

## **DISCIPLINE PROFILE FOR THE POSITION OF LECTURER IN CHINESE**

### **PREAMBLE**

The discipline profiles for the School of Modern Languages fall into three groups : they relate to (a) established subject areas; (b) developing subject areas; and (c) the special field of continuing education in languages.

Thus, the statements for French, German and Chinese contain a very high degree of overlap, with some minor differences in emphasis that need to be maintained. On the other hand, the particular situation of Slavonic Studies, of Japanese and of Italian explains the much greater variety in the profiles from those disciplines. Again, the description of the duties of the Coordinator of the Continuing Education Program within the School must be specific to that post.

As a result of this diversity, it has not been possible or desirable to date to achieve a more fully integrated statement for the School, but that goal will continue to be pursued in later versions of the document.

No profiles have as yet been prepared for Modern Greek and Thai.

### **GENERAL**

Chinese as a discipline was established in 1979, and courses in language, literature and civilisation have been taught since that date.

### **QUALIFICATIONS**

Academic staff members within the Chinese discipline will normally be expected to have completed or to be in the final stages of preparing a doctorate or equivalent higher degree in some aspect of Sinology or modern Chinese studies. They will be fluent in the Chinese language (modern standard Chinese), both in its oral and its modern written forms; some proficiency in writing in the traditional literary medium (*wenyan*) may also be of some advantage. Their educational background would normally include some linguistic or philological training, and they would also have acquired a general acquaintance with Chinese culture and with Chinese society, either through a period of residence in a Chinese-speaking community or in some other way. In the case of native Chinese-speaking members of staff, other types of academic background may be appropriate, particularly when their role in providing a linguistic and cultural model or resource is taken into account. In general, however, one would expect such members of staff to be fully conversant with Western scholarship in their chosen field and capable of making a balanced contribution to academic life within the School and the University.

## **TEACHING**

Members of staff will also be expected to teach not only in their specialist area but also in the more general subject areas considered appropriate for undergraduate students. They will also normally be asked to teach some practical language classes and this will entail a regular schedule of marking of student assignments. The development of new units of study is commonly undertaken as a collaborative venture, particularly in the case of language units, and sole responsibility will not necessarily be the norm.

## **POSTGRADUATE TEACHING**

There is substantial demand for postgraduate places in Chinese, especially from native speakers of Chinese. The capacity to supervise theses and conduct seminars at the postgraduate level in both Chinese and English is highly desirable.

## **ADMINISTRATION**

Staff members will all undertake some responsibility for the overall organisation and coordination of at least one unit of study and for one or more aspects of the general administrative tasks related to the discipline area. They will take part in the planning and running of School affairs through the School committee structure. They will be encouraged to participate in University governance, both through membership of University committees and by other means.

## **COMMUNITY SERVICE**

As the Department of Chinese Studies aims to maintain strong links with the community (particularly through contacts with the secondary education system and public examination bodies and also through liaison with Chinese community organisations in Australia), members of staff will be encouraged to make a contribution in these areas of professional or social activity.

## **PROFESSIONAL COMPETENCE AND SCHOLARSHIP**

Members of staff will be expected to develop their professional competence through reading and personal or institutional contacts and also to keep up with the literature both of their general subject area and their special field. In Chinese studies, maintaining expertise and scholarship is time-consuming because of the necessity of preserving simultaneously a linguistic skill, a broad knowledge of a civilisation, and an at least elementary understanding of the methodologies of theoretical and applied linguistics together with those of other relevant disciplines such as anthropology, sociology, mass communications, philosophy, politics, history, and literary and cultural studies.

## **RESEARCH**

Staff will be encouraged to pursue their own original research, in areas related to Sinology or modern Chinese studies. Publication will conventionally be in book form or in refereed learned journals (in Australia, in China or in other countries). Increasingly, however, the range of respected publication outlets is broadening, with the development of civilisation studies, area studies, media studies, experiments in creative writing or the application of information technology to the discipline, together with varied types of interdisciplinary research. Joint authorship would most often imply equal contribution unless stated otherwise.

In Australian Chinese departments research output will need to be judged in terms of quality rather than quantity, as the special demands of second-language teaching continue severely to restrict the production by scholars in this discipline. Teaching loads in Chinese are normally heavy, in terms of class contact and marking, because of the small-group skills-based instruction that is the starting point of the discipline, and much of this teaching is only tenuously related to specific research interests. In addition, staff members are expected to be able to deal with a wide range of content-based courses, which again may have little direct connection with their particular research.

