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UNIVERSITY OF
CAMBRIDGE

NOTICES**Calendar**

7 June, *Tuesday*. Discussion at 2 p.m. in the Senate-House (see below).

10 June, *Friday*. Full Term ends.

15 June, *Wednesday*. Congregation of the Regent House at 2.45 p.m. (Honorary Degrees).

18 June, *Saturday*. Easter Term ends.

Discussions at 2 p.m.

7 June

5 July

Congregations

15 June, *Wednesday at 2.45 p.m.* (Honorary Degrees)

22 June, *Wednesday at 10 a.m.* (General Admission)

23 June, *Thursday at 10 a.m.* (General Admission)

24 June, *Friday at 10 a.m.* (General Admission)

25 June, *Saturday at 10 a.m.* (General Admission)

15 July, *Friday at 10 a.m.*

16 July, *Saturday at 10 a.m.*

Notice of a Discussion on Tuesday, 7 June 2016

The Vice-Chancellor invites those qualified under the regulations for Discussions (*Statutes and Ordinances*, p. 107) to attend a Discussion in the Senate-House, on Tuesday, 7 June 2016, at 2 p.m. for the discussion of:

1. Report of the Council, dated 16 May 2016, on the financial position and budget of the University, recommending allocations from the Chest for 2016–17 (*Reporter*, 6426, 2015–16, p. 525).
2. Report of the Council, dated 16 May 2016, on revised governance arrangements for the development of the West and North West Cambridge sites (*Reporter*, 6426, 2015–16, p. 545).
3. Joint Report of the Council and the General Board, dated 16 May 2016 and 27 April 2016, on the public display of Class-lists and related matters (*Reporter*, 6426, 2015–16, p. 547).

Notice of benefactions

30 May 2016

The Vice-Chancellor gives notice that he has accepted with gratitude:

- (a) a benefaction of £1.5m from the Hatton Trust, payable over six years, to establish an endowment fund to support a Hatton Lectureship in Philosophy of Life Sciences in the Department of the History and Philosophy of Science. The Council is submitting a Grace to the Regent House for the approval of regulations to govern the Hatton Philosophy of Life Sciences Fund (Grace 3, p. 600);
- (b) a benefaction of £475,000 from Mr Thomas C. H. Chan and Mrs Grace Chan, the final half of which will be paid in December 2016, which will be added to the Grace and Thomas C. H. Chan Scholarship Fund (*Statutes and Ordinances*, p. 766). An amendment to the regulations for the Fund is being proposed to extend the scholarships awarded by the Fund to students from the Hong Kong Special Administrative Region and the Republic of China (Grace 4, p. 601).

Professorial Pay Review 2014

1 June 2016

The Vice-Chancellor, in accordance with Annex 7 of the Second Joint Report of the Council and General Board on a New Pay and Grading Structure for Non-Clinical Staff (*Reporter*, 6002, 2004–05, p. 745), and with the assistance of an Advisory Committee comprising Sir Graeme Davies (Chair), Professor Sir Adrian Bird (Buchanan Professor of Genetics, University of Edinburgh), Professor Dame Marilyn Strathern (Emeritus Professor of Social Anthropology, University of Cambridge), Professor Nigel Vincent (Professor Emeritus of General and Romance Linguistics, University of Manchester), Professor Sir David Wallace (Master, Churchill College) and Professor Peter Wells (Distinguished Research Professor, University of Cardiff), carried out an assessment of applications for a review of professorial pay received from eligible Professors. The Advisory Committee was assisted by School-level Committees which undertook the initial assessment of applications in Bands 1 and 2 (the membership of those Committees is noted below). Progression within and between bands is not automatic and is based on contribution, as described in Annex 7 of the Joint Report, and assessed through a biennial review process. The Vice-Chancellor has informed all applicants of the outcome of this review.

The following table summarizes the original distribution of Professorships across the Schools, and within each band, as at 1 October 2014.

<i>School</i>	<i>Band 1</i>		<i>Band 2</i>		<i>Band 3</i>		<i>Band 4</i>		<i>Total</i>	
	M	F	M	F	M	F	M	F	M	F
Arts and Humanities	32	6	14	5	7	1	0	0	53	12
Biological Sciences	33	15	21	8	6	1	5	0	65	24
Clinical Medicine	9	4	4	2	3	2	1	0	17	8
Humanities and Social Sciences	37	12	25	6	8	2	0	1	70	21
Physical Sciences	82	9	27	3	15	0	4	1	128	13
Technology	46	3	30	0	11	1	0	1	87	5
TOTAL	239	49	121	24	50	7	10	3	420	83
% of Total*	57%	59%	29%	29%	12%	8%	2%	4%		

* Percentage in each band as a proportion of the Total column: e.g. 29% of male Professors are in Band 2; 8% of female Professors are in Band 3.

Awards

The number of awards made as a result of this exercise is shown in the table below. Where any individuals were placed in a higher band as a result of the review, the table reflects their new banding.

<i>School</i>	<i>Eligible</i>		<i>Applied</i>		<i>Band 1</i>		<i>Band 2</i>		<i>Band 3</i>		<i>Band 4</i>		<i>Total</i>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Arts and Humanities	53	12	23	3	5	2	9	0	3	1	1	0	18	3
Biological Sciences	65	24	29	14	6	7	9	4	3	1	5	1	23	13
Clinical Medicine	17	8	4	5	1	0	0	1	1	3	1	1	3	5
Humanities and Social Sciences	70	21	30	10	10	3	10	1	5	3	0	1	25	8
Physical Sciences	128	13	51	8	21	5	11	3	7	0	4	0	43	8
Technology	87	5	34	2	12	1	10	0	7	0	2	0	31	1
TOTAL	420	83	171	42	55	18	49	9	26	8	13	3	143	38

Note: In accordance with Schedule 4 (Phasing out of Market Supplements) of the Joint Report of the Council and the General Board on amendments to the pay and grading scheme for non-clinical staff following the Second Joint Report of 25 July 2005 (*Reporter*, 6302, 2012–13, p. 423), eligible Professors in receipt of a market supplement were encouraged to apply to the 2014 professorial pay review.

