any stream may apply to the Dean for permission to transfer candidature to any other stream.
3. The testamur for the Bachelor of Science shall specify the stream for which it is awarded.

Units of Study

4. The Faculty of Science offers units of study in the following designated Science subject areas:
 - Agricultural Chemistry
 - Anatomy and Histology
 - Biochemistry
 - Biology
 - Cell Pathology
 - Chemistry
 - Computer Science
 - Environmental Science
 - Geography
 - Geology
 - Geophysics
 - History and Philosophy of Science
 - Immunology
 - Information Systems
 - Marine Science
 - Mathematics
 - Microbiology
 - Pharmacology
 - Physics
 - Physiology
 - Psychology
 - Soil Science
 - Statistics
5. The units of study, which may be taken for the degree, are set out under Subject areas in *Table of Undergraduate Units of Study I* together with
 - designation as Junior, Intermediate, Senior or Honours and, where appropriate, as Advanced units of study,
 - credit point values,
 - assumed knowledge, co-requisites/prerequisites,
 - the **semesters** in which they are offered,
 - the units of study with which they are mutually exclusive.
6. The Dean may permit a student of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty other than those specified in *Table of Undergraduate Units of Study I*.

7. A student who enrolls, in accordance with these resolutions, in a unit or units of study prescribed for a degree other than the Bachelor of Science, shall satisfy the prerequisites, co-requisites and other requirements prescribed for such units of study.

Requirements for the Pass Degree

8. To qualify for the award of the degree a student shall complete units of study having a total value of at least 144 credit points, including

- (a) at least 96 credit points from Science subject areas;
- (b) at least one major in a Science subject area;
- (c) at least 12 credit points from the Science subject areas of Mathematics and Statistics;
- (d) at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics and Statistics;
- (e) no more than 60 credit points from Junior units of study;
- (f) no more than 18 credit points from units in which a grade of Pass (Concessional) has been awarded.

9. A major in a Science subject area normally requires the completion of 24 credit points of Senior units of study in that area, including any units of study specified in the Table of Undergraduate Units of Study as compulsory for that major.

10. A maximum of 48 credit points may be counted towards the degree requirements from units of study offered by faculties other than the Faculty of Science.

11. Units of study completed at the University of Sydney Summer School which correspond to units of study in the Table of Undergraduate Units of Study may be credited towards the course requirements.

12. The testamur for the degree of Bachelor of Science shall specify the major(s) completed in order to qualify for the award.

Honours Courses

13. There shall be honours courses in all Science subject areas except Immunology.

14. To qualify to enrol in an honours course, students shall

- (a)
 - (i) have qualified for the award of a pass degree, or
 - (ii) be a pass graduate of the Faculty of Science, or
 - (iii) be a pass graduate holding a Bachelor of Science degree or an equivalent qualification from another institution
- (b) have completed a minimum of 24 credit points of Senior units of study relating to the intended honours course (or equivalent at another institution)
- (c) have achieved either
 - (i) a credit average in the relevant Senior Science units of study, or
 - (ii) a SCIWAM of at least 58 (or equivalent at another institution)
- (d) satisfy any additional criteria set by the Head of Department concerned.

15. Students shall complete the requirements for the honours course full-time over two consecutive semesters.

16. If the Faculty is satisfied that a student is unable to attempt the honours course on a full-time basis and if the Head of Department concerned so recommends, permission may be granted to undertake honours half-time over four consecutive semesters.

17. To qualify for the award of an honours degree, students shall complete 48 credit points of honours units of study in the Table of Undergraduate Units of Study, as prescribed by the Head of Department concerned.

18. The grade of honours and the honours mark are determined by performance in the honours course.

19. A student with an honours mark of 90 or greater in an honours subject area and a minimum SCIWAM of 80 shall, if deemed to be of sufficient merit by the Dean on the advice of the Faculty Honours Committee, receive a bronze medal.

20. A student may not re-attempt an honours course in a single subject area.

21. A student who is qualified to enrol in two honours courses may either

- (a) complete the honours courses in the two subject areas separately and in succession, or

- (b) complete a joint honours course, equivalent to an honours course in a single subject area, in the two subject areas. A joint honours course shall comprise such parts of the two honours courses as may be decided by the Dean.

Designated Streams

BSc (Advanced)

22. To qualify for the award of the pass degree in the BSc (Advanced) stream, a student shall complete the requirements for the BSc degree in Section 8 with the exception of 8(e) and in addition, except with the permission of the Dean,

- (a) include no more than 48 credit points from Junior units of study;
- (b) include at least 16 credit points of Intermediate units of study at either the Advanced level or as TSP units,
- (c) include at least 48 credit points of Senior units of study of which at least 24 are completed at the Advanced level or as TSP units in a single Science subject area,
- (d) maintain in Intermediate and Senior units of study in Science subject areas an average mark of 65 or greater in each year of enrolment.

23. Students who have completed at least 48 credit points may be permitted to transfer to the BSc (Advanced) stream from the BSc or other degree programs if

- (a) their mark averaged over all attempted units of study is 75 or greater, and
- (b) they are able to enrol in the required number of Advanced level units or TSP units.

BSc (Advanced Mathematics)

24. To qualify for the award of the pass degree in the BSc (Advanced Mathematics) stream, a student shall complete the requirements for the BSc degree in Section 8 except 8(e) and in addition, except with the permission of the Dean

- (a) include no more than 48 credit points from Junior units of study;
- (b) include at least 16 credit points of Intermediate units of study at either the Advanced level or as TSP units in the Science subject areas of Mathematics and Statistics,
- (c) include at least 48 credit points of Senior units of study of which at least 24 are completed at the Advanced level or as TSP units in the Science subject areas of Mathematics and Statistics,
- (d) maintain in Intermediate and Senior units of study in Science subject areas an average mark of 65 or greater in each year of enrolment.