#### **APPLICATIONS FOR PROMOTION**

Applicants for promotion should pay particular attention to the range of weightings given various aspects of their work as they are set out in the current statement on the promotions procedures relevant to their case. Careful account should be taken of any apparent differences in emphasis between the discipline profile and the standard criteria for a particular grade. The areas of teaching and research, for instance, have commonly been seen from outside the School as appreciably more important than other contributions to the University and to the community.

#### **QUALIFICATIONS NORMALLY REQUIRED FOR PROMOTION TO, OR APPOINTMENT AS, LECTURER**

The spread of the teaching responsibilities of a Lecturer in Chinese is likely to be far broader than would be the case in a larger discipline area, where greater specialisation may be possible. At the same time they will no doubt be more closely involved in planning the overall offerings of the discipline and have higher levels of responsibility in the organisation of units at all levels.

Whilst this breadth of experience will be beneficial in terms of professional development, Lecturers will find that their teaching and administrative loads are very demanding. They will need to be aware of the special problems facing them in maintaining a balance between the various areas of their work and in giving due emphasis to their research activities in particular. Heads of Schools and senior members of staff have formal responsibilities in advising and assisting more junior colleagues.

It is important that Lecturers working towards promotion maintain their professional skills, develop their scholarship and pursue actively some form of research leading to publication. They should also ensure that their teaching is evaluated.

### Formal Qualifications

An applicant for a Lectureship in Chinese will normally be expected to have completed or to be in the final stages of preparing a doctorate or equivalent higher degree in Sinology or modern Chinese Studies.

### Research

An applicant for the position of Lecturer in Chinese should be able to demonstrate good research potential, usually in the form of several published articles, or, in exceptional cases, the publication of a book or monograph. In some cases a record of well-received conference papers may also be considered.

Applicants who are native speakers of Chinese should be able to demonstrate that they are fully conversant with Western scholarship in their chosen field.

### Linguistic and Cultural Skills

A Lecturer in Chinese will be fluent in the Chinese language (modern standard Chinese), both in its oral and its modern written forms. Such a person will be proficient in both the traditional full-form script and in modern simplified script. Some proficiency in writing in the traditional literary medium (*wenyan*) may also be of some advantage. Educational background will normally include some linguistic or philological training. Such a person would also have acquired a general acquaintance with Chinese culture and Chinese society, either through a period of residence in a Chinese-speaking community or in some other way.

A Lecturer in Chinese who is a native speaker of Chinese will be not only fluent in the Chinese language, but also, given their role in providing a linguistic and cultural resource, will be able to speak with a faultlessly standard accent. In addition to the criteria listed in the above paragraph, such a person will be fluent in written and spoken English, and will be able to demonstrate ability to lecture in English. Moreover, such a person will have acquired a general knowledge of Western society and culture, either in Australia or elsewhere.

### Teaching

A Lecturer in Chinese will not be expected to have had previous experience in teaching at tertiary level, although of course such experience would be valuable. Candidates for Lectureships will however be expected to demonstrate an awareness of language teaching issues as they apply to Chinese. Lecturers will be expected on appointment to participate in the full range of professional activities outlined above.

A candidate for promotion to a Lectureship will have established a sound reputation as a teacher, as demonstrated by thoroughness in classroom preparation, good management of classroom time, effective delivery and use of reading lists and other sources.

### Administration

Though on appointment an active participation in the full range of professional activities outlined above will be expected, a Lecturer in Chinese will not be expected to have had previous experience in administration.

A candidate for promotion to a Lectureship will have demonstrated the capacity to deal effectively and responsibly with administrative matters.

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## **DISCIPLINE PROFILE FOR THE POSITION OF SENIOR LECTURER IN CHINESE**

### **GENERAL**

Chinese as a discipline was established in 1979, and courses in language, literature and civilisation have been taught since that date.

