

## University of Melbourne Guidelines for the Establishment of Graduate schools

### A Introduction

With the introduction of the Melbourne Model, the University has an opportunity to develop a cohesive and attractive postgraduate coursework program, offered through a limited number of graduate schools which are marketed very strongly to attract new cohorts of students to the University and provide an outstanding postgraduate student experience. Currently, the University has in excess of 800 courses, some with very small enrolments, and there are widely varying practices across the University towards postgraduate coursework programs and the quality of the student experience.

The creation of graduate schools is designed to highlight the strengths of faculties and of the University as a place of first choice for postgraduate coursework education, whether in professional or specialist programs, and for research higher degrees. In the development and marketing of the Melbourne Model, graduate schools dovetail with the new generation undergraduate degrees and are of equal importance in the success of the Model. They should in consequence be attractive, durable and viable.

This paper sets out a number of criteria and matters for discussion as the basis for a set of core principles of graduate schools. **Section D** of this paper sets out **Core Principles for the establishment of graduate schools** and **Appendix 3** sets out **Guidelines for forming a graduate school**

The paper is an elaboration of the section on 'framework for delivery of postgraduate degrees' as set out in the report *Implementing the Melbourne Model* approved by the Planning and Budget Committee at its September 2006 meeting. An extract from that report, pertaining to postgraduate degrees and graduate schools, is provided at **Attachment 1**.

In approving the report of the Working Group on *Implementing the Melbourne Model*, the PBC agreed to set aside Recommendation 7, which is set out below, to allow time for discussion at the faculty level.

*That all postgraduate coursework courses, including Graduate Certificates and Diplomas, will be offered through graduate schools created in accordance with the criteria (i) to (vii) for graduate schools outlined in Section 5.2.1 of this report noting that these criteria will be fleshed out in the second quarter of 2007 following the submission of faculty business plans to the Planning and Budget Committee about implementing Growing Esteem.*

The seven criteria recommended by the Working Group as the base criteria for the establishment of graduate schools are discussed in the next section.

### B Discussion of the proposed criteria for the establishment of graduate schools set out in the report of the Working Group

- (i) A coherent set of graduate schools will be created in the University as either discipline-focused or multi-disciplinary and cross-faculty schools. There will be minimal overlap between graduate schools and they will have a critical mass and strong market focus.

**Comments:**

- Preliminary faculty thinking about graduate schools and their plans for postgraduate/graduate coursework programs was surveyed as one of the final activities of the Curriculum Commission. The outcomes of the survey are set out in **Attachment 2**. All faculties are in the process of reviewing, or have plans to review, their graduate/postgraduate programs in part as a consequence of the introduction of professional graduate programs and the new generation undergraduate courses under the Melbourne Model as well as in the context of the potential establishment of graduate schools.
- In the further development of core principles for graduate schools, it would be of value to define what is meant by 'minimal overlap between graduate schools'.
- The issues of critical mass (does this relate to EFT student numbers or funding levels or a combination?) and market focus will also require definition. Critical mass in particular may be variable for different disciplines. The critical mass may be dependent on the overall 'composition' of the graduate school eg, will the graduate school comprise only professional graduate programs or other coursework and or research programs as well? The definition of 'market focus' will be relevant in relation to the courses that are included in the graduate school. For example, many postgraduate coursework and research programs may not necessarily have a strong market focus in terms of career outcomes in the short term though there could be high demand for such programs.

- (ii) Proposals for the establishment of graduate schools will be approved by the Planning and Budget Committee.

**Comment:**

**Attachment 3** sets out Guidelines for Forming a Graduate School which are based on the Guidelines for Forming a University Centre as approved by the PBC in November 2004.

- (iii) All postgraduate coursework courses, including Graduate Certificates and Diplomas, will be offered through graduate schools, and should have sufficient critical mass to be sustainable as demonstrated to the PBC via a business case submitted and reviewed every three years.

**Comments:**

- This criterion was the basis for Recommendation 7 in the final report of the Working Group and the particular item about which some faculties wished to have an opportunity for discussion. There may be at least three specific points for deliberation on the programs to be offered through graduate schools: professional graduate courses; all graduate/postgraduate coursework programs; research degrees. It would seem desirable to give faculties the opportunity to discuss and express their opinions on these options before or at the same time as the previous Recommendation or revised recommendations are submitted for consideration by the PBC.
- While 'graduate school' is nomenclature normally associated with North America, the specific names of programs within them need to reflect Australian practice articulated in the Australian Qualifications Framework.
- As previously indicated, the critical mass of a graduate school will vary according to particular compositions and structures.