25. Students who have completed at least 48 credit points may be permitted to transfer to the BSc (Advanced Mathematics) stream from other degree programs if

- (a) their mark averaged over all attempted units of study is 75 or greater, and
- (b) they are able to enrol in the required number of Advanced level units or TSP units.

Other streams

26. In order to qualify for the award of the pass degree in the following streams, a student shall, except with the permission of the Dean, complete the requirements for the BSc degree in Section 8 with the exception of 8(b) and complete the units of study set out in the respective Tables of Undergraduate Units of Study:

- (a) Bioinformatics Table IA
- (b) Environmental Table IB
- (c) Marine Science Table IC
- (d) Molecular Biology & Genetics Table ID
- (e) Nutrition Table IE

Combined degrees

Science/Law: Faculty Resolutions

27. A student may proceed concurrently to the degrees of Bachelor of Laws and Bachelor of Science, Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics).

28. To qualify for the award of the pass degree in the BSc degree a student shall complete 96 credit points from Science units of study set out in *Table of Undergraduate Units of Study I* and 48 credit points from Law units of study set out in *Table of Undergraduate Units of Study II*, including

- (a) at least 12 credit points from the Science subject areas of Mathematics and Statistics;

- (b) 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics or Statistics;
 - (c) 60 credit points of Intermediate/Senior units of study in Science subject areas;
 - (d) a major in a Science subject area.
29. To qualify for the award of the pass degree in an Advanced stream of the BSc degree, a student shall complete the requirements for the BSc degree in Section 28 and in addition, except with the permission of the Dean,
- (a) include at least 16 credit points of Intermediate units of study at either the Advanced level or as TSP units,
 - (b) include at least 24 credit points of Senior units of study at the Advanced level or as TSP units in a single Science subject area,
 - (c) maintain in Intermediate and Senior units of study in Science subject areas an average mark of 65 or greater in each year of enrolment.
30. Except with the permission of the Dean of Law, a student may not enrol in any of the Intermediate or Senior units of study in Table II until the units of study LAWS 1006 Legal Institutions and LAWS 1007 Law, Lawyers and Justice in Australian Society are completed.
31. Students who qualify to undertake honours in the BSc degree may elect to do so either
- (a) by suspending candidature from the Bachelor of Laws degree (including the combined Science/Law courses) for one year, with the permission of the Faculty of Law, or
 - (b) after completion of the combined course.
32. Students may abandon the combined degree course and elect to complete either a BSc or LLB in accordance with the resolutions governing those degrees.
33. Students will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the BSc. After that they will be under the general supervision of the Faculty of Law.
34. The Deans of the Faculties of Law and Science shall jointly exercise authority in any matter concerning the combined degree program not otherwise dealt with in these resolutions .

Science/Commerce: Joint Resolutions

35. A student may proceed concurrently to the degrees of Bachelor of Commerce and Bachelor of Science, Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics).
36. To qualify for the award of the pass degrees a student shall complete units of study having a total value of at least 240 credit points including
- (a) in the first six semesters of enrolment at a grade of pass or better
 - (i) 12 credit points in Junior units of study from Econometrics or equivalent units of study from the Science subject areas of Mathematics and Statistics listed in *Table of Undergraduate Units of Study I*, and
 - (ii) 12 credit points in Junior units of study from each of Accounting and Economics; at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics or Statistics;
- no more than 100 credit points from Junior units of study;
at least 96 credit points from Science subject areas;
- (b) at least 64 credit points of Senior units of study in Economics and Business subject areas
 - (c) a major in a Science subject area, and two majors in Economics and Business subject areas.
37. To qualify for the award of the pass degree in an Advanced stream of the BSc degree a student shall satisfy in addition to the requirements of Section 36 the requirements in Section 22 or 24
38. Students who are qualified to do so may undertake honours courses in either or both degrees or a joint honours course on completion of the combined degree.
39. Students may abandon the combined degree course and elect to complete either a BSc or a BCom in accordance with the resolutions governing those degrees.
40. Students will be under the general supervision of the Faculty of Science until the end of the semester in which they complete 144 credit points. After that they will be under the general supervision of the Faculty of Economics and Business.

41. The Deans of the Faculties of Economics and Business and Science shall jointly exercise authority in any matter concerning the combined degree program not otherwise dealt with in these resolutions .

Joint Resolutions for BA/BSc and BSc/BA degrees

42. A student may proceed concurrently to the degrees of Bachelor of Arts and Bachelor of Science, Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics) within either a BA/BSc or BSc/BA course.

43. To qualify for the award of the pass degree in an Advanced stream of the BSc degree a student shall satisfy in addition to the requirements of Section 48 or 49 the requirements in Section 22 or 24.

44. Students who are qualified to do so may undertake honours courses in either or both degrees or a joint honours course at the completion of the combined degrees.

45. Students may abandon the combined degree course and elect to complete either a BSc or a BA in accordance with the resolutions governing those degrees.

46. Supervision of all students in the combined degrees will be the responsibility of the Faculty of Science and the Faculty of Arts which will alternate in an agreed pattern.

47. The Deans of the Faculties of Arts and Science shall jointly exercise authority in any matter concerning the combined degrees not otherwise dealt with in these resolutions.

BA/BSc combined degrees

48. To qualify for the award of the pass degrees a student shall complete units of study having a total value of at least 240 credit points including

- (a) at least 96 credit points from Science subject areas;
- (b) at least 12 credit points from the Science subject areas of Mathematics and Statistics;
- (c) at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics or Statistics;
- (d) no more than 100 credit points from Junior units of study;
- (e) a major in a Science subject area;
- (f) at least 72 credit points of Senior units of study in Arts subject areas, including a major from Part A of the Table of Undergraduate Units of Study in the Faculty of Arts.

BSc/BA combined degrees

49. To qualify for the award of the pass degrees a student normally shall satisfy the requirements for the BA/BSc combined degrees in Section 40 and complete the requirements for the BSc in the first six semesters of enrolment.