Membership of the School-level Committees

Arts and Humanities: Professor Martin Millett (Chair), Head of School; Professor David Ford, Faculty of Divinity; Professor Nick Cook, Faculty of Music; Professor Simon Franklin, Faculty of Modern and Medieval Languages; Professor Rae Langton, Faculty of Philosophy; and Professor Nigel Vincent (University of Manchester).

Biological Sciences: Professor Duncan Maskell (Chair), Head of School; Professor Michal Akam, Department of Zoology; Professor Ottoline Leyser, Sainsbury Laboratory; Professor Stephen Oliver, Department of Biochemistry; Professor Trevor Robbins, Department of Psychology; and Professor Sir Adrian Bird (University of Edinburgh).

Clinical Medicine: Professor Patrick Maxwell, (Chair), Head of School; Professor John Danesh, Department of Public Health and Primary Care; Professor Gillian Griffiths, Institute of Metabolic Science; Professor Paul Luzio, Cambridge Institute for Medical Research; Professor Sylvia Richardson, Institute of Public Health; and Professor Sir Adrian Bird (University of Edinburgh).

Humanities and Social Sciences: Professor Martin Daunton (Chair), Head of School; Professor Andrew Gamble, Department of Politics and International Studies; Professor Oliver Linton, Faculty of Economics; Professor Joel Robbins, Department of Archaeology and Anthropology; Professor Sarah Worthington, Faculty of Law; and Professor Dame Marilyn Strathern (Emeritus Professor of Social Anthropology, University of Cambridge).

Physical Sciences: Professor Rob Kennicutt (Chair), Head of School; Professor Ash Amin, Department of Geography; Professor Dame Athene Donald, Department of Physics; Professor John Pyle, Department of Chemistry; Professor David Spiegelhalter, Department of Pure Mathematics and Mathematical Statistics; and Professor Sir David Wallace (Master, Churchill College).

Technology: Professor Richard Prager (Chair), Head of School; Professor Dame Ann Dowling, Department of Engineering; Professor Lynn Gladden, Department of Chemical Engineering and Biotechnology; Professor Andrew Hopper, Computer Laboratory; Professor Christoph Loch, Judge Business School; and Professor Peter Wells (University of Cardiff).

Naming of roads and student accommodation on the West Cambridge and North West Cambridge sites

30 May 2016

In accordance with the principles for the naming of roads, neighbourhoods, and buildings on the West and North West Cambridge sites (*Reporter*, 6350, 2013–14, p. 610), the Council, on the recommendation of the West and North West Cambridge Estates Syndicate, has approved the following list of names for roads on the West and North West Cambridge sites, for allocation by the Syndicate, in addition to those previously approved (*Reporter*, 6372, 2014–15, p. 334). Further information is available at: <http://www.nwcambridge.co.uk/consultation-street-naming.php>.

Ayrton	Hogwood	Murray	Stanford
Bradbrook	Housman	Plath	Swirles
Cornford	Kaldor	Ramsey	Widdowson
Davies	Kreisel	Ridgeway	Williams
Dobb	Lewis	Robinson	Wittgenstein
Donne	Marlowe	Scott	
Farman	Meade	Skeat	
Forster	Murdoch	Slater	

The Council, on the recommendation of the West and North West Cambridge Estates Syndicate, has also approved the name Swirles for the student accommodation known as Lot 5 on the North West Cambridge site.

Stipends of the holders of clinical academic offices and payment for clinical responsibility

30 May 2016

Agreement has been reached on the salary arrangements for clinical academic staff with effect from 1 April 2016. Following a recent meeting of the Board of the Universities and Colleges Employers Association, the Clinical Academic Staff Salaries Committee has agreed to translate the award of the Doctors' and Dentists' Review Body into the salaries of clinical academic staff. The increase, from 1 April 2016, is one percent (1%) on the scale points for Consultants and Clinical Lecturers. In addition, those clinical academics who have reached the top of the scale on or before the 31 March 2014 will receive a non-consolidated payment of one percent (1%) with effect from 1 April 2016 and ending on 31 March 2017.

In accordance with the principle that the remuneration of clinical academic staff in Cambridge should be broadly comparable with that of equivalent staff in other UK medical schools, the General Board has agreed to approve revised stipends and scales of stipends for clinical appointments in Cambridge. In addition the General Board has agreed to approve a non-consolidated non-pensionable payment of one percent (1%) of basic salary for those clinical academics on the top point of the scale on 31 March 2014, payable in monthly instalments from 1 April 2016 until 31 March 2017. The figures currently shown in Schedule II to the regulations for stipends (*Statutes and Ordinances*, p. 657) are replaced with effect from 1 April 2016, and are as follows:

For Clinical Lecturers on the equivalent of the NHS Specialist Registrar scales (pre-2009)

Clinical Lecturer £31,614 by ten increments to £54,741

For Clinical Lecturers on the equivalent of the NHS Specialty Registrar scales (post-2009)

Clinical Lecturer £32,156 by ten increments to £56,875

The offices of Clinical Sub-Dean in the Faculty of Clinical Medicine, Director and Assistant Director of Studies in General Practice are part-time and stipends are determined by local agreement, with reference to the appropriate full-time Consultant salary.

The Board has also approved the following basis for calculating rates of payment for clinical responsibility for University officers with honorary NHS contracts as Consultants:

New (2003) Consultant contract:

If the integrated job plan and the honorary Consultant contract agreed with the NHS covers not less than ten Programmed Activities a week, the annual pensionable payment for clinical responsibility will amount to the difference between the officer's prime stipend and her or his notional place on the NHS full-time Consultant salary scale.

That scale is:

With effect from 1 April 2016: £76,001, £78,381, £80,761, £83,141, £85,514, £91,166, £96,819, £102,465.

Pre-2003 Consultant contract:

If the honorary Consultant contract agreed with the NHS covers not less than six NHS sessions a week, the annual pensionable payment for clinical responsibility will amount to the difference between the officer's prime stipend and her or his notional place on the NHS full-time Consultant salary scale.

That scale is:

With effect from 1 April 2016: £63,102, £67,617, £72,133, £76,649, £81,798.

Retrospectivity concerning the LL.M. Degree

The Registry gives notice that, under Regulation 9 for Supplicats (*Statutes and Ordinances*, p. 178; see *Reporter*, 5234, 1984–85, p. 38), the following holders of the LL.B. Degree, who satisfied the Examiners for the LL.B. Examination before 1 October 1982, have now been redesignated as holders of the LL.M. Degree:

This content has been removed as it contains personal information protected under the Data Protection Act.