- (iv) Graduate schools, through their faculties, will be accountable to the Academic Board via its sub-committees for the quality of the design, development and delivery of postgraduate coursework courses within University policies and procedures.

**Comment:**

*This is consistent with University policy and should not be contentious subject to resolution of the issue concerning whether Masters degrees by research will be offered through 'graduate schools'.*

- (v) Graduate schools, through their faculties, will be accountable to the PBC for the business success of the postgraduate coursework courses within fee-setting policies established by the University.

**Comment:**

*As for criterion (iv).*

- (vi) The recruitment and admissions of postgraduate coursework students, and their Melbourne experience will be primarily the responsibility of graduate schools and their faculties within the protocols of a University framework to ensure coordination.

**Comment:**

*As for (iv) and (v) above.*

- (vii) A nominee of the Vice-Chancellor will convene regular meetings of faculty representatives to facilitate collaboration and cooperation.

**Comment:**

*This will be important to ensure the opportunity to discuss and resolve common issues across the graduate schools, to encourage and foster collaboration, to consider position papers on policy development, etc.*

## **C Broader issues for consideration**

Notwithstanding the criteria set out above, it may be useful in the longer term to consider some broader issues associated with graduate schools.

Over the past ten to fifteen years, many institutions have established graduate schools, mostly with the objectives of improving the quality of graduate studies programs, increasing the numbers of graduate students – especially research students, and providing a clearly structured curriculum. The graduate schools have tended to encompass both research and taught programs although some universities in North America offer only specific discipline 'professional schools' (such as law and medicine).

Some faculties have already indicated a preference for establishing graduate schools that encompass all graduate programs – coursework, professionally oriented programs as well as research programs. The *Implementing the Melbourne Model* report already indicates that the discussion will have to be had about the future role of the School of Graduate Studies in the context of development of other graduate schools over the next 12 to 18 months. In any case, it would seem important to consider other governance and structural issues to inform the PBC and to guide faculties in their discussions and decisions regarding graduate schools. A few points are identified for clarification and further discussion –

- Recommendation 14 of the report of the Curriculum Commission had, as three of its sub-sections:
  1. That the University endorses two principal pathways to enter research higher degrees – the Honours pathway and a two-year Masters pathway – on the understanding that normal entry requirements for the research higher degrees must be met and that CS places will be available.

2. That the six standing committees for the new generation degrees would outline an Honours program (which is an undergraduate year) attached to their degree, while a Masters degree pathway would be the responsibility of Graduate Schools or faculties. Each would need to provide for the entry requirements into the research higher degrees as determined by the Research Higher Degrees Committee.
3. That faculties with current undergraduate programs continuing in 2008 or beyond will determine their position with relation to the two principal pathways for entry to RHDs.

It is now a matter of urgency that faculties clarify whether they intend to endorse two pathways, while noting that a two-year Masters pathway must include both an entry-point and an exit-point after the first year.

- While the criteria listed in Part B above refer to graduate schools that encompass postgraduate coursework programs, is this the University's preference? For example, at the present time, all faculties but one administer their own research masters. This leads to the question of what is to be the longer term arrangements for research masters students?
- It is timely to consider delegating administration of all research masters degrees as a responsibility of the School of Graduate Studies or to decide that Masters by research programs are faculty responsibilities. If the former, the role of the faculties and departments would continue to be important in the academic decisions about individual candidature as they are now for the PhD but transferring the overall responsibility for research masters to the SGS may be one way to achieve a greater level of consistency in the quality of administration for the candidature of all research students.
- Notwithstanding the continued role of the SGS in research higher degree administration, support and policy development, it is clear that practices need to be reviewed to minimise double- or even triple-handling of matters relating to PhD students.
- The establishment of graduate schools would result in the requirement for a different name for the SGS – a suggestion for consideration include School of Graduate Research. The SGS should continue to play its central – and widely acknowledged role in research higher degree programs.
- With the University's decision to establish graduate schools, it is timely to consider also the establishment of a multi-faculty Graduate School of the Environment that would be administered and managed as now, through the SGS. This School would be led by a Director who would have a more proactive role than at present in 'brokering' relevant research programs that cross the boundaries of two or more faculties.
- The establishment of graduate schools alongside research centres, departments, schools and faculties calls into question other existing (centres) or proposed (institutes) nomenclature for academic units.
- What body or unit will have responsibility for ensuring some level of consistency in the policies and requirements for graduate programs? At the present time, the University has a Research Higher Degrees Committee as well as the Postgraduate Sub-Committee of APC (the latter now has full committee status following the Curriculum Commission report). It would be advantageous to have a senior academic appointed by the Vice-Chancellor to meet from time to time with faculty postgraduate representatives, as recommended in the Implementing the Melbourne Model Report.