Science/Engineering: Joint Resolutions

BE/BSc combined degrees

50. A student may proceed concurrently to the degrees of Bachelor of Science, Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics) and any stream of the Bachelor of Engineering.

51. To qualify for the award of the pass degree a student shall complete units of study having a total value of at least 240 credit points including

- (a) 80 from Science subject areas and 160 from prescribed Engineering units of study;
- (b) a major in a Science subject area.

52. To qualify for the award of the pass degree in the Advanced or Advanced Mathematics stream of the BSc a student shall

- (a) complete at least 56 credit points of Intermediate/Senior Science units of study of which at least 36 shall be completed at the Advanced level or as TSP units,
- (b) complete at least 24 credit points of Senior Science units of study at the Advanced level or as TSP units in a single Science subject area, and
- (c) maintain in Intermediate and Senior Science units of study an average mark of 65 or greater in each year of enrolment.

53. Students who are so qualified may be awarded honours in the BE degree or undertake an honours course in the BSc degree.

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- 54.** Students may abandon the combined degree course and elect to complete either a BSc or a BE in accordance with the resolutions governing those degrees.
- 55.** Students will be under the general supervision of the Faculty of Engineering.
- 56.** The Deans of the Faculties of Engineering and Science shall jointly exercise authority in any matter concerning the combined degrees not otherwise dealt with in these resolutions.

BSc/BE double degrees

- 57.** A student enrolled for a Bachelor of Engineering degree may be permitted to transfer to a BSc degree if
- at least 96 credit points from units of study in Engineering have been completed, of which no more than 12 credit points are from units of study with the grade of Pass (Concessional);
 - the student is qualified to enrol in a major in a Science subject area; and
 - for admission to the Advanced streams, the student satisfies the requirements in Section 23 or 25.
- 58.** To qualify for the award of the pass degree a student shall complete units of study to a value of at least 48 credit points including
- 40 credit points of Intermediate/Senior units of study in Science subject areas;
 - a major in a Science subject area.
- 59.** To qualify for the award of the pass degree in the Advanced or Advanced Mathematics stream of the BSc a student shall in addition to the requirements of Sections 57 and 58
- include at least 80 credit points of Intermediate/Senior Science units of study,
 - include at least 24 credit points of Senior Science units of study at the Advanced level or as TSP units in a single Science subject area, and
 - maintain in Intermediate and Senior Science units of study an average mark of 65 or greater in each year of enrolment.
- 60.** The requirements of Sections 58 or 59 must be completed in one year of full-time study or two years of part-time study.
- 61.** Students who complete at least 40 but less than 48 credit points in the prescribed time limits may in the following year of enrolment in the BE complete the remaining units to satisfy the requirements of the Faculty of Science. Students who complete less than 40 credit points may apply to be readmitted to the degree, subject to sections 89 - 92.
- 62.** Students who are so qualified may be awarded honours in the BE degree or undertake an honours course in the BSc.
- 63.** The Deans of the Faculties of Engineering and Science shall jointly exercise authority in any matter concerning the double degree program not otherwise dealt with in these resolutions.

Science/Education: Joint Resolutions

- 64.** A student may proceed concurrently to the degrees of Bachelor of Education and Bachelor of Science, Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics).
- 65.** To qualify for the award of the pass degree in an Advanced stream of the BSc degree a student shall satisfy in addition to the requirements of Section 70 or 71 the requirements in Section 22 or 24.
- 66.** Students who are qualified to do so may undertake honours courses in either or both degrees or a joint honours course at the completion of the combined degrees.
- 67.** Students may abandon the combined degree course and elect to complete either a BSc or a BEd in accordance with the resolutions governing those degrees.
- 68.** Supervision of all students in the combined degrees will be the responsibility of the Faculty of Education.
- 69.** The Deans of the Faculties of Education and Science shall jointly exercise authority in any matter concerning the combined degrees not otherwise dealt with in these resolutions.

BEd(Secondary:Science)/BSc combined degrees

- 70.** To qualify for the award of the pass degrees a student shall complete over ten semesters units of study having a total value of at least 240 credit points including

- (a) at least 96 credit points from Science subject areas and 132 credit points from prescribed Education units of study;
- (b) at least 12 credit points from the Science subject areas of Mathematics and Statistics;
- (c) at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics or Statistics;
- (d) a major in a Science subject area;
- (e) a major in Education;
- (f) at least 32 credit points of units of study in Methods and Practice of Teaching;
- (g) 32 credit points in Teaching and Learning including successful completion of the practicum.

BEd(Secondary:Mathematics)/BSc combined degrees

71. To qualify for the award of the pass degrees a student shall complete over ten semesters units of study having a total value of at least 240 credit points including

- (a) at least 96 credit points from Science subject areas and 132 credit points from prescribed Education units of study;
- (b) at least 12 credit points from the Science subject areas of Mathematics and Statistics;
- (c) at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics or Statistics;
- (d) a major in the Science subject area of Mathematics or Statistics;
- (e) a major in Education;
- (f) at least 32 credit points of units of study in Methods and Practice of Teaching;
- (g) 32 credit points in Teaching and Learning including successful completion of the practicum.

Science/Nursing: Joint Resolutions

72. A student may proceed concurrently to the degrees of Bachelor Nursing and Bachelor of Science, Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics).

73. To qualify for the award of the pass degrees a student shall complete over ten semesters units of study having a total value of at least 240 credit points including

- (a) at least 96 credit points from Science subject areas;
- (b) at least 12 credit points from the Science subject areas of Mathematics and Statistics;
- (c) at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics or Statistics;
- (d) a major in a Science subject area;
- (e) at least 132 credit points of units of study listed in the Table of Units for the degree of BN.

74. To qualify for the award of the pass degree in an Advanced stream of the BSc degree a student shall satisfy in addition to the requirements of Section 73 the requirements in Section 22 or 24

75. Students who are qualified to do so may undertake honours courses in either or both degrees or a joint honours course on completion of the combined degree.