VACANCIES, APPOINTMENTS, ETC.

Vacancies in the University

A full list of current vacancies can be found at <http://www.jobs.cam.ac.uk/>.

University Lecturer in the Internet of Things in the Department of Engineering; salary: £38,896–£49,230; closing date: 25 July 2016; further particulars: <http://www.jobs.cam.ac.uk/job/9689/>; quote reference: NM08518

University Organist; tenure: part-time from 1 October 2016; stipend: £2,918; informal enquiries: Tim Milner, Ceremonial Officer, Vice-Chancellor's Office, The Old Schools (email: tnm22@cam.ac.uk or tel.: 01223 330260); closing date: 10 June 2016; further particulars: <http://www.jobs.cam.ac.uk/job/10515/>; quote reference: AJ09257

The University values diversity and is committed to equality of opportunity.

The University has a responsibility to ensure that all employees are eligible to live and work in the UK.

NOTICES BY FACULTY BOARDS, ETC.

Geographical Tripos, Parts IB and II, 2017

The Faculty Board for Earth Sciences and Geography gives notice that, for the examination for Part IB and for Part II of the Geographical Tripos to be held in 2017, the papers to be offered will be examined as shown in the tables below.

In these tables, the following terms are defined:

1. **‘Two+1 examination’**: The assessment of such papers will consist of a conventional two-hour examination in which candidates will be asked to attempt two questions from a choice of not fewer than six questions. The papers will be undivided. In addition, there will be assessed coursework to be submitted not later than the division of the Easter Term in the year of the examination. The nature of the coursework required will be determined by the University Teaching Officer responsible for the co-ordination of the course, who will provide written details of the procedures which will be followed. The coursework will be equivalent to one question in quantity and for assessment in determining an overall mark for the paper.
2. **‘Three-hour examination’**: The papers will be examined by a conventional unseen three-hour examination in which candidates will be asked to attempt three questions from a choice of not fewer than nine questions. The papers will be undivided.

PART IB

<i>Paper No.</i>	<i>General titles</i>	<i>Courses offered 2016–17</i>	<i>Mode of assessment</i>
1	Living with global change	Part i: Core ideas Part ii: Core themes Part iii: Core skills	Two+1 examination
2	Human geography I	Austerity and affluence	Two+1 examination
3	Human geography II	Development theories, policies, and practices	Two+1 examination
4	Human geography III	Citizenship, cities, and civil society	Two+1 examination
5	Physical and environmental geography I	Environmental systems and processes	Two+1 examination
6	Physical and environmental geography II	Glacial processes	Two+1 examination
7	Physical and environmental geography III	Biogeography	Two+1 examination

PART II

<i>Paper No.</i>	<i>General titles</i>	<i>Courses offered 2016–17</i>	<i>Mode of assessment</i>
1	A prescribed topic or topics in human geography I	The geographies of global urbanism	Three-hour examination
2	A prescribed topic or topics in human geography II	Geographies of the Arctic	Two+1 examination
3	A prescribed topic or topics in human geography III	Political ecology in the global south	Three-hour examination
4	A prescribed topic or topics in human geography IV	The political geography of postcolonialism	Three-hour examination
5	A prescribed topic or topics in geography I	Changing cultures of risk	Three-hour examination
6	A prescribed topic or topics in geography II	Political appetites: geographies of food and power	Three-hour examination
7	A prescribed topic or topics in geography III	Historical demography	Two+1 examination
8	A prescribed topic or topics in geography IV	The glacial and quaternary record	Two+1 examination
9	A prescribed topic or topics in physical geography I	Glaciology	Three-hour examination
10	A prescribed topic or topics in physical geography II	Volcanology	Three-hour examination
11	A prescribed topic or topics in physical geography III	Muddy coasts and estuaries	Two+1 examination
12	A prescribed topic or topics in physical geography IV	Biogeography: biological processes and environmental change	Two+1 examination

History of Art Tripos, Part I

(*Statutes and Ordinances*, p. 331)

With effect from 1 October 2016

The Faculty Board of Architecture and History of Art has approved amendments to the Supplementary Regulations for the Tripos in order that papers 2, 3, 4, and 5 are no longer divided, but each taught over two terms; and in order that improved coherence between papers is provided.

SUPPLEMENTARY REGULATIONS

PART I

Papers 2 and 3. The making of art

By amending the Supplementary Regulation so as to read:

These papers are concerned with painting and sculpture; the Faculty Board may prescribe specified artists, or specified subjects or periods, for special study. The course deals with the processes and attitudes which have shaped the world of images, such as methods and materials, the creative process, and notions of quality and taste, as well as the reproduction of images. The course introduces students to such questions, and focuses on specific artists, periods, and traditions. It covers various topics, such as techniques and materials, classical sculpture and its legacy, and more modern developments.

Papers 4 and 5. The meaning of architecture and art

By amending the Supplementary Regulation so as to read:

The course for these papers deals with traditions of representation and architectural meaning; the Faculty Board may prescribe specified artists or periods for special study. The course aims to provide an awareness of changing attitudes to architecture and art in Western Europe. Emphasis is placed on close critical study of a range of key examples, as well as their context. It covers various topics in the study of the visual arts, focusing on the content and interpretation of the figurative arts. It also covers areas such as the theory and use of classical orders, building typology, and the relationship between design and construction.

The Faculty Board of Architecture and History of Art is satisfied that no candidate's preparation for the examination will be adversely affected.

History of Art Tripos, 2016–17, Parts IIa and IIb: special subjects

The Faculty Board of Architecture and History of Art gives notice of the special subjects for the History of Art Tripos, 2016–17. The Board shall have the power of subsequently issuing amendments if they have due reason for doing so, and if they are satisfied that no student's preparation for the examination is adversely affected (*Statutes and Ordinances*, p. 331, Regulation 11(b)).