- In some North American universities that have a ‘college of undergraduate studies’ and one or more graduate schools, there may be a practice of appointing faculty staff to only one of these entities. Given the strong research emphasis of the University of Melbourne, there is no suggestion that we would wish to have such separate faculty arrangements. In fact, as indicated in the recent report of the Curriculum Commission to the Academic Board (p.6, section 2), ‘The first year experience (for undergraduate students) should be characterised by ... exposure to the best teachers and disciplinary experts from first year ....’

## **D Core Principles for the establishment of graduate schools**

### **Faculty responsibilities**

- Graduate schools will be faculty-based and will be responsible for all the coursework graduate/postgraduate programs offered by the faculty. (For the role of the School of Graduate Studies, see ‘University responsibilities’ below.)
- There will normally be one graduate school in each faculty, based around a cluster of disciplines or a number of cognate programs.
- Multi-faculty schools in particular need clear structures for decision-making and administration.
- Each graduate school will be headed by a Director (or other title, not necessarily an academic) responsible to the Dean and who would also be the chair of an appropriately designated graduate school advisory committee.
- The staff of graduate schools will be employed through faculties and their departments.
- In addition to the development and delivery of postgraduate coursework programs, the key objectives of the graduate schools will include the following –
  - improving the quality of the faculty’s graduate education programs and outcomes;
  - facilitating new forms of academic collaboration and cooperation including the fostering of inter- and cross-disciplinary programs;
  - acting as an interface with the external community for the programs and activities of the graduate school;
  - the provision of quality physical facilities, administration and support services for students enrolled in graduate school programs;
  - ensuring access to generic skills and other appropriate training for students;
  - the provision of high quality career planning advice for students
- Faculties will be required to submit to the PBC a business case for the initial establishment of a graduate school indicating that there will be sufficient critical mass to sustain the school and that satisfies other criteria that may be designated by PBC from time to time. The business case will be subject to review every three years.
- Graduate schools, through their faculties, will be accountable to the Academic Board via its sub-committees for the quality of the design, development and delivery of all graduate school programs within University policies and procedures.
- The recruitment and admissions of students to the graduate school, and their overall Melbourne experience, will be primarily the responsibility of graduate schools and their faculties within the protocols of a University framework designed to ensure coordination.
- Graduate schools, through their faculties, will be accountable to the PBC for the business success of their graduate school programs within fee-setting policies established by the University, where appropriate.

### **University responsibilities**

- The overall administration of PhD students, and the development and implementation of research higher degrees policies, will continue to be a responsibility of the School of Graduate Studies (or changed name such as School of Graduate Research).

- In considering proposals for the establishment of graduate schools, the PBC will ensure that there is minimal overlap between graduate schools and that they have a critical mass and strong market focus.
- The establishment of graduate schools will be in accordance with University guidelines and subject to approval by the PBC (see **Appendix 3**).
- The Deputy Vice-Chancellor (Academic) or nominee will convene regular meetings of faculty graduate school and student representatives to facilitate collaboration and cooperation and to consider issues of common concerns and importance.

Professor Peter McPhee  
Deputy Vice-Chancellor (Academic)  
November 2006

## Extract from the final report of the Working Group on Implementing the Melbourne Model

### 5.2 Postgraduate Degrees

#### 5.2.1 Framework for Delivery

With the introduction of the Melbourne Model, the University has an opportunity to develop a cohesive and attractive postgraduate coursework program, offered through a limited number of graduate schools which are marketed very strongly to attract new cohorts of students to the University and provide an outstanding postgraduate student experience. Currently, the University has in excess of 800 courses, some with very small enrolments, and there are widely varying practices across the University in providing a postgraduate coursework student experience.