76. Students may abandon the combined degree course and elect to complete either a BSc or a BN in accordance with the resolutions governing those degrees.

77. Students will be under the general supervision of the Faculty of Nursing.

78. The Deans of the Faculties of Nursing and Science shall jointly exercise authority in any matter concerning the combined degree program not otherwise dealt with in these resolutions.

SECTION 2

Enrolment in more/less than minimum load

79. A student may not enrol without first obtaining permission from the Dean in additional units of study once the degree requirements of 144 credit points have been satisfied.

Repeating a unit of study

80. Where a student enrolls in a unit of study which is the same as, or has a substantial amount in common with, a unit of study previously attempted but not completed *at the grade of Pass or better*, the Head of Department concerned may exempt the student from certain requirements of the unit of study if satisfied that the relevant competence has been demonstrated.

81. A student who has been awarded a Pass (Concessional) in a unit of study may repeat that unit but, if subsequently awarded a grade of Pass or better, no further credit points will be gained unless the unit of study previously had not been credited under Section 8(f).

Cross-institutional enrolment

82. Provided that permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to his/her course requirements provided that either

- (a) the unit of study content is material not taught in any corresponding unit of study in the University, or
- (b) the student is unable for good reason to attend a corresponding unit of study at the University.

Restrictions on enrolment

83. Units of study which overlap substantially in content are noted in the Tables of Undergraduate Units of Study. Such units of study are mutually exclusive and no more than one of the overlapping units of study may be counted towards meeting the course requirements.

Satisfactory Progress

84. If a student fails or discontinues enrolment in one unit of study twice, a warning will be issued that if the unit is failed a third time, the student may be asked to show good cause why he or she should be allowed to re-enrol in that unit of study.

Assessment Policy

85. Students may be tested by written and oral examinations, exercises, essays or practical work or any combination of these as the Faculty may determine.

86. Where a unit of study is offered at different levels of difficulty, the performance of students will be matched so that a grade obtained at one level indicates a quality of work comparable with that required for the same grade at the other level(s).

87. Heads of Department may arrange for further testing in cases of special consideration, in accordance with Academic Board policy governing illness and misadventure.

88. The award of a Pass (Concessional) in a unit of study entitles the student to be credited with the full number of credit points for that unit of study, provided that the limit on the total credit value specified in Section 8(f) is not exceeded.

Credit Transfer Policy

89. Credit will not be granted for units of study completed more than nine years prior to application, except with the permission of the Dean.

90. Credit may be granted as specific credit if the unit of study is considered to be directly equivalent to a unit of study in *Table of Undergraduate Units of Study I* or as non-specific credit.

91. The total amount of credit granted may not be greater than 96 credit points and may not include more than 48 credit points of units from another degree for which credit is maintained or a degree has been conferred.

92. All students, notwithstanding any credit transfer, must complete at least 24 credit points of Senior Science units comprising a major taken at the University of Sydney.

Glossary [*To go at end of all resolutions*]

Specific

Completion of a unit of study means that the assessment requirements have been satisfied and a grade of Pass (Concessional) or better in Junior units of study or Pass or better in other units of study has been achieved.

Junior unit of study is a 1000 or first-year stage unit. Its prerequisites or assumed knowledge are non-tertiary qualifications and co-requisites are other Junior units of study

Intermediate unit of study is a 2000 or second-year stage unit. Its prerequisites or assumed knowledge are Junior or Intermediate units of study and co-requisites are other Intermediate units of study. (Specific to the Faculty of Science).

Senior unit of study is a 3000 or third-year stage unit. Its prerequisites or assumed knowledge are Junior, Intermediate or Senior units of study and co-requisites are other Senior units of study. (Specific to the Faculty of Science.)

Honours unit of study is a 4000 or fourth-year stage unit offered within an honours course.

Advanced unit of study is a unit which generally parallels a normal unit of study but which provides added breadth of material and/or sophistication of approach.

Major in the Faculty of Science is 24 credit points from Senior units of study in a Science subject area (a major in Psychology requires 32 credit points from Senior units of study in Psychology).

Major in the Faculty of Arts is normally 32 credit points from Senior units of Study in an Arts subject area.

Major in the Faculty of Economics and Business is usually a three year sequence of study (in some cases a two year sequence) in a particular Economics and Business subject area.

Major in the Faculty of Education is 32 credit points from Senior units of study in the subject area of Education.

Dean means the Dean of Science

Faculty means the Faculty of Science.

Pass (Concessional) is the grade returned for a unit of study when the final mark is in the range 46–49. It may be awarded only for Junior units of study in the first two semesters of enrolment. Such a unit may be repeated and the result upgraded. A Pass (Concessional) cannot be used as a qualifying unit of study.

Science subject area means a defined field of study in science.

Degree means the Bachelor of Science.

Requirements means coursework requirements for the award of the degree of Bachelor of Science.

Student means a person enrolled as a candidate for the degree of Bachelor of Science.

TSP means the Talented Student Program in the Faculty of Science.

SCIWAM means the weighted average mark calculated by the Faculty from the results for all Intermediate and Senior units of study with a weighting of 2 for Intermediate units and 3 for Senior units.

Generic

Unit of study is a stand-alone component of a course and comprises such lectures, tutorial instruction, essays, exercises and practical work as the Faculty may prescribe.

Qualifying unit of study means a unit which must be completed at the grade of Pass or better before a student may enrol in any unit of study for which that unit of study has been prescribed as a qualifying unit unless waived with the permission of the Dean.

Prerequisite means a unit of study which must be completed at the grade of Pass (Concessional) or better before a student may enrol in any unit of study for which that unit of study has been prescribed as a prerequisite unless waived with the permission of the Head of Department concerned.

Assumed knowledge is curricular material which is assumed to be known by each student when enrolling in a unit of study.

Co-requisite means a unit of study in which, unless previously completed, a student must enrol concurrently with any unit of study for which that unit of study has been prescribed as a co-requisite unless waived with the permission of the Head of Department concerned.