Paper 5/6. Gothic art and architecture in France, 1100–1300

This special subject examines the exceptionally fertile period of French medieval art and architecture between the era of monastic reform and the end of the building boom at the end of the 13th century. Starting with Romanesque art in such areas as Normandy and Burgundy, it will examine the major sources of art comment in the 12th century including the writings of St Bernard and Abbot Suger. The Parisian art milieu c. 1150, including Saint-Denis, will act as a springboard to further consideration of the development of Gothic architecture in northern and eastern France (Notre-Dame, Paris, Laon, Soissons, Chartres, Bourges etc.). Developments in metalwork and portal sculpture will be considered, and also illumination. High Gothic (Reims, Amiens) will follow, with consideration of the portfolio of Villard d'Honnecourt. The Parisian milieu will then be returned to with examination of Gothic architecture and 'scholasticism', the Sainte-Chapelle and Court art under Louis IX and the emergence of Rayonnant. Issues for discussion will include Gothic sculpture, theology and 'moralitas', the reception of French art and architecture in Western Europe more generally, and the loss of authority of French architecture to the geographical 'margins' from 1300.

Paper 7/8. English Renaissance art and architecture

The reigns of Elizabeth I and James I saw an unprecedented flourishing of the visual arts in England. In this era of political and religious instability, English artists and patrons experimented with new forms and motifs, forging a unique and idiosyncratic style. Yet this was an art full of contradictions: it revelled in a revived medieval chivalry while grappling enthusiastically with classicism, celebrated grandeur in the country house and royal portrait while embracing the intimacy of the portrait miniature. This special subject will examine the tensions and pluralism of English art c. 1550–1625, paying close attention to the social and cultural contexts that framed and shaped it. We will study panel painting and limning, architecture, sculpture, printmaking, the luxury arts, and the court masque alongside the period developments in literature and theatre with which they were imbricated. The complexities and significance of gender (particularly under Elizabeth), religious confession, and courtly self-fashioning for the arts will be addressed. Throughout, English art's relationship to continental models – at the time and in subsequent historiography – will be critically assessed, as will its connection to the idea of Renaissance.

Paper 9/10. Paris 1750–1800: the birth of the modern art world

Many of the features that characterize the modern art world have their origins in Paris in the years 1750–1800. They include the birth of the public art gallery, in the Palais du Luxembourg and the Louvre, the rise of a new, articulate middle-class public of art lovers, critics, and painters, or the development of new venues to discuss art, such as the Salons. The works of Winckelmann were published in French translation immediately after their first appearance in German; the rediscovery of Herculaneum and Pompei had a great impact on the development of neo-classicism and the new discipline of archaeology; the disputes caused by the rediscovery of Paestum led to radical new assessments of the value of classical art for the present. At the same time, critics, artists, and the public were obsessed with the art and art politics of the Grand Siècle. A common theme that links all these developments is the emergence of an educated, articulate public as a main actor in the Paris art world. In this course we will investigate how these developments interacted to make Paris c. 1750 the place where the modern art world was born; in particular, we will consider how these, often conflicting, developments manifested themselves around a series of public debates, from the disputes caused by the rediscovery of Paestum and Pompei to the design of the church of Sainte Geneviève, subsequently the Panthéon; or the debates that surrounded the transformation of the Louvre from a palace for an absent king to the first public museum; the new artists and audiences that met in the Salons; or the debates caused by the publication of Winckelmann's *History of Classical Art*.

Paper 11/12. Italian art and architecture in the age of Giotto

Italy's artistic culture underwent a revolution in the decades around 1300 – a seismic shift towards more naturalistic modes of representation most strongly associated with Giotto di Bondone (c. 1267–1337). This course disentangles the Florentine master from Vasarian myth and modern attribution debates, reassessing his achievements within the context of his own time. We consider Giotto alongside other leading painters (his Florentine compatriot Cimabue and the Siennese Duccio, Simone Martini, and both Lorenzetti) as well as the architect-sculptor Arnolfo di Cambio, setting them against the dynamic backdrop of Tuscany's burgeoning urban centres (Florence, Siena, Pisa). We explore links between art and literature, especially through the poetry of Dante, and the emergence of pictorial allegory capable of communicating complex philosophical and political concepts. Beyond Tuscany, the course examines several other major artistic centres where Giotto worked: Rome, where the papacy energetically renewed the eternal city's early Christian past; Assisi, headquarters of the Franciscan Order and site of the peninsula's most intensive concentration of fresco cycles; Padua, where the university encouraged artists to engage with classical antiquity and the new science of optics; and Naples, whose Angevin kings refashioned their southern capital with Gothic architecture imported from France.

Paper 13/14. The poetics and politics of Surrealism

This course will cover the history of the Surrealist movement from its birth in Paris in 1924 to the dissolution of 'historical Surrealism' in 1969. It will focus on the developments of Surrealism during this fascinating period of French history and explore its revolutionary role in art, literature, and politics in France in the inter- and post-war years: from its birth in the aftermath of World War I, to its engagement with Marxism and psychoanalysis in the 1930s, to its exile in New York during World War II, to its post-war international exhibitions. Students will be encouraged to examine Surrealist art from a number of thematic perspectives – including desire, mythology, occultism, and utopianism, and to generally consider the relationship between Surrealist art and politics (gender, racial, and national) so that its successes and failures, and its legacy today, can be critically assessed.

Paper 15/16. Painting and patronage in Imperial Russia

From the reign of Peter the Great (1682–1725), artistic practice in Russia underwent a period of remarkably accelerated development, complementing the long-standing tradition of icon painting with a wealth of experimentation in secular art. At the same time, the country acquired art collections of international repute, thanks to the activities of patrons as ambitious as Catherine the Great. This course examines the vibrant visual culture which resulted, from the imposing portraits of the eighteenth-century court, to the iconoclastic antics of the pre-Revolutionary avant-garde. By focusing both on painters unfamiliar in the West and on works as canonical as Malevich's Black Square, the course will challenge standard interpretations of the modernist mainstream, and consider the role which Russia played in the wider development of Western European art.

Paper 17/18. Art against the world: visual art 1960–now

Against the perceived complacency of post-war modernist painting, movements like Pop Art, Fluxus, and Conceptual Art renewed the promise of the early 20th century avant-gardes. Again, art was to dismantle or at least resist culturally dominant patterns of thinking and doing. The lectures will critically examine how these ambitions played out over the next 50 years. We will interrogate three ideas that have informed recent artistic production: (i) that art can offer a critique of consumer culture; (ii) that it can offer new models for political action; and (iii) that it advances its own forms of thought and knowledge. Emphasis will be placed on recent forms such as installation, performance, and video, from their beginnings in the American and European context to their apogee in the contemporary, global art world. In recognition of the fluidity of the canon of recent art, students will be especially encouraged to tackle case studies beyond those used in the lectures.