### **QUALIFICATIONS**

Academic staff members within the Chinese discipline will normally be expected to have completed or to be in the final stages of preparing a doctorate or equivalent higher degree in some aspect of Sinology or modern Chinese studies. They will be fluent in the Chinese language (modern standard Chinese), both in its oral and its modern written forms; some proficiency in writing in the traditional literary medium (*wenyan*) may also be of some advantage. Their educational background would normally include some linguistic or philological training, and they would also have acquired a general acquaintance with Chinese culture and with Chinese society, either through a period of residence in a Chinese-speaking community or in some other way. In the case of native Chinese-speaking members of staff, other types of academic background may be appropriate, particularly when their role in providing a linguistic and cultural model or resource is taken into account. In general, however, one would expect such members of staff to be fully conversant with Western scholarship in their chosen field and capable of making a balanced contribution to academic life within the School and the University.

### **TEACHING**

Members of staff will also be expected to teach not only in their specialist area but also in the more general subject areas considered appropriate for undergraduate students. They will also normally be asked to teach some practical language classes and this will entail a regular schedule of marking of student assignments. The development of new units of study is commonly undertaken as a collaborative venture, particularly in the case of language units, and sole responsibility will not necessarily be the norm.

### **POSTGRADUATE TEACHING**

There is substantial demand for postgraduate places in Chinese, especially from native speakers of Chinese. The capacity to supervise theses and conduct seminars at the postgraduate level in both Chinese and English is highly desirable.

### **ADMINISTRATION**

Staff members will all undertake some responsibility for the overall organisation and coordination of at least one unit of study and for one or more aspects of the

general administrative tasks related to the discipline area. They will take part in the planning and running of School affairs through the School committee structure. They will be encouraged to participate in University governance, both through membership of University committees and by other means.

### **COMMUNITY SERVICE**

As the Department of Chinese Studies aims to maintain strong links with the community (particularly through contacts with the secondary education system and public examination bodies and also through liaison with Chinese community organisations in Australia), members of staff will be encouraged to make a contribution in these areas of professional or social activity.

### **PROFESSIONAL COMPETENCE AND SCHOLARSHIP**

Members of staff will be expected to develop their professional competence through reading and personal or institutional contacts and also to keep up with the literature both of their general subject area and their special field. In Chinese studies, maintaining expertise and scholarship is time-consuming because of the necessity of preserving simultaneously a linguistic skill, a broad knowledge of a civilisation, and an at least elementary understanding of the methodologies of theoretical and applied linguistics together with those of other relevant disciplines such as anthropology, sociology, mass communications, philosophy, politics, history, and literary and cultural studies.

### **RESEARCH**

Staff will be encouraged to pursue their own original research, in areas related to Sinology or modern Chinese studies. Publication will conventionally be in book form or in refereed learned journals (in Australia, in China or in other countries). Increasingly, however, the range of respected publication outlets is broadening, with the development of civilisation studies, area studies, media studies, experiments in creative writing or the application of information technology to the discipline, together with varied types of interdisciplinary research. Joint authorship would most often imply equal contribution unless stated otherwise.

In Australian Chinese departments research output will need to be judged in terms of quality rather than quantity, as the special demands of second-language teaching continue severely to restrict the production by scholars in this discipline. Teaching loads in Chinese are normally heavy, in terms of class contact and marking, because of the small-group skills-based instruction that is the starting point of the discipline, and much of this teaching is only tenuously related to specific research interests. In addition, staff members are expected to be able to deal with a wide range of content-based courses, which again may have little direct connection with their particular research.

### **APPLICATIONS FOR PROMOTION**

Applicants for promotion should pay particular attention to the range of weightings given various aspects of their work as they are set out in the current statement on the promotions procedures relevant to their case. Careful account should be taken of any apparent differences in emphasis between the discipline profile and the standard criteria for a particular grade. The areas of teaching and research, for instance, have commonly been seen from outside the School as appreciably more important than other contributions to the University and to the community.

### **QUALIFICATIONS NORMALLY REQUIRED FOR PROMOTION TO, OR APPOINTMENT AS, SENIOR LECTURER**

A Senior Lecturer in Chinese would normally be expected to have a solid research and publication record, to have well-developed skills and experience in teaching at tertiary level and to have made a sustained contribution to the administration of the department and the running of the School. This person should have demonstrated a capacity for serving as a senior member of the discipline and of the academic community. A record of community service of some kind is also desirable. Formal academic qualifications would normally include a completed higher degree.

A Senior Lecturer will have begun to publish regularly and will be pursuing a regular program of research in spite of the heavy demands of the classroom.

In teaching and administration, the range of responsibilities may well be similar to those already undertaken as a Lecturer. However, the Senior Lecturer should be ready to undertake a greater consultative and advisory role based on longer experience.