Advanced standing means credit is granted in the form credit points towards the requirements of a course on the basis of previous attainment in another course at a recognized tertiary institution.

Credit may be granted as specific credit in recognition of previously completed studies which are directly equivalent to a unit of study at this University or non-specific credit in the form of block credit for a specified number of credit points at a particular level and, where appropriate, in a particular subject area.

Exemption means that a student may be exempted from completing parts of the pre-scribed work (lectures, seminars, tutorials and practical work) for a unit of study on the basis of previous study. Exemption may be granted for the whole of a unit of study but no advanced standing will be granted.

Cross-listing is the availability of units of study in one subject area for counting towards requirements in other subject areas.

University means the University of Sydney.

Department means department, school, or unit.

Course means a structured academic program of study leading to the award of a degree.

Stream means a form of specialization in which there is a defined program of study, in terms either of subject areas or depth of study.

Program of study means a recommended or prescribed sequence that forms a course or part of a course, and may consist of compulsory or optional units of study as well as other forms of study.

Combined degrees means concurrent enrolment in two degree courses which compresses the duration of the two degree programs.

Double degrees means completing a second degree while enrolment is suspended from the first degree.

UAC means Universities Admission Centre.

Supervision by a faculty covers all areas of policy and procedure affecting students such as degree rules, enrolment procedures and the Dean to whom reference is to be made at any given time.

AGENDA ITEM 10.

Report of the Teaching and Learning Committee

10.2 Report of the Teaching and Learning Committee meeting held on 9 December 1999

The Committee met on 9 December 1999 when there were present Professor J Sachs (Chair), Professor L Cram, Dr A Brew, Mr J Dalziel, Ms J Jones, Dr J Kitay, Mr S Barrie, Ms K Stenner, Ms A Mylonas. 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 9 December 1999.

2. Academic Year

The Committee had requested faculties to consider a proposal to reduce the semester length at the University from 14 weeks to 13 weeks for a number of reasons including:

- the general non-uniform treatment by faculties of “week 14” which had become inconvenient for many students and staff;
- the opportunity and desirability, in conjunction with the new examination procedures, to have examination results available earlier to students;
- possible opportunities for a somewhat larger proportion of autonomous learning in many curricula;
- a potential increase in the time available for Summer School;
- an increase in the time available to academic staff for development of courses and courseware; and
- allowing the Institute for Teaching and Learning to schedule staff development activities outside the teaching semester.

Noting comments from faculties who endorsed the proposal together with those highlighting the difficulties in organising fieldwork and clinical experience around the teaching semester, the Committee agreed to recommend to the Academic Board that it work towards establishing an academic year comprising two semesters each consisting of 13 weeks followed by a one week student study period and two weeks for formally scheduled examinations.

Recommendation

That the Academic Board work towards establishing an academic year comprising two semesters, each consisting of 13 weeks followed by a one week student study period and two weeks for formally scheduled examinations.

3. Membership of the Committee

In order to reflect a number of changes in nomenclature and to provide greater flexibility in membership the Committee recommends that the Academic Board approve the following changes to the Membership of the Teaching and Learning Committee (changes are struck through and underlined):

16.2 Membership

The members of the Teaching and Learning Committee are:

- (a) the Chair or a Deputy Chair who shall act as chair of that Committee;
- (b) the Pro-Vice-Chancellor (Teaching and Learning)

-
- (c) ~~the Chair of the Education working party of the Information Technology Committee~~ the Assistant Pro-Vice-Chancellor (Information Technology) or nominee;
- (d) the Director, ~~Centre~~ Institute for Teaching and Learning;
- ~~(e) the Director of NeTTL;~~
- (f) the Director of the Learning ~~Assistance~~ Centre;
- (g) the Chair of the Coursework Sub-Committee of the Graduate Studies Committee;
- (h) a member of the Undergraduate Studies Committee, nominated by the Chair of that Committee;
- (i) two academic staff members from each College nominated by the Chair of the Academic Board after consultation with the relevant Pro-Vice-Chancellor (College); and
- (j) the Presidents of
- (i) the Students' Representative Council; and
 - (ii) the Sydney University Postgraduate Representative Association, or a person nominated by either of them and chosen from the undergraduate or postgraduate (as the case may be) members of the Academic Forum.

Recommendation

That the Academic Board recommend that Senate approve the amendment of the Academic Governance Rules (Academic Board) relating to changes to the Membership of the Teaching and Learning Committee as detailed above.

4. Proceedings of the Committee

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

The Chair tabled a report from Professor Ramsden on the following items:

- Congratulating Mr James Dalziel on his achievement in becoming a finalist in the University National Teaching Awards;
- Developments in managing teaching through course performance from the Australasian Association for Institutional Research conference held in Auckland recently; and
- The recent visit of the Swedish Council for the Renewal of Higher Education.

4.2. 1999 Annual Faculty Teaching and Learning Reports

The Committee considered the draft pro-forma for the 1999 Annual Faculty Teaching and Learning Reports and made a number of changes. The revised version has been forwarded to faculties for completion of the 1999 Annual Faculty Teaching and Learning Reports.

4.3 Quotas for units of study

The Committee noted a report from the Chair of the Academic Board on issues associated with quotas for units of study.

AGENDA ITEM 11.

Report of the Research Committee

11.2 Report of the Research Committee meeting held on 31 January 2000

The Committee met on 31 January 2000 when there were present: Professor L Field (*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; Dr L Poladian; Ms K Stenner. In Attendance were: Ms N Downey and 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 31 January 2000.