Paper 19/20. British architecture in the age of enlightenment, industry, and reform

The century from c. 1750 to c. 1850 was one of almost unprecedented development in British architecture. New relationships with the ruined buildings of the ancient Græco-Roman world emerged in response to the effects of the Grand Tour and of the incipient science of archaeology, while an indigenous antithesis was represented by surviving or revived Gothic forms. The ideologies of the Picturesque and of Romanticism incorporated both classicism and medievalism, as well as more exotic forms of architecture inspired by Britain's trading links with the Far East. This was also the period in which Britain emerged as the world's first industrial nation, leading not just to new building materials and building types but also to rapid expansion of cities. In this special subject, the architectural effects of changing political and social imperatives in the late eighteenth and early nineteenth centuries will be studied against the background of longstanding British traditions in building and landscape design.

Paper 21/22. From amateurs to museums: collectors, collections, and displays of Islamic art

This course offers a broad examination of the emergence and development of the field of Islamic art from the 19th to the 21st century. It will begin with an exploration of the rich artistic output of individuals like Owen Jones and Jules Bourgoïn whose borrowings of patterns from sites like the Alhambra almost instantaneously sparked global interest in Islamic ornament and architecture. The course will go on to examine the effects of these discoveries on artisanal productions worldwide and their role in major movements such as the Arts and Crafts and Art Nouveau. It will navigate through the rooms of collectors like Frederic Leighton and Albert Goupil, look closely at the Orientalist oeuvre of artists like Jean-Léon Gérôme and his one-time disciple Osman Hamdi Bey, and cast a critical eye on modern modes of displaying Islamic art in exhibitions and museums. Through these examples, participants will have the opportunity to discuss such concepts as Orientalism and Islamic aniconism and look in depth at the complicated history of archaeology and the circulation of objects that affected the formation of the field. The course will include visits to the Fitzwilliam Museum to study its Islamic art collections onsite.

Human, Social, and Political Sciences Tripos, Part II, 2015–16

The Faculty Board of Human, Social, and Political Science gives notice of a correction to the form and conduct of two of the papers listed for the Human, Social, and Political Sciences Tripos, Part II for the examination in 2015–16 (*Reporter*, 6395, 2014–15, p. 824). The text should have read as follows:

Paper ARC7. Archaeological theory and practice II

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a report on summer fieldwork worth 20% of the overall mark.

Paper ARC30. Ancient India II: Early historic cities of South Asia

The examination for this paper will take the form of a three-hour examination paper, worth 70% of the overall mark, and two essays each worth 15% of the overall mark.

The Faculty Board is satisfied that no candidate's preparation for the examination will be adversely affected.

FORM AND CONDUCT OF EXAMINATIONS, 2016–17

Notices by Faculty Boards, or other bodies concerned, of changes to the form and conduct of certain examinations to be held in 2016–17, by comparison with those examinations in 2015–16, are published below. Complete details of the form and conduct of all examinations are available from the Faculties or Departments concerned.

Human, Social, and Political Sciences Tripos, Part II, 2016–17

The Faculty Board of Human, Social, and Political Science gives notice of the following papers which are offered, and those which are not offered, for Part II of the Human, Social, and Political Sciences Tripos in the academical year 2016–17.

Papers ARC2, ARC4, and ARC5 are Part I papers that may be taken by certain Part II students.

ARCHAEOLOGY PAPERS

ARC2. Archaeology in action I (also serving as Paper 012 of the Classical Tripos)

This paper will be assessed by three pieces of coursework, counting for 30% of the final mark, and one three-hour examination, counting for 70% of the final mark. The examination will be divided into two parts. Candidates will be required to answer five of eight short answer questions in the first part, and they will be required to answer two of eight long answer (essay) questions in the second part. The short answer questions will be worth 40% of the final examination mark, and each of the long answer (essay) questions will be worth 30% of the final examination mark.

ARC4. Akkadian language I

This paper will be assessed solely by a three-hour examination. Candidates must answer all questions. The number of questions may vary from year to year. The relative percentage weight of each question will be specified in the examination paper.

With reference to extracts from set texts and/or unseen passages, candidates may be required to transliterate, and/or translate into English, and/or normalize, and/or answer linguistic or philological questions. Candidates may be asked questions about Akkadian grammar. Candidates may be asked to translate passages or sentences into Old Babylonian.

For the purposes of setting unseens and passages for translation into Akkadian, it will be assumed that candidates are familiar with all the vocabulary and idioms encountered in the set texts.

ARC5. Egyptian language I

This paper is assessed through two in-class tests of two hours each. The first one will take place at the end of week six of Lent Term, while the second will be conducted at the end of week four of Easter Term.

Each test will consist of the transliteration and translation of selections of unseen passages in hieroglyphic Middle Egyptian, appropriate to the expected level of proficiency of the students at the time of each assessment. In addition to the transliteration and translation, the complete grammatical analysis (parsing) of each Egyptian passage will be required. The use of sign lists and glossaries or dictionaries is permitted, and copies will be supplied to the students for the purposes of the test by the course co-ordinator.

Each test will make up 50% of the total mark awarded for the paper.

ARC6. Archaeological theory and practice I

For single track students assessment will consist of an examination (80% of the total mark), a report on the Easter field trip (10% of the total mark), and a training excavation report (10% of the total mark).

For joint track students assessment will consist of an examination (80% of the total mark) and a practical project studying an artefact or group of artefacts. This project is in the form of a 3,000-word written report worth 20% of the final mark.

ARC7. Archaeological theory and practice II

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a report on summer fieldwork worth 20% of the overall mark.

ARC8. Archaeological science I

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and completion of a practical workbook worth 20% of the overall mark.

ARC9. Archaeological science II

The examination for this paper will take the form of a three-hour examination paper, worth 70% of the overall mark, one assessed essay worth 5% of the overall mark, and a practical project worth 25% of the overall mark.