The working group proposes that faculties and their graduate schools should have significant autonomy for the core aspects of development and delivery of postgraduate courses and the business success of the programs, and that faculties will be either individually, or jointly for cross-faculty Schools, accountable to the Academic Board for the academic operation of their programs.

The working group canvassed the need for a formal cross-faculty coordinating committee and concluded that there was not a need for such a body at this point as the courses will be focussed within graduate schools, including cross-faculty graduate schools. It therefore felt that recommendations on course proposals would be forwarded by Graduate schools through their relevant faculties to a strengthened Academic Board committee for postgraduate coursework programs which would play the same quality assurance role as the current sub-committee of the Academic Programs Committee. From there, the recommendations would be forwarded to the Academic Board. It would still be very useful, however, to hold regular meetings of Associate Deans (Postgraduate) (or equivalent) with a nominee of the Vice-Chancellor as a clearing house for ideas, collaborations and other matters, but not with the functions proposed for BUGS.

The working group noted that there are a variety of ways graduate schools could be structured and courses handled and that these matters were currently being canvassed in detail within faculties. It was suggested that one way of clustering postgraduate courses and graduate schools was in four areas: the professional graduate schools such as Law or Nursing; the faculty graduate schools within which all programs are located such as in Economics and Commerce and which in some faculties may mainly involve postgraduate courses which explore material in greater depth but are not professionally accredited; the emerging cross-faculty type of graduate school such as for Nanotechnology or Journalism; and the School of Graduate Studies for research higher degrees. It was felt to be very important to encourage the development of cross-faculty graduate schools whilst at the same time having in place mechanisms which ensure that governance and management issues are handled well. The regular forum of Associate Deans (Postgraduate) or similar title referred to earlier would be a useful mechanism for exploring cross-faculty opportunities. It was also discussed that whilst some graduate schools could be 'virtual' graduate schools with an Associate Dean or Program Leader or similar as Head, nevertheless providing a really positive experience for postgraduate students including physical space with which they can identify is vitally important. It was agreed that the schools should have a sufficient critical mass of postgraduate students to be viable which could be demonstrated to the Planning and Budget Committee via business plans.

The working group also discussed potential criteria for the operation of graduate schools and courses and whilst it has not developed an exhaustive list it does propose some initial broad principles. These should be developed further in time through appropriate forums as greater clarity about the possibilities emerges from faculties especially as part of their business plans for Growing Esteem due in March 2007. It is expected that faculties will outline in their business plans how they plan to deliver postgraduate courses, how they are planning to structure their graduate schools as coherent entities with minimal overlap between Schools, and how they will ensure they are of critical mass and have market focus. In the second quarter of 2007, the Planning and Budget Committee or a working group established for the purpose, can review this information and develop more detailed guidelines about the framework in which the University wishes to operate its graduate schools and deliver the postgraduate coursework program. At that time, consideration can be given to how research higher degree students should be handled in the Melbourne Model and the role that the School of Graduate Studies should play. The initial criteria for graduate schools are that:

- (i) A coherent set of graduate schools will be created in the University as either discipline-focused or multi-disciplinary and cross-faculty schools. There will be minimal overlap between graduate schools and they will have a critical mass and strong market focus.
- (ii) Proposals for the establishment of graduate schools will be approved by the Planning and Budget Committee.
- (iii) All postgraduate coursework courses, including Graduate Certificates and Diplomas, will be offered through graduate schools, and should have sufficient critical mass to be sustainable as demonstrated to the Planning and Budget Committee via a business case submitted and reviewed every three years.
- (iv) Graduate schools, through their faculties, will be accountable to the Academic Board via its sub-committees for the quality of the design, development and delivery of postgraduate coursework courses within University policies and procedures.
- (v) Graduate schools, through their faculties, will be accountable to the Planning and Budget Committee for the business success of the postgraduate coursework courses within fee-setting policies established by the University.
- (vi) The recruitment and admissions of postgraduate coursework students, and their Melbourne experience will be primarily the responsibility of graduate schools and their faculties within the protocols of a University framework to ensure coordination.
- (viii) A nominee of the Vice-Chancellor will convene regular meetings of faculty representatives to facilitate collaboration and cooperation.