2. Proceedings of the Committee

2.1 Membership of the University Research Committee

Professor Field raised the issue of membership of the Research Committee and outlined the requirements of membership and terms of reference as required by the Academic Governance Rules of the Senate relating to the Academic Board. Professor Field noted that he wanted to ensure that the composition of the Committee represented a cross section of research disciplines within the University. In discussion it was noted that the areas of Performing Arts, Health Sciences and Medical Sciences were currently not well covered by the committee membership. Medical Sciences should be represented, particularly with someone with a clinical research background. Professor Gill felt that Vet Science, Agriculture and Law were also under-represented. Professor Siddle suggested that the Committee could co-opt members with specific skills, and perhaps a member with an industry background who could provide additional insight into business/University linkages. Professor Field asked current committee members to consider the composition of the Committee and notify him of additional concerns and undertook to approach Deans in the under-represented areas for advice on additional members for the committee before the next meeting of the committee.

2.2 The University Research Forum

Professor Field outlined the operation of the Research Forum in 1999. Professor Field raised the question whether the Research Forum was fulfilling its function. Professor Field noted that the Forum did have a role in quality assurance for research in the University. Since the introduction of the Research Forum, however, there had been significant changes to the structure of the University, including the advent of Colleges, restructuring of the Academic Board and emergence of College Research Committees which now provided alternative routes for information flow. Professor Field asked whether there was still a need for the Research Forum. Professor Siddle suggested that the Chair write to College PVCs and seek advice on whether the Research Forum now had a function to serve and whether the Forum is the appropriate mechanism to percolate information from the Research Committee. Professor Field noted that if the Forum was to continue it would need significant new emphasis.

2.3 Correspondence: Professor Cockayne to Professor Koder (employee relations)

Professor Field tabled a letter which Professor Cockayne had written to Professor Koder regarding the policy on Postgraduate Research Fellows. Ms Stenner stated that the SUPRA had been working on the policy implications of this proposal and that

they will be writing to Professor Koder shortly. Professor Field noted that there were implications for research and research performance of the University as well as issues about the status, roles and responsibilities of postgraduate research fellows. It was noted in discussion that there were important implications of being a student and a staff member at the same time. Professor Melrose was concerned that correspondence between Professors Cockayne and Koder implied that the Research Committee had helped develop the policy, and this was incorrect. Professor Field agreed to Professor Melrose's suggestion that the Committee write to Professor Koder, outlining concern about the implications of this policy for research.

2.4 Ministerial Statement on Research and Research Training

Professor Siddle spoke on the paper that he had circulated prior to the meeting, noting that the broad thrust of the White Paper was consistent with the Green Paper. Professor Siddle stated that there were two major tranches of money: The Institutional Grants Scheme and the Research Training Scheme. Professor Siddle spoke about the formula used in calculating the funds which will be available to institutions. He said the major weakness of the Statement is that there was no commitment to increased funding. With the Regional Support Program and the Institute of Advanced Studies (ANU) being established, it is likely the GO7 universities may suffer a slight decrease in funding next year. The Committee noted that there were still areas of uncertainty, in particular: the use of student numbers in the allocation formula (actual load vs. profile load), whether institutions which have over-enrolled are required to pick up the cost of HECS, where the money for Regional Support was coming from, what is happening with ARC small grants, whether APAs were still remaining with the ARC, and whether the Institute of Advanced Studies would have an advantage. Professor Siddle noted the Committees comments.

2.5 Nomination and Selection of areas of institutional research strength

Professor Siddle spoke on the need for the University to formulate a Research and Research Training Management Plan which would be used to determine allocation of funds. Professor Siddle noted that the plan must articulate the major areas of research for the University and the need to prioritise this. Professor Siddle noted that, based on his discussions so far, the model evolving is to have broad aggregated areas of research, ie across college and faculties, which will be linked with major themes and encompassing Special and Key Centres of Research. Professor Christopherson asked whether broad areas cover all disciplines to which Professor Siddle responded that we need areas which are internationally competitive.

2.6 ARC Small Grants Scheme: Where to for the future?

Professor Siddle advised the Committee that there would not be an ARC Small Grants Scheme operating from 2001 and that this raised the question of whether the University should be funding an internal grants scheme to replace this. Professor Siddle advised that he had drafted a memorandum to Professor Eltis requesting funds for 2001. Professor Siddle proposed some features that should be in the new scheme, including: excellence and competitiveness, potential leverage used to obtain external funds, 15% used to support near misses, support to be used to conduct research with partner industry, strategic considerations in research strength. This would be a developing scheme we may not have all characteristics in place in the first year. The scheme would therefore need to be flexible and built upon. Professor Field noted that the scheme needed to be in place by May this year for applications to be funded next year. It was noted that the URG would continue. Professor Field noted that he was keen to see a replacement for the ARC Small Grants Scheme in place for 2001 and

wanted this view placed on the record. Professor Siddle agreed to fast track the proposal to Professor Eltis noting the unanimous support of the Research Committee.

2.7 Reports

2.7.1 Pro-Vice-Chancellor (Research), Professor David Siddle:

Professor Siddle noted or mentioned the following:

- that Mr Alan Nicholls would be visiting the Research Office to assist with ARC Large Grant and SPIRT applications for the 2001 round.
- that the CRC round is on the way. He said that 10 or 11 groups are giving consideration for CRC bids. Letters of interest are due in Canberra in February with a 5 July closing date.
- that there had been a 78% acceptance for APA/UPA in the 1999/2000 scholarship round and only 7 second round offers were made. In all 192 awards were offered or accepted.
- that there were 56 co-funded UPAs offered with 42 accepted. 9 further offers were sent out last week.
- two graphs were distributed and these dealt with the Research Quantum and the Research Infrastructure Block Grants (RIBG). The Research Quantum showed an increase for two successive years, arresting the fall experienced until 1998. There was also an increase in absolute dollars for 1999, with the University of Sydney the only university in the GO7 to show an increase. Overall the total amount of dollars of RIBG for year 2000 was \$80m (compared with \$85m in 1999). Although the level of RIBG for the University of Sydney had gone up, this was achieved through the National Competitive Grants, and consequently next years level would fall requiring faculties to closely manage their RIBG.