The difference between the rank of Senior Lecturer and Lecturer is — in a small discipline where tasks have to be evenly and broadly shared — not in the type of activities pursued, but in the greater command of the skills involved and in longer experience on which to draw. The Senior Lecturer has a role to play as professional example and as adviser to more junior staff.

Senior Lecturers working towards promotion should pay particular attention to developing their research record. Proven administrative capacities may also be demonstrated and continuing evaluation of teaching is to be encouraged.

### **FORMAL QUALIFICATIONS**

An applicant for appointment or promotion to a Senior Lectureship in Chinese will normally be expected to have completed a doctorate of equivalent higher degree in Sinology or modern Chinese Studies.

### **LINGUISTIC AND CULTURAL SKILLS**

A Senior Lecturer in Chinese will be fluent in the Chinese language (modern standard Chinese), both in its oral and its modern written forms. Such a person

will be proficient in both the traditional full-form script and in modern simplified script. Some proficiency in writing in the traditional literary medium (*wenyan*) may also be of some advantage. Educational background will normally include some linguistic or philological training. Such a person would also have acquired a general acquaintance with Chinese culture and Chinese society, either through a period of residence in a Chinese-speaking community or in some other way.

A Senior Lecturer in Chinese who is a native speaker of Chinese will be not only fluent in the Chinese language, but also, given their role in providing a linguistic and cultural resource, will be able to speak with a faultlessly standard accent. In addition to the criteria listed in the above paragraph, such a person will be fluent in written and spoken English, and will be able to demonstrate ability to lecture in English. Moreover, such a person will have acquired a general knowledge of Western society and culture, either in Australia or elsewhere.

### **RESEARCH AND PUBLICATION**

A Senior Lecturer in Chinese would normally be expected to have a solid record of research and publication, and to be able to demonstrate the capacity for making a sustained and significant contribution to scholarship. This will normally be demonstrated by a record of scholarly publication, pre-eminently in the form of articles in refereed journals or in scholarly books and monographs, but also in the form of conference papers, book editorship, and research notes. Other kinds of output, such as creative writing, book reviews, articles for newspapers and the popular press, and contributions to radio and television may also serve as evidence of scholarly activity.

Academic writing in Sinology and Chinese Studies varies greatly, from brief research notes to substantial essays, and the amount of time required to produce an article also varies. What is relevant therefore is quality rather than quantity.

### **TEACHING**

A candidate for promotion to a Senior Lectureship will normally have established a sound reputation as a teacher, as demonstrated by thoroughness in classroom preparation, good management of classroom time, effective delivery and use of reading lists and other resources.

The range of responsibilities of a Senior Lecturer may well be similar to those already undertaken as a Lecturer. However, the Senior Lecturer should be ready to undertake a greater consultative and advisory role based on longer experience.

### **ADMINISTRATION**

Administrative duties, in the broader sense, will probably have been undertaken outside the department : this may be either within the University through service on committees or other channels, or beyond the University, in areas of community service, particularly with relevance to secondary-school Chinese studies. High-level consultancy work, professional interpreting and translation

activity, and contributions to the media are other avenues for professional development and community service.

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## **DISCIPLINE PROFILE FOR THE POSITION OF ASSOCIATE PROFESSOR IN CHINESE**

### **GENERAL**

Chinese as a discipline was established in 1979, and courses in language, literature and civilisation have been taught since that date.

### **QUALIFICATIONS**

Academic staff members within the Chinese discipline will normally be expected to have completed or to be in the final stages of preparing a doctorate or equivalent higher degree in some aspect of Sinology or modern Chinese studies. They will be fluent in the Chinese language (modern standard Chinese), both in its oral and its modern written forms; some proficiency in writing in the traditional literary medium (*wenyan*) may also be of some advantage. Their educational background would normally include some linguistic or philological training, and they would also have acquired a general acquaintance with Chinese culture and with Chinese society, either through a period of residence in a Chinese-speaking community or in some other way. In the case of native Chinese-speaking members of staff, other types of academic background may be appropriate, particularly when their role in providing a linguistic and cultural model or resource is taken into account. In general, however, one would expect such members of staff to be fully conversant with Western scholarship in their chosen field and capable of making a balanced contribution to academic life within the School and the University.

