



Academic Board Agenda

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SUPPLEMENTARY AGENDA

for the meeting on Wednesday 11 June 2003

	Pages
★ 1. Apologies Additional apologies have been received from: Professors C Adam, P Boyce, A Brewer, B Hesketh, R Pesman, R Rose, R Waterhouse and P Wolnizer, Associate Professor A Brew, Dr W Adams, Ms J Gamble and Mr J Shipp.	
★ 5. Report of the Chair	
5.1 Report on Senate matters	
5.1.1 Report of the Senate meeting held on 2 June 2003	3
<i>Recommendation</i> That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting on 2 June 2003.	
5.2 General report	
5.2.2 Review of the Academic Board and the Academic Forum: University of Sydney Amendment (Academic Board) By-law 2003, University legislation and the University of Sydney (Student Proctorial Panel) Rule 2003	4, 5-6
<i>Recommendation</i> That the Academic Board: (1) note the report of the Chair of the Academic Board relating to the Review of the Academic Board and the Academic Forum: University of Sydney Amendment (Academic Board) By-law 2003 and other University legislation; and (2) recommend that Senate amend the University of Sydney (Student Proctorial Panel) Rule 2003 prior to promulgation, as set out in the report presented.	

5.2.4 Self-audit of the Academic Board

4, 7-10

Recommendation

That the Academic Board note the report of the Chair of the Academic Board relating to Self-audit of the Academic Board, as set out in the report presented.

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

6.1 Report on Senate matters

6.1.1 Report of the Senate meeting held on 2 June 2003

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Recommendation

That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting on 2 June 2003.

AGENDA ITEM 5 Report of the Chair

5.1 Report on Senate matters

5.1.1 Report of the Senate/Colloquium meeting held on 2 June 2003

Senate, at its meeting on 2 June 2003, on the report of the Academic Board:

- (1) approved:
 - (i) the proposal from the Faculty of Arts for the introduction in 2004 of the new course, the Bachelor of Arts (Media and Communications) (Honours);
 - (ii) the amendment of the Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Arts, with effect from 1 January 2004; and
 - (iii) the amendment of the Resolutions of the Senate relating to undergraduate courses in the Faculty of Arts, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2004,
as set out in the shaded box in the report presented.
- (2) approved:
 - (i) the proposal from the Faculty of Arts and the Sydney Conservatorium of Music for the introduction in 2004 of the new combined course, the Bachelor of Arts/Bachelor of Music Studies;
 - (ii) the amendment of the Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Sydney Conservatorium of Music, with effect from 1 January 2004; and
 - (iii) the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2004,
as set out in the shaded box in the report presented.
- (3) noted that the Academic Board had approved the terms of reference and membership of the ANZSOG Joint Committee of the University of Sydney and University of New South Wales Academic Boards; and approved, in principle, a jointly-badged Executive Master of Public Administration with the University of New South Wales, to be offered through the Australian and New Zealand School of Government, as set out in the report presented.
- (4) noted the report of the Chair on the following:
 - (i) Doctor of Philosophy: Amendment of the Resolutions of the Academic Board relating to the Examination Process of the Degree of Doctor of Philosophy
 - (ii) Academic Board Resolutions: Creation, Variation and Deletion of Award Courses and Units of Study
 - (iii) Weighted Average Marks (WAM) and Yearly Average Marks (YAM)
 - (iv) Academic Board Resolutions: Admission to Undergraduate Courses
 - (v) Standardisation of Credit Points
 - (vi) Discipline of Students – 2002 Annual Report
 - (vii) Academic Board Faculty Review Visits
 - (viii) Presentations from the Deans and Pro Vice-Chancellors (College)
- (5) deferred consideration of the item relating to Student Appeals Committee (Exclusions and Readmissions) to its next meeting.

5.2 General report

5.2.2 Review of the Academic Board and the Academic Forum: *University of Sydney Amendment (Academic Board) By-law 2003, University legislation and the University of Sydney (Student Proctorial Panel) Rule 2003*

5-6

Following the distribution of the agenda papers, inconsistencies between the *University of Sydney (Student Proctorial Panel) Rule 2003* and the *University of Sydney Academic (Academic Board) By-law 2003* were identified. It is therefore proposed to amend the Rule to ensure compliance with the recently passed legislation.

The proposed revisions will ensure the recommendations arising from the Review of the Academic Board and the Academic Forum can be implemented and I ask the Board to recommend that Senate amend the Rule prior to promulgation.

The proposed amendments to the Rule, already approved by Senate, are set out on pages 5-6 and the changes are indicated by strikethrough and underline for deleted and inserted sections.