### ***Recommendation 7***

*Note: The following recommendation was considered by Planning and Budget Committee at its meeting (8/2006) 13 September 2006 and as a result was withdrawn pending further discussion at the faculty level and for final resolution by Planning and Budget Committee at a later meeting.*

That all postgraduate coursework courses, including Graduate Certificates and Diplomas, will be offered through graduate schools created in accordance with the criteria (i) to (vii) for graduate schools outlined in Section 5.2.1 of this report noting that these criteria will be fleshed out in the second quarter of 2007 following the submission of faculty business plans to the Planning and Budget Committee about implementing Growing Esteem.

*Recommendation 8*

That faculties are strongly encouraged to develop and refine proposals for graduate schools which are responsive to cross disciplinary programs, financial sustainability, postgraduate student experience, and market expectations, and that these matters are canvassed in faculty business plans so that the Planning and Budget Committee can consider the appropriate framework for Graduate schools in the second quarter of 2007 after the first round of faculty planning.



**Summary of faculty ideas on graduate schools and postgraduate courses at September 2006**

<b>Faculty</b>	<b>Thoughts on the establishment of graduate schools</b>	<b>Plans for coursework programs (masters, PG &amp; Grad Dips/Certs)</b>
Architecture Building and Planning	Considering establishment of a Grad School of Built Environment to include 4-5 professional masters degrees. There will be a new generic research masters to replace existing programs. Small no of post-professional masters and PG dips may be developed.	All postgraduate programs under review and new suite of programs to be introduced as part of the Graduate School in 2008.
Arts	Considering establishment of grad schools focused on clusters of existing programs as well as a cross-faculty school with Law (Global Journalism). Draft discussion paper prepared and faculty anticipates some idea of directions by end of 2006.	All postgraduate coursework programs are under review and consideration being given to new courses and graduate schools.
Economics and Commerce	'Continuation' of the Graduate School of the Faculty of Economics and Commerce with a range of postgraduate coursework, professional and research programs	Review of some programs completed, others will be finalized over coming months. Most programs to be continued.
Education	Anticipates Faculty will become a Grad School of Education by 2010 unless demand indicates that one or both UG courses should continue beyond 2009.	Review of all PG coursework programs planned for late 2006 to early 2007 with revisions and reduction in no of courses anticipated.
Engineering	Consideration being given to the establishment of a graduate school with no definite structure/courses at this time.	Coursework programs will be reviewed with professional programs (the +2) to be developed in discussion with Science, Eco and Com, MDHS.
Land and Food Resources	Discussions at an early stage and subject to further development of the Faculty's participation in the new generation undergraduate degrees	Most to be reviewed or revamped in line with changes to UG programs and the introduction of new professional masters
Law	Eventually to become the Graduate School of Law	Full range of postgraduate coursework will be continued with review of all under way in context of implementation of the MM
Medicine Dentistry and Health Sciences	Some early consideration has been given to a Graduate School of Speech and Hearing Sciences but at this point a single faculty school is preferred.	Some postgraduate courses will be reviewed and some have been discontinued. Yet to determine plans for overall review.
Music	Faculty proposes to establish a Graduate School of Music with four discipline clusters commencing with a new PhD pathway in performance from 2007	All existing programs to continue and will be reviewed for 2011 prior to introduction of new honours' year program
Science	Continuing discussions including with other faculties; would welcome wider University views on structure and role of grad schools eg cw as well as research programs plus interdisciplinary options.	Some programs under review, some discontinued or to be considered within larger suite of Science coursework programs
Veterinary Science	If decision is to go this path, suggestion is for a 'college' of veterinary medicine	Postgraduate coursework programs to be reviewed
School of Graduate Studies	Not applicable	PG courses managed through the OEP to continue



GUIDELINES FOR FORMING A GRADUATE SCHOOL

**1. INTRODUCTION**

(Note: These draft guidelines are based on the Guidelines for Forming a University Centre as approved by PBC in November 2004.)

The University proposes to establish a number of graduate schools which will be central to the strategy of raising the profile of the University in postgraduate education and research, in parallel ways to the contribution of research centres.

The creation of graduate schools is designed to highlight the strengths of faculties and of the University as a place of first choice for postgraduate coursework education, whether in professional or specialist programs, and for research higher degrees. The schools should in consequence be attractive, durable and viable.

Graduate schools will also be a mechanism for facilitating the emerging needs of and opportunities for multi-disciplinary programs in existing and new teaching and research areas. It is important therefore that the establishment and reporting requirements capture and demonstrate the value that the graduate schools will add to the University.

For the purpose of regulation, graduate schools will be accountable to the Academic Board for the quality of the design, development and delivery of postgraduate coursework courses within the University. A graduate school may be either discipline-focused or multi-disciplinary and will involve one or several faculties.