### **TEACHING**

Members of staff will also be expected to teach not only in their specialist area but also in the more general subject areas considered appropriate for undergraduate students. They will also normally be asked to teach some practical language classes and this will entail a regular schedule of marking of student assignments. The development of new units of study is commonly undertaken as a collaborative venture, particularly in the case of language units, and sole responsibility will not necessarily be the norm.

### **POSTGRADUATE TEACHING**

There is substantial demand for postgraduate places in Chinese, especially from native speakers of Chinese. The capacity to supervise theses and conduct seminars at the postgraduate level in both Chinese and English is highly desirable.

### **ADMINISTRATION**

Staff members will all undertake some responsibility for the overall organisation and coordination of at least one unit of study and for one or more aspects of the

general administrative tasks related to the discipline area. They will take part in the planning and running of School affairs through the School committee structure. They will be encouraged to participate in University governance, both through membership of University committees and by other means.

### **COMMUNITY SERVICE**

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### **PROFESSIONAL COMPETENCE AND SCHOLARSHIP**

Members of staff will be expected to develop their professional competence through reading and personal or institutional contacts and also to keep up with the literature both of their general subject area and their special field. In Chinese studies, maintaining expertise and scholarship is time-consuming because of the necessity of preserving simultaneously a linguistic skill, a broad knowledge of a civilisation, and an at least elementary understanding of the methodologies of theoretical and applied linguistics together with those of other relevant disciplines such as anthropology, sociology, mass communications, philosophy, politics, history, and literary and cultural studies.

### **RESEARCH**

Staff will be encouraged to pursue their own original research, in areas related to Sinology or modern Chinese studies. Publication will conventionally be in book form or in refereed learned journals (in Australia, in China or in other countries). Increasingly, however, the range of respected publication outlets is broadening, with the development of civilisation studies, area studies, media studies, experiments in creative writing or the application of information technology to the discipline, together with varied types of interdisciplinary research. Joint authorship would most often imply equal contribution unless stated otherwise.

In Australian Chinese departments research output will need to be judged in terms of quality rather than quantity, as the special demands of second-language teaching continue severely to restrict the production by scholars in this discipline. Teaching loads in Chinese are normally heavy, in terms of class contact and marking, because of the small-group skills-based instruction that is the starting point of the discipline, and much of this teaching is only tenuously related to specific research interests. In addition, staff members are expected to be able to deal with a wide range of content-based courses, which again may have little direct connection with their particular research.

### **APPLICATIONS FOR PROMOTION**

Applicants for promotion should pay particular attention to the range of weightings given various aspects of their work as they are set out in the current statement on the promotions procedures relevant to their case. Careful account should be taken of any apparent differences in emphasis between the discipline profile and the standard criteria for a particular grade. The areas of teaching and research, for instance, have commonly been seen from outside the School as appreciably more important than other contributions to the University and to the community.

#### **QUALIFICATIONS NORMALLY REQUIRED FOR PROMOTION TO, OR APPOINTMENT AS, ASSOCIATE PROFESSOR**

An Associate Professor in Chinese would normally be expected to have a very strong research and publication record, to have considerable experience in teaching and to have a sustained record of contribution to administration and community service. Formal academic qualifications would be those already necessary in most cases for promotion to Senior Lecturer.

In research, this person will have gone beyond establishing credentials in publication and will be seen as a recognised scholar in a particular specialty. The mark of a potential Associate Professor will be regular and continuing publication (an article or major paper each year on average — a book-length study may take a decade), rather than a long list of titles. An Associate Professor in the discipline will have come to terms with the restrictions imposed by heavy teaching loads and will have found a way to combine excellence in a range of types of teaching with a respected research record.

This person will normally have played an important role in administration : there will usually have been responsibilities in organising and advising more junior members of staff and in accepting delegated responsibilities from the Head of Department or Head of School. In a small, democratically-run department Studies, however, responsibilities will tend to be less hierarchically organised than is possible in larger units, and it may be difficult to define with precision what tasks would necessarily be those of an Associate Professor.

A continuing commitment to community involvement may well have led to a strong presence in language education activities, in translation and interpreting services or in contributions to the media. On the other hand, a demanding research program and heavy teaching and administrative loads may have made it necessary to curtail outside activities from time to time.

In all these areas, the difference between what may be asked of a Senior Lecturer and what may be asked of an Associate Professor does not seem to be essentially one of kind. It is rather a matter of a reputation having been clearly established and a regular and continuing record of achievement having been documented.

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