5.2.4 Self-audit of the Academic Board

7-10

At various meetings, the Academic Board has discussed issues relating to a self-audit of the Board and its committees, and of the effectiveness of the Chair and the Deputy Chairs, particularly in the light of changes being implemented as a result of the Review of the Academic Board and the Academic Forum.

I have previously provided members with a paper, contained in the agenda, prepared by Southern Cross University to identify questions that could be raised during a self-audit and it was agreed that I would present a full proposal back to the Board.

Following is the process I suggest we use to undertake this audit, based on the processes undertaken for the Academic Board Faculty Review Visits.

University of Sydney (Student Proctorial Panel) Rule 2003

(additions indicated by strikethrough, deletions indicated by underline)

University of Sydney (Student Proctorial Panel) Rule 2003

Part 1 – Preliminary

1. Citation and commencement

(1) Citation

This Rule is made by the Senate of the University of Sydney pursuant to section 37(1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

(2) Commencement

~~This Rule commences on the same day that the University of Sydney Amendment (Academic Board) By Law 2003 comes into force.~~

This Rule commences on the day after it is made in accordance with Chapter 2 of the University of Sydney By-law 1999

2. Purpose

This Rule:

- (1) repeals and replaces Part 5 of the *University of Sydney (Amendment Act) Rule 1999* in its entirety; and
- (2) repeals any and all Resolutions of the Senate relating to the Student Proctorial Board and the Student Proctorial Panel; and
- (3) deals with matters relating to the Student Proctorial Board and Student Proctorial Panel.

Part 2 – Appointment to Student Proctorial Panel

3. Nominating for Student Proctorial Panel

- (1) For the purposes of clause 64(1)(b) of Chapter 8 of the *University of Sydney By-law 1999*, the Pro-Vice-Chancellor of each College of the University must on or before 31 January in each calendar year submit to the Chair of the Academic Board, three (3) names of members of that College who are members of the Academic Board:

- (a) at least one (1) of whom is a ~~member of the Academic Board who is a~~ professor; and
- (b) at least one (1) of whom is a ~~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.

- ~~(2) For the purposes of clause 64(1)(c) of Chapter 8 of the *University of Sydney By-law 1999*, all student members of the Academic Board shall be automatically appointed as members of the Student Proctorial Panel.~~

- (2) For the purposes of clause 64(1)(c) of Chapter 8 of the *University of Sydney By-law 1999*, the student members of the Academic Board must on or before 31 January in each calendar year submit to the Chair of the Academic Board, nine (9) names of student members of the Academic Board who are willing and have consented to serve as members of the Student Proctorial Panel.

4. Notice of appointment

For the purposes of clause 64(2) of Chapter 8 of the *University of Sydney By-law 1999*, the Chair of the Academic Board must ensure that the names of the persons described in Rules 3(1) and (2) above are included in the agenda of the first meeting of the Academic Board held in the relevant calendar year, for appointment by the Academic Board.

5. Filling casual vacancies

For the purposes of clause 64(3) of Chapter 8 of the *University of Sydney By-law 1999*, a suitably qualified person may be appointed to office to fill a vacancy at the next available meeting of the Academic Board.

6. Term of office

For the purposes of clauses 64(4) of Chapter 8 of the *University of Sydney By-law* 1999, all appointments, including appointments to fill casual vacancies, shall be from the date of appointment until the first meeting of the Academic Board in the following calendar year.

Part 3 – Meetings of the Student Proctorial Panel

7. Senior member

(1) For the purposes of clause 65(6) of Chapter 8 of the *University of Sydney By-law* 1999, the senior member shall be determined in the following order:

- (a) the member appointed in accordance with clause 64(1)(b) of Chapter 8 of the *University of Sydney By-law* 1999, who is a professor who has served the longest cumulative term as a member of the Student Proctorial Panel and who is not disqualified under clause 65(3) or (5) of Chapter 8 of the *University of Sydney By-law* 1999; or
- (b) if there is no professor who is eligible to act in accordance with Rule 6(1)(a), a member appointed in accordance with clause 64(1)(b) of Chapter 8 of the *University of Sydney By-law* 1999, who is not a professor and who has served the longest cumulative term as a member of the Student Proctorial Panel and who is not disqualified under clause 65(3) or (5) of Chapter 8 of the *University of Sydney By-law* 1999.

Part 4 – Indemnity to members of Student Proctorial Boards

8. Indemnity to persons required to participate in Student Proctorial Board proceedings

Whereas certain persons may in the future be asked by the University to take part in proceedings pursuant to Chapter 8 of the *University of Sydney By-Law* 1999 and whereas the University wishes to indemnify such persons against any costs or damages incurred by them as a result of properly carrying out their duties or requirements pursuant to said By-Law, the University will so indemnify any such persons provided that the person complies to the full satisfaction of the University with every aspect by the University in relation to the conduct of a defence.