ARC10. Human evolution and palaeolithic archaeology

The examination for this paper will take the form of a three-hour examination paper, worth 70% of the overall mark, one project worth 20% of the overall mark, and one practical examination worth 10% of the overall mark.

ARC11. Special topics in palaeolithic archaeology and human evolution

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and one project worth 20% of the overall mark.

ARC12. European prehistory

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and one project worth 20% of the overall mark.

ARC14. Aegean prehistory (Paper D1 of the Classical Tripos)

The Faculty of Classics is responsible for approving the form and conduct for ARC14.

ARC16. The poetics of classical art (Paper D3 of the Classical Tripos)

The Faculty of Classics is responsible for approving the form and conduct for ARC16.

ARC17. Roman cities (Paper D4 of the Classical Tripos)

The Faculty of Classics is responsible for approving the form and conduct for ARC17.

ARC18. Society and settlement in ancient Egypt

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a project worth 20% of the overall mark.

ARC20. The archaeology of religion in ancient Egypt

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a project worth 20% of the overall mark.

ARC22. Mesopotamian archaeology I: prehistory and early States

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a short notes and images test worth 20% of the overall mark.

ARC25. Mesopotamian culture II: Religion and scholarship

This paper will be assessed through four coursework essays of 2,000 words each, on topics specified by the co-ordinator.

ARC26. The North Sea in the early middle ages (also serving as Paper 14 of ASNC Part I)

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a project worth 20% of the overall mark.

ARC29. Ancient India I: the Indus civilization and beyond

The examination for this paper will take the form of a three-hour examination paper, worth 70% of the overall mark, and two essays each worth 15% of the overall mark.

ARC32. The archaeology of Mesoamerica and North America

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a project worth 20% of the overall mark.

ARC33. The archaeology of Africa

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and an artefact-based project worth 20% of the overall mark.

ARC34. Akkadian language II

The paper will be assessed by a three-hour examination (80%) and by coursework (20%).

The examination: all questions will be compulsory. Their number and relative weighting may vary from year to year. The 'percentage weight' of each question will be specified in the paper. Candidates will be required to transliterate and/or translate and/or normalize passages from the set texts and/or unseen passages, justifying their translations of difficult words or constructions with notes. Comment and/or parsing may be required for particular forms or constructions.

The coursework: candidates will be required to write 500 words of commentary on the content and/or textual basis of one of the set texts (as specified by the course coordinator), and 500 words of philological commentary on one or more extracts from the set texts (as specified by the course coordinator).

ARC35. Akkadian language III

The paper will be assessed by a three-hour examination (80%) and by coursework (20%).

The examination: all questions will be compulsory. Their number and relative weighting may vary from year to year. The 'percentage weight' of each question will be specified in the paper. Candidates will be required to transliterate and/or translate and/or normalize passages from the set texts and/or unseen passages, justifying their translations of difficult words or constructions with notes. Comment and/or parsing may be required for particular forms or constructions, or other linguistic features. Candidates may be required to produce 'synoptic' or 'variorum' transliterations.

The coursework will consist in 500 words of philological commentary on one or more extracts from the set texts (as specified by the course coordinator), and a copy (scale drawing) of an original cuneiform text specified by the course coordinator.

ARC36. Sumerian language

The paper will be assessed by a three-hour examination.

All questions will be compulsory. Their number and relative weighting may vary from year to year. The 'percentage weight' of each question will be specified in the paper. Candidates will be required to transliterate and/or translate passages from the set texts, justifying their translations of difficult words or constructions with notes. Comment and/or parsing may be required for particular forms or constructions. Candidates may also be asked questions about particular aspects of Sumerian language and grammar.

ARC37. Middle Egyptian texts

This paper is assessed through two in-class tests of two hours each. The first one will take place at the end of week six of Lent Term, while the second will be conducted at the end of week four of Easter Term.

Each test will consist of the transliteration and translation of selections of unseen passages in hieroglyphic Middle Egyptian. In addition to the transliteration and translation, the complete grammatical analysis (parsing) of each Egyptian passage will be required. The use of sign lists and glossaries or dictionaries is permitted, and copies will be supplied to the students for the purposes of the test by the course co-ordinator.

Each test will make up 50% of the total mark awarded for the paper.

ARC38. Old and late Egyptian texts

This paper is assessed through two in-class tests of two hours each. The first one will take place at the end of week two of Lent Term, while the second will be conducted at the end of week four of Easter Term.

The first examination (at the end of week two of Lent Term) will consist of the transliteration and translation of selections of unseen passages in hieroglyphic Old Egyptian and will make up 50% of the total mark awarded for the paper. The second examination (at the end of week four of Easter Term) will consist of the transliteration and translation of selections of unseen passages in hieroglyphic Late Egyptian and will likewise make up 50% of the total mark awarded for the paper. In addition to the transliteration and translation, the complete grammatical analysis (parsing) of each Egyptian passage will be required. The use of sign lists and glossaries or dictionaries is permitted for both exams, and copies will be supplied to the students for the purposes of the test by the course co-ordinator.

ARC39. Mesopotamian history I: States and structures

The examination for this paper will take the form of a three-hour examination paper, worth 80% of the overall mark, and a project worth 20% of the overall mark.

CLASS-LISTS, ETC.**Approved for degrees**

The Board of Graduate Studies has approved the following persons for the award of degrees. In the case of degrees where dissertations are required to be deposited in the University Library, the title of the dissertation is shown after the name of the person by whom it was submitted.

This content has been removed as it contains personal information protected under the Data Protection Act.

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Philosophy Tripos, Part IB, 2014

The class-list for this examination is republished below under the provisions of Statute D II 16.

This content has been removed as it contains personal information protected under the Data Protection Act.

GRACES**Graces submitted to the Regent House on 2 June 2016**

The Council submits the following Graces to the Regent House. These Graces, unless they are withdrawn or a ballot is requested in accordance with the regulations for Graces of the Regent House (*Statutes and Ordinances*, p. 107), will be deemed to have been approved at 4 p.m. on Friday, 10 June 2016.