The following guidelines are provided so that graduate schools will be established and operated in a manner which is consistent with current University policy.

**2. FORMATION**

All proposals for establishment of a graduate school must be submitted to the Planning and Budget Committee for consideration with a recommendation from the Deputy Vice-Chancellor (Academic) and the relevant Dean or Deans.

In the consideration of any proposal for the formation of a graduate school, the Planning and Budget Committee must be satisfied that the graduate school:

- has the potential to be of demonstrable benefit to the University;
- can demonstrate the probability of financial viability for the initial operational term of the school, which normally would be at least 5 years;
- has support from relevant faculty or faculties and confirmation of consultation across cognate discipline/s areas.

Each graduate school must develop a business plan as part of the initial application or renewal process. The plan should include:

- Summary of the plan: including, mission statement, objectives against faculty(ies) and University Strategic Plans; teaching outcomes;
- Justification of the establishment of the graduate school (addressing how the formation of a school will achieve the objectives);

- Organisation and management structure (including staffing arrangements, proposed Director and term of appointment, any composition of the graduate school advisory committee and definition of arrangements for administrative support);
- Course structures and teaching strategies: including course development, level and duration of courses, consistency with the faculty's or faculties' research areas;
- Funding (projected budgets including identifying the contribution of each faculty for multi-faculty schools and estimated fee revenue);
- Reporting and review cycle: including student participation and outcomes, reporting against performance and financial objectives;
- Renewal arrangements.

### **3. REPORTING**

Approved procedures must be established to enable adequate reporting on the activities of the graduate school.

The Deans of the faculties involved are to be kept informed on a regular basis about School activities by receiving the relevant management documentation including minutes of meetings, financial statements and annual reports.

Reviews of graduate schools should be an integral component of the University's normal program of review for faculties or, if there is no regular review of faculties, then the graduate school should be reviewed every five years. This will ensure that graduate schools meet the University's usual requirements for continuous improvement and quality assurance cycles.

On an annual basis each graduate school should, in conjunction with the Director of the school and the Dean of the faculty(ies), review its performance against school objectives and budgets. Performance of schools will form part of a faculty's annual Operational Performance Review.

### **4. RESPONSIBILITIES FOR GRADUATE SCHOOLS**

Where a school involves only one faculty, that faculty must be designated as the unit responsible for the school and the staff therein. Where a graduate school involves more than one faculty, normally one faculty would be designated as the unit responsible for the reporting of school outcomes. In exceptional circumstances, however, the Planning and Budget Committee may approve an alternative arrangement, including reporting procedures, following consultations with the relevant Dean or Deans. The Director will be responsible for complying with the reporting requirements.

It is recommended that each school should have an Advisory Committee comprising both University members and external members as is deemed appropriate for the school's mission. The Advisory Committee should meet at least twice a year.

### **5. STAFFING ISSUES**

All University academic staff engaged to work in a faculty will also be employed as a member (be eligible to teach in the programs) of the faculty's graduate school/s. The staff of graduate schools will be employed through faculties and their departments. All such staff will assume the responsibilities consistent with membership of the University.

A Director of a graduate school normally may be appointed for a period of up to five years in the first instance and renewable for further periods of up to five years. Where

appropriate, the terms and conditions of the Director's appointment should be confirmed at the time the school is proposed and be included in the Council Resolution establishing the school.

## **6. REVIEW**

Each graduate school should develop a School Plan along the lines outlined in section 2. Annually each school should report annually on the outcomes achieved against the Plan objectives, at the same time as the OPRs held in faculties.

If a school is deemed not to be performing against its School Plan, a recommendation should be made to PBC for its consideration, according to the Criteria for Disestablishment in section 7.1.

### **7.1 Criteria for Disestablishment of a Centre**

In determining whether the continuation of a graduate school within the University should be approved, the Planning and Budget Committee will take into account the advice of the Deputy Vice-Chancellor (Academic) and relevant Deans as to whether:

- the purposes and objectives of the school have been met,
- the school is continuing to provide a productive role in the University,
- the school continues to fit within the basic organisation structure of the University, and
- the school has a firm financial base.

### **7.2 Disestablishment Procedures**

Graduate schools will be disestablished by Council on the recommendation of Planning and Budget Committee after receiving advice from faculties.

November 2006