Academic Board Self-Audit Process

1. Purpose of Academic Board Self-Audit

- (1) The central purpose of Academic Board Self-Audit is to self-assess the performance of the Board in achieving its purpose and to identify areas where the Board is working well and where improvements could be made. The self-audit is intended:
 - to support the Academic Board in ensuring the effectiveness and sustainability of its quality assurance arrangements, through review of processes, outcomes and the evidence that demonstrates their effectiveness;
 - to assist the Academic Board in identifying and evaluating strengths and weaknesses;
 - to support the Academic Board in maintaining a systematic and continuous cycle of planning, monitoring and improvement;
 - to assist the Academic Board in evaluating achievements in relation to the University's Goals;
 - to fulfil the University's requirements for both internal and external accountability (e.g. audit by the Australian Universities Quality Agency).

2. The process of the Academic Board Self-Audit

- (1) The process will focus primarily the Academic Board's role in relation to teaching, learning and research training, but will also review the entirety of the Academic Board's activities.
- (2) Questions that will be the focus of developing the self-audit report include:
 - what are we doing?
 - how are we doing it?
 - how do we know we are doing it?
 - how do we measure progress?
 - what are our strengths and weaknesses?
 - how well are we doing it and how can we improve?
 - do we have good systems in place to ensure that the outcomes of self-evaluation are acted upon in a continual cycle of improvement?

3. Cycle of Self-Audit

- (1) The Academic Board will normally undertake a self-audit every **five years**, although a shorter cycle is discretionary. The Chair of the Academic Board has responsibility for scheduling the self-audit.

4. Scope of Self-Audit

- (1) The self-audit evaluates both processes and outcomes:
 - It evaluates the Academic Board's internal quality assurance processes: the processes that the Academic Board uses to assure itself of the quality of its academic activities in relation to teaching, learning, research and research training; and
 - It evaluates the outcomes that reflect the success of the quality assurance processes.

The Academic Board Self-Audit seeks to ensure the sustainability of the Academic Board's quality assurance processes and that they are robust and provide the necessary continuity in the cycle of planning, monitoring and improvement.

5. Principles of Self-Audit

The Academic Board Self-Audit will complement other review processes undertaken in the University and adheres to the University's Principles for Quality Assurance and Improvement, provided in Appendix 1.

6. Stages of Self-Audit

The key stages can be summarised as follows:

- (1) ***Analysis of Quality Assurance Processes and Data*** A detailed analysis of outcomes of other quality assurance processes, including a review of the reports of the Academic Board Faculty Review Visits, and other appropriate data will be undertaken to identify issues raised in relation to the operations of the Academic Board.
- (2) ***Questionnaires*** Members of the Academic Board and stakeholders will be asked to respond to questionnaires to provide quantitative and qualitative data for the report.
- (3) ***Assessment of the performance of the Chair and Deputy Chairs*** An assessment of the performance of the Chair and Deputy Chairs of the Academic Board will be undertaken to provide data for the report.
- (4) ***Development of the Self-Audit Report*** The Chair of the Academic Board will submit the Self-Audit Report to the Academic Board.
- (5) ***Review of Self-Audit Report*** The Academic Board will consider the Self-Audit Report and discuss the findings of the report and identify how the recommendations can be addressed.
- (6) ***Progress report*** on responding to the Recommendations. The Chair of the Academic Board is responsible for submitting an annual progress report and annual statement of activities to the Academic Board.

7. Report of the Self-Audit

- (1) The Chair of the Academic Board shall prepare the Self-Audit report in consultation with the Deputy Chairs of the Academic Board and forward it initially to the Committees of the Academic Board for comment.
- (2) The Self-Audit Report shall normally include points of Commendation, Recommendations for Improvement and examples of good practice. The Report shall normally be structured under headings in accordance with the Goals outlined in s. 4 above.
- (3) The Self-Audit Report will also include an evaluative summary of the Academic Board's effectiveness in contributing to the University's seven goals.
- (4) Once the Chair has considered comments from the Committees on the Report and amended it as deemed appropriate, it is referred to the Academic Board for consideration and will be posted on the Academic Board website.

8. Update on recommendations

- (1) **One year** after receiving the Self-Audit Review Report, the Chair of the Academic Board will provide the Academic Board with an update on the Academic Board's progress in responding to the recommendations. Further updates may be agreed as necessary depending on the level of closure on the recommendations.