1. That the recommendations in paragraph 5 of the Report of the General Board, dated 27 April 2016, on the establishment of certain Professorships (*Reporter*, 6424, 2015–16, p. 504) be approved.
2. That Regulations 2 and 3 of the regulations for the Council of the School of Clinical Medicine (*Statutes and Ordinances*, p. 565) be amended so as to read:¹
 2. The Council of the School of Clinical Medicine shall consist of the following members:
 - (a) the Regius Professor of Physic, who shall be Chair;
 - (b) the Head of each of the Departments in the Faculty of Clinical Medicine;
 - (c) the Head of each Institute/Unit recognized by the Council of the School within the School of Clinical Medicine;
 - (d) the Chair of the Faculty Board of Clinical Medicine;
 - (e) the Deputy Head of the School of Clinical Medicine;
 - (f) the Director of Medical Education in the Clinical School;
 - (g) the Director of Organizational Affairs in the Clinical School;
 - (h) the Head of the School of the Biological Sciences;
 - (i) the Head of the Department of Pathology;
 - (j) a person appointed by the Board of the Eastern Academic Health Science Network;
 - (k) a person appointed by the Board of Cambridge University Health Partners;
 - (l) the members in class (f) of the Faculty Board of Clinical Medicine.
 3. The following shall have the right of attendance at the Council of the School of Clinical Medicine:
 - (a) the Chief Executive of Cambridge University Hospitals NHS Foundation Trust;
 - (b) the Chief Executive of Papworth Hospital NHS Foundation Trust;
 - (c) the Chief Executive of Cambridge and Peterborough NHS Foundation Trust;
 - (d) a representative of the MRC Centre or the MRC Laboratory of Molecular Biology in Cambridge.
3. That a Hatton Philosophy of Life Sciences Fund be established in the University, to be governed by the following regulations:²

HATTON PHILOSOPHY OF LIFE SCIENCES FUND

1. The funds received from The Hatton Trust, together with such other sums as may be received or applied for the same purpose, shall form an endowment fund called the Hatton Philosophy of Life Sciences Fund to advance research in the field of philosophy of life sciences by supporting a Hatton Lectureship in Philosophy of Life Sciences in the Department of History and Philosophy of Science.
2. The Fund shall be administered by a Committee of Management comprising:
 - (a) the Head of the Department of History and Philosophy of Science, who shall be Chair;
 - (b) the Head of the School of the Humanities and Social Sciences;
 - (c) one member of the Department of History and Philosophy of Science appointed by the Board of History and Philosophy of Science for such period as the Department shall determine.
3. Subject to Regulation 4, the income of the Fund shall be applied towards the payment of the stipend, national insurance, pension contributions, and associated indirect costs of the holder of the Hatton Lectureship payable by the University.
4. Any unexpended income in any financial year, including income accrued during a vacancy in the Lectureship, may, at the discretion of the Managers:
 - (a) with the approval of the General Board, be applied to support research in the field of philosophy of the life sciences in the University in such manner as may be recommended by the Managers; and/or
 - (b) be carried forward for use as income in accordance with Regulation 3 in any one or more subsequent financial years.

¹ The Council, on the recommendation of the Council of the School of Clinical Medicine and the General Board, propose these changes to the membership of the Council of the School of Clinical Medicine. The opportunity is also taken to correct out-of-date references.

² See the Vice-Chancellor's Notice (p. 589).

4. That Regulations 1 and 3 of the regulations for the Grace and Thomas C.H. Chan Scholarship Fund (*Statutes and Ordinances*, p. 766) be amended by inserting the words ‘including from the Hong Kong Special Administrative Region and the Republic of China’ after ‘the People’s Republic of China’, and by deleting the last sentence of Regulation 1.²

² See the Vice-Chancellor’s Notice (p. 589).

ACTA

Approval of Graces submitted to the Regent House on 18 May 2016

The Graces submitted to the Regent House on 18 May 2016 (*Reporter*, 6426, 2015–16, p. 549) were approved at 4 p.m. on Friday, 27 May 2016.

J. W. NICHOLLS, *Registrar*

END OF THE OFFICIAL PART OF THE ‘REPORTER’

REPORT OF DISCUSSION

Tuesday, 24 May 2016

A Discussion was held in the Senate-House. Pro-Vice-Chancellor Professor Eilís Ferran was presiding, with the Registry's deputy, the Deputy Junior Proctor, and ten other persons present.

The following Reports were discussed:

Report of the General Board, dated 27 April 2016, on the establishment of certain Professorships (*Reporter*, 6424, 2015–16, p. 504).

No remarks were made on this Report.

Report of the General Board, dated 27 April 2016, on the introduction of a Doctor of Business Degree in the Judge Business School (*Reporter*, 6424, 2015–16, p. 505).

Professor R. W. PRAGER (Head of the School of Technology, and Queens' College):

Deputy Vice-Chancellor, the School of Technology comprises Departments that combine the highest levels of pure scholarship with outward-facing relevance and impact. Our engagement with industry, commerce, NGOs, and governments helps us to focus on the most relevant challenges, provides funding for academic endeavour at all levels of the pure-to-applied spectrum, and gives us valuable links that help us to apply our discoveries. This applies to all our Departments, whether it is Engineering working on jet engines, the Computer Laboratory working on computer security, the Institute for Sustainability Leadership working on cross-sector sustainable banking initiatives, Chemical Engineering and Biotechnology developing sustainable catalysts, or the Judge Business School's work on entrepreneurship and social innovation. Our engagement with the real world enriches and heightens the focus of our pure academic work rather than undermining it.

The Judge Business School is a full partner in this innovative and holistic approach. They have developed a strategy called 'deep engagement' that enables them to link their executive education and research activities. Research can be based on long-term challenges that come to light through shorter-term executive education contracts. The outcome of the research is a scholarly end in itself, but also adds to the expertise of the staff involved in the education.

The Doctor of Business Degree will provide a way for us to engage some of the most talented business people in the world in true academic research of the highest quality. It is not the first professional doctorate we have introduced; we created the Doctor of Engineering Degree in 2005. The proposals for the Doctor of Business Degree have been subject to the most careful development and checking to ensure that the students will deliver sufficient quality and quantity of genuinely original work and that they will be properly supported and fairly assessed. Extensive drafting was first conducted by the Business School. After this, the Graduate School Committee of Technology considered and worked on the proposals at meetings in May and June last year; the Council of the School of Technology gave its approval in October 2015 and passed the proposals on for consideration by the Education Committee of the General Board.