2.7.2 A/g Director, Research and Scholarships Office, Ms Natalie Downey

Ms Downey advised/reminded the Committee of the following:

- that the internal closing date for ARC Large Grants was 7 February.
- Ms Merillee Robb and Mr Alan Nicholls will be reading all the ARC Large applications.
- with the exception of a level 4 position, all Research Section positions were now filled.
- NHMRC Applications close 14 February. This will be the second year of the operation of the Grantnet procedure.
- there would be no central supplementation of the salary gap between the ARC/NHMRC salaries and the Universities salaries and that the gap will need to be funded at College/Faculty/Department level.
- the impact of the GST is meant to be revenue neutral and that there is a great deal of uncertainty of how to treat the GST by funding bodies. Some funding bodies (GRDC) are refusing to have a GST clause in their contract while some smaller granting bodies are implying they will not pay the GST. The concern is cash flow both at the grant level and when purchasing equipment.
- research data collection is on the way. There will be some training in February with data to be provided by May.
- there is a renewed effort to install ResearchMaster (a data base for managing research grants) and it is hoped that some work will be undertaken on this project during the first half of this year.

- the RSO has been updating its web site so that it is easier to read and for the linkages to work.
- Professor Clunies Ross mentioned that the ARC Large Grant did not have provision for the Head of Department to sign. Professor Siddle said that the Research Proposal Clearance Form would allow for the Head of Department to certify the availability of resources.

2.7.3 Director, Business Liaison Office, Dr Claire Baxter

Dr Baxter gave her apologies but did circulate a report to the Committee. Dr Baxter's report was accepted without discussion.

2.7.4 Director of Research Development, Ms Merrilee Robb

Ms Robb gave her apologies. A report was not circulated.

2.8 Other Business

2.8.1 Gritton Fellows and Lake Fellows

Professor Field spoke to an e-mail tabled regarding Gritton Fellows and Lake Fellows. Essentially the issue was whether these Fellows could become part of the '*golden list*', and thus attract the rights, responsibilities and obligations of full time staff thereby having access to grants/leave. It was determined by the Committee that additions to the list should be by way of submission from the Faculty Research Committee and should at least include the following information:

- where was the Fellowship advertised;
- the guidelines for the Fellowship;
- membership of the selection committee;
- previous and current histories of the awardees;
- publication profile of researchers;
- capacity for the researcher to work independently;
- the potential for the researcher to bring in extra money to the university;
- duration of the award

2.8.2 Meeting times and dates for 2000

Professor Field advised that he was not available to attend the next meeting of the Committee and proposed to move the meeting to the provisional date of 29 February. This was accepted.

AGENDA ITEM 13.

Report of the Academic Staffing Committee

13.2 Report of the Academic Staffing Committee meeting held in January 2000

The Committee met by circulation during January 2000.

1. Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting by circulation.

2. Proceedings of the Committee

(1) Academic Promotions Documentation 2000

A range of administrative and formatting changes were made to the promotions documents following feedback, requested by the Committee during the year, from those involved in the process. The Committee has reviewed the changes and endorsed the revised promotions documentation for 2000. The documents will be forwarded to the Deputy Vice-Chancellor (Planning and Resources) for approval during the week of 31 January.

(2) Academic Promotions Briefing sessions

The Committee is currently working with the Chair of the Academic Board to develop a briefing session aimed at advising academic staff about preparing for promotion. This will include how to position oneself with good research and/or teaching portfolios. It is expected that this will assist staff to prepare themselves for promotion in the medium to longer term. The session is planned for early March.

The Committee will continue to run briefing sessions for Faculty Promotions Committee and Central Promotions Committee members. These will be held later in the year when the committee members have been selected.

AGENDA ITEM 14. General Business

14.1 Membership of the Academic Board

14.1.1 2000 Board membership

A list of the current members of the Board is attached for members' information.

(Pages 44-46)

14.1.2 One academic staff member elected from the academic staff members of the Faculty of Engineering

At the 1999 faculty elections for one academic staff member of the Academic Board elected from the academic staff members of those faculties where the terms of office of members expired on 31 December 1999, no nominations were received in the Faculty of Engineering, where a casual vacancy exists for a term of office from 1 January 2000 to 31 December 2001.

In accordance with the Academic Governance Rules relating to the Board, the Board may fill this casual vacancy by appointing a person from the Faculty who is eligible to be elected to that category of members to the Academic Forum, after first consulting with the Dean.

The Dean of the Faculty of Engineering has nominated Dr Liyong Tong for membership of the Board.

The Board is asked to appoint Dr Tong to membership of the Board, as recommended, to hold office from 16 February 2000 to 31 December 2001.

14.2 Appointment of members of the 2000 Student Proctorial Panel

The University of Sydney By-law 1999 provides in Division 4, clause 64 (p 47, *Calendar 1999, Volume 1: Statutes and Regulations*) that there is to be a Student Proctorial Panel comprising, among others, 6 members of the academic staff (of whom at least 2 are to be professors and at least 2 are not to be professors) appointed by and from the members of the Academic Board.

The University of Sydney (Amendment Act) Rule 1999 provides in Part 5, clause 16 (p 53, *Calendar 1999, Volume 1: Statutes and Regulations*) that the Pro-Vice-Chancellor of each College of the University must on or before 31 January in each calendar year submit to the Registrar the names of:

- (a) one member of the Academic Board who is a professor; and
 - (b) one member of the Academic Board who is not a professor,
- who are willing and have consented to serve as members of the Student Proctorial Panel.

The Pro-Vice-Chancellors (College) have submitted the names of the following persons who have indicated their willingness to serve as members of the Student Proctorial Panel:

Health Sciences	Professor J Lawler	Ms E Henley
Humanities & Social Sciences	Professor G Sherington	Associate Professor E Probyn
Sciences & Technology	Professor B Hesketh	Dr D Godden

The Board is asked to appoint the persons listed above as members of the 2000 Student Proctorial Panel.