Appendix 1: University of Sydney Principles for Quality Assurance and Improvement

1. The aim of the University's quality assurance strategy is to enhance the effectiveness of its core activities of teaching and research.
2. The quality assurance strategy addresses all areas of University activity (academic, administrative and support services) and focuses on their contribution to the achievement of the University's Goals.
3. The University's quality assurance processes are driven by academic considerations. They are intrinsic to the work of staff who are undertaking or supporting teaching, the promotion of learning and research.
4. The University judges its achievements against appropriate national and international benchmarks. Comparison with other internationally competitive research universities is a key aspect of the University's commitment to improving its effectiveness.
5. Collegiality is an important aspect of quality assurance and the procedures used will reflect the principles of rigorous peer review. They will aim to identify areas where progress can be made, to foster collaboration and exchange of good practice, and to encourage an ethos of critical self-evaluation.
6. The University's quality assurance activities are part of a normal and continuous cycle of planning, monitoring and improvement. Although the results from them will be useful for purposes of external review, they are not created with the prime purpose of meeting external requirements.
7. The University's quality assurance methods are evidence-based. Evidence of outcomes and feedback from stakeholders (including students, staff, employers and the community) will provide the basis for analyses and conclusions on which improvements are planned.
8. The University's quality assurance processes are designed to be streamlined, efficient and work within the principles of equity and natural justice.
9. The University's quality assurance activities will themselves be the subject of continuous review and improvement.

Appendix 2: Suggested questions for incorporation into questionnaires and evaluations

Approach

- how does the Academic Board characterise itself? what is its mission? how does its mission relate to its historical development, context and capabilities? what are its major strengths and areas of emphasis?
- what are its strategic objectives? how well disseminated are these objectives? how widely supported are they?

Deployment

- does the Academic Board work well in terms of its mission and strategic objectives? what are the mechanisms for monitoring its performance? are the responsibilities of the Chair effectively discharged? what are the mechanisms for monitoring the performance of the Chair?
- what are the mechanisms for communicating, monitoring and implementing Academic Board policies and procedures?
- what are the procedures for managing input by members (including student members) and committees to policy development by the Academic Board, and to the review of its policies and procedures?
- how well are members of the Academic Board inducted to their role and responsibilities as members?

Results

- what does the Academic Board know about the quality of the University's academic courses? how does it know?
- against what benchmarks does the Academic Board appraise its performance?

Improvement

- what is the process whereby the Academic Board identifies the need for improvements? how well understood by staff and students is this process? how effective is the process?
- what are the follow-up mechanisms whereby the impact of significant policies and procedures approved by the Academic Board is evaluated?

AGENDA ITEM 6

Report of the Vice-Chancellor and Principal

6.1 Report on Senate matters

6.1.1 Report of the Senate Colloquium/meeting held on 2 June 2003

Senate, at its meeting held on 2 June 2003:

- (1) held a Colloquium on Aspects of the future of higher education in Australia and the University's role within it.
- (2) noted the Chancellor's advice on the election to Senate of the Hon John J Aquilina as the representative of the Legislative Assembly, welcomed The Hon Henry Tsang as the representative of the Legislative Council and thanked The Hon John Hatzistergos and Mr Kevin Greene for their valued service as Fellows of Senate for four years.
- (3) consistent with the Resolutions of the Senate quoted in the report, resolved that the following be carried out to implement those Resolutions:
 - (i) that two Pro-Chancellors be appointed by Senate to carry out the function in (i) in the Resolutions of the Senate, i.e. carry out the functions of delegate of the Chancellor to preside at graduation ceremonies when the Chancellor is not available, in addition to the Deputy Chancellor, and Chair of the Academic Board;
 - (ii) that, while recognising that it is for Senate to determine the appointment, the Committee recommends Mr David Hoare and Emeritus Professor Ann Sefton be appointed to that position, to 31 December 2004 in the first instance;
 - (iii) that the position of Pro-Chancellor be reviewed around mid-2004;
 - (iv) that, at the conclusion of the terms of office of the first two appointees, future Pro-Chancellors be elected to office by means of an election conducted by the Registrar; and
 - (v) that when presiding at graduations, robes as recommended by the Registrar be worn by Pro-Chancellors (see attachment in the report); and confirmed that there was advantage in individual Fellows of Senate working with the Chancellor to take a particular interest in particular bodies or areas within the University.
- (4) formally passed a vote of thanks to Mr Phillip Smith for his generous contributions to the University as President of the University of Sydney USA Foundation from 1999 to 2003.
- (5) noted the summary statement provided by the Minister in relation to the key elements affecting Higher Education contained in the Federal Budget announced on Tuesday 13 May 2003.
- (6) noted the report that AGSM had again topped the annual executive and corporate education rankings for the Asia-Pacific region in a world-wide survey conducted by the Financial Times (UK).
- (7) noted the report on Development and External Affairs.