14.3 Appointment of members of the Advisory Committee for the Centre for Continuing Education

The Resolutions of the Senate relating to the Centre for Continuing Education provide in section 5.(1) (pp 95-6, *Calendar 1999, Volume 1: Statutes and Regulations*) that the Advisory Committee for the Centre for Continuing Education shall comprise, *inter alia*, two members of the academic staff of the University nominated by the Academic Board and appointed annually by Senate at its April meeting.

The Board is asked to note that at its March meeting it will be asked to nominate two members of the academic staff for appointment to the Advisory Committee for the Centre for Continuing Education by Senate at its meeting in April 2000. The current Board nominees are Dr S MacAlister and Associate Professor A F Masters.

The Chair has written to the Deputy Vice-Chancellor (International and Development) to seek advice.

Members of the Academic Board

February 2000

- (a) **the Chair**
Professor L E Cram (23.3.99 to 31.12.00)
- (b) **five Deputy Chairs** (1.1.99 to 31.12.00)
Professor J Sachs
Professor G P Steven
casual vacancy
casual vacancy
casual vacancy
- (c) **one academic staff member from the academic staff members of each Faculty**
- | | | |
|---|---------------------------------|---------------|
| Agriculture | Dr D P Godden | (to 31.12.01) |
| Architecture | Dr P Phibbs | (to 31.12.00) |
| Arts | Associate Professor A Reynolds | (to 31.12.01) |
| Dentistry | Associate Professor G Murray | (to 31.12.00) |
| Economics and Business | Professor P Springborg | (to 31.12.00) |
| Education | Associate Professor P Jones | (to 31.12.00) |
| Engineering | <i>casual vacancy</i> | (to 31.12.00) |
| Health Sciences | Ms E Henley | (to 31.12.00) |
| Law | Professor P Parkinson | (to 31.12.01) |
| Medicine | Associate Professor D Davey | (to 31.12.01) |
| Nursing | Ms P Reynolds | (to 31.12.00) |
| Pharmacy | <i>casual vacancy</i> | |
| Rural Management | Mr R Wilson | (to 31.12.01) |
| Science | Associate Professor C B Gillies | (to 31.12.01) |
| Veterinary Science | Associate Professor W L Bryden | (to 31.12.00) |
| Australian Graduate School
of Management | Professor C Adam | (to 31.12.00) |
| Sydney College of the Arts | Mr W T Arthur | (to 31.12.00) |
| Sydney Conservatorium of Music | Associate Professor P McCallum | (to 31.12.01) |
- (d) **the Deans**
- | | |
|------------------------|---------------------------------|
| Agriculture | Professor L W Burgess |
| Architecture | Professor G Moore |
| Arts | Professor B Cass, AO |
| Dentistry | Professor K Lester |
| Economics and Business | Professor P Wolnizer |
| Education | Professor G Sherington |
| Engineering | Professor J Raper |
| Health Sciences | Professor H Kendig |
| Law | Professor J Webber |
| Medicine | Professor S R Leeder |
| Nursing | Professor J Lawler |
| Pharmacy | Professor C I Benrimoj (Acting) |

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- | | |
|--|-------------------------------|
| Rural Management | Mr R Wilson (Acting) |
| Science | Professor B Hesketh |
| Veterinary Science | Professor R Rose |
| Australian Graduate School of Management | Professor G Whittred (Acting) |
| Sydney College of the Arts | Professor R Dunn |
| Sydney Conservatorium of Music | Professor S Pretty |
- (e) **five persons who are professors**
- | | |
|-----------------------|---------------|
| Professor L Field | (to 31.12.01) |
| Professor M Harris | (to 31.12.00) |
| Professor K Lee | (to 31.12.00) |
| Professor R McPhedran | (to 31.12.00) |
| <i>casual vacancy</i> | (to 31.12.01) |
- (f) **five persons who are Heads of departments or schools**
- | | |
|-------------------------------|---------------|
| Professor S Armitage | (to 31.12.00) |
| Associate Professor M Painter | (to 31.12.00) |
| Associate Professor E Probyn | (to 31.12.00) |
| <i>casual vacancy</i> | (to 31.12.01) |
| <i>casual vacancy</i> | (to 31.12.01) |
- (g) **five persons who are non-professorial members of the academic staff**
- | | |
|---------------------------------|---------------|
| Dr A Brew | (to 31.12.00) |
| Associate Professor C J Durrant | (to 31.12.00) |
| Dr A Fekete | (to 31.12.00) |
| Associate Professor A F Masters | (to 31.12.01) |
| <i>casual vacancy</i> | (to 31.12.01) |
- (h) **the President of the Sydney University Postgraduate Representative Association**
Ms K Stenner
- (i) **the President of the Students' Representative Council**
Ms N Verco
- (j) **one person elected by and from those persons already elected to hold office as postgraduate student members of Faculties from 1 January in the year following election to the relevant Faculty**
Mr P A Telleria Teixeira (to 31.12.00)
- (k) **one person elected by and from those persons already elected to hold office as undergraduate student members of Faculties from 1 January in the year following election to the relevant Faculty**
Mr J S-S Toh (to 31.12.00)
- (l) **the Vice-Chancellor**
Professor G Brown
- (m) **the Deputy Vice-Chancellors**
Professor K Eltis
Professor J Kinnear
- (n) **the Chair of the Academic Forum**
Professor A Sefton, AO
-

Observers

The following persons have a right to speak, but no right to vote, at Board meetings:

- (a) **the Pro-Vice-Chancellors**
Professor L M Koder, AM
Professor D Napper
Professor R Pesman
Professor P Ramsden
Professor D Siddle
Professor J A Young, AO

 - (b) **the Assistant Vice-Chancellor**
-

 - (c) **the Deputy Principals**
-

 - (d) **the University Librarian**
Mr J Shipp
-

Secretary

The Registrar, or the Registrar's nominee, is to act as secretary of the Academic Board:
Dr W Adams