Some people have commented on the price of this degree. As with all pricing decisions, this was chosen taking into account the intended market and the overriding need for scholarly excellence. The Judge Business School takes comparatively few Ph.D. students and ensures the highest standards by making scholarships available to many of them. In this case, the scholarships are necessary to ensure that the best students will come to Cambridge. In the case of the professional doctorate, the Bus.D., the situation is different. It is to be expected that the strongest applicants will be in significant leadership positions such that a more commercial pricing structure is appropriate.

This proposal has been diligently considered and now has broad support as meeting the high standards we all demand of our University. It relates directly to the Business School's 'deep engagement' strategy and is entirely compatible with the way all Departments across Technology seek to draw out synergies between pure and applied research. I commend the proposal to the Regent House.

Professor A. W. F. EDWARDS (Gonville and Caius College):

Deputy Vice-Chancellor, whatever the academic merits of this proposal, I do not think the University of Cambridge should have a degree with the title 'Doctor of Business' and the abbreviation 'Bus.D.'. Indeed, I do not think that a new degree should ever be specially created in any subject for an expected annual number of graduates of 'one or two'. Nor am I impressed by the recital of the string of bodies that support the proposal, which even includes the General Board's Education Committee, an unofficial advisory committee of the Board itself.

As a matter of fact during my three stints as a member of the General Board, I was for two of them the chairman of the Education Committee, then known as the General Purposes Committee. If these proposed titles had come before us I can hear our esteemed secretary Mr Croston starting *sotto voce* with

What is this that roareth thus?
Can it be a Doctor Bus?

at which point I would have lost control of my committee as it dissolved into laughter, only tailing off as he reached the final couplet

*Domine, defende nos
Contra hos Doctores Bos!*

(*With apologies to A. D. Godley, Oxford's Public Oratory, 1910–1920.*)

From 1921, when the degree of Doctor of Philosophy was introduced, everyone understood that it was not a higher doctorate of the University. It was also clearly understood that the word 'philosophy' was to be interpreted in the broadest sense, to include not only natural and moral philosophy but 'the love, study, or pursuit of wisdom, or of knowledge of things and their causes'. But in 1999, the degree of Doctor of Veterinary Medicine was introduced, followed by those of Doctor of Engineering and Doctor of Education. These are all grouped with the Ph.D. in terms of seniority; none of them is a higher doctorate. But how can the world be expected to understand this? Would it not expect a Bus.D. to rank with a Mus.D.? Veterinary Medicine was rather a special case because of the then existence of the unreformed M.D., but how do you know an Eng.D. is not comparable to an Sc.D.? Indeed, how do you know it refers to Engineering at all, since English would seem to have prior claim to the abbreviation? In 1981, the Council of the Senate discussed the possibility of

the University introducing the higher degree of Doctor of Engineering but nothing came of it. One day it will, and what will it be called? And then other Faculties will have similar ambitions.

The Council should refer the Report back for an alternative solution. An obvious one is to stop muddying the waters with Ph.D.-level doctorates using faculty or subject names and let philosophy continue to embrace all subjects worthy of university study at the appropriate level. The General Board's Committee could start by reading the comments by Dr King and Mr Milner at the Discussion of the Vet.M.D. I do not know if the Eng.D. and Ed.D. prompted discussion; they should have done.

In case the Council should be minded to press on regardless, I ought not to hold back some observations on the proposed Regulations (Annex I). Regulation 2(b) reads as if it is the Board of Graduate Studies that might fall ill, a possibility that can be averted by removing the first clause to its natural place at the end of the sentence (compare 2(a)).

Regulations 13 and 14 contain the requirement that certain recommendations of the Degree Committee to the Board must be accompanied with 'the names of those present and voting on either side'. I have been the chairman of a Degree Committee and I find this astonishing. Is it newly-proposed specially for the Bus.D. or is it now standard practice?

In Regulation 15, we find the requirement 'The Board shall not approve a candidate for the award of a degree unless the Degree Committee has recommended the award of that degree'. If this is not superfluous I would like an explanation. And in the event of refusing an award recommended by the Degree Committee why is its chairman not given the opportunity to explain the reasons for its recommendation? It's his responsibility.

There are some trivia to be attended to in Annex II. The new degree would have to be added to the Order of Seniority of Graduates. It would also have to be added to the list of doctorates for which the cope is not worn at graduation, unless the omission is intentional and the Bus.D. is going to join the Ed.D. a cut above the rest. Of course the omission of the Ed.D. might itself be unintentional.

But above all

Domine, defende nos

Contra hos Doctores Bos!

Dr J. MOULTRIE (School of Technology, and Selwyn College), read by Professor Loch:

Deputy Vice-Chancellor, the proposed Bus.D. Degree was discussed at length in the Graduate School Committee of the School of Technology.

We aimed to ensure that the proposed programme is comparable with equivalent programmes and that robust quality processes were in place. As a result, the proposed Bus.D. has some specific features aimed at ensuring the work is the students' own, ensuring the effort and contribution is at an appropriate level, and to provide suitable exit options. These include:

- clarity that the anticipated workload over the entire programme is intended to be equivalent to a standard part-time Ph.D., despite the extended periods away from Cambridge;
- robust assessment points, including external examiner input throughout, each providing an opportunity for exit if needed;

- regular but short periods of study in Cambridge of four weeks per annum, to enable access to University resources and enable the supervisory team to provide input.

The committee was content to approve this proposed course, having confidence that questions regarding educational quality and quality of output from the Degree had been robustly addressed.

Professor C. H. LOCH (Director of the Judge Business School, and Pembroke College):

Deputy Vice-Chancellor, expertise and knowledge in business is produced not only by leading academic institutions but also by creative and insightful senior business leaders, who experiment with their organizations in developing new technologies, working with new customers, addressing customers in novel ways, and helping their employees to become more productive by new processes and methods.

The proposed Doctor of Business Degree represents an opportunity for the Cambridge Judge Business School (CJBS) to work closely with such thought leaders. This degree gives CJBS access to great talent and to leading thinking, data, and complex problems that organizations need to solve at the strategic level. In turn, it gives the business leaders a chance to translate experience (a personal story) into knowledge (understanding that is tested for generalizability, with rigorous methods), thus developing their intellectual skills and becoming more thoughtful leaders afterwards.

Therefore, this programme contributes to the Department's strategy of developing high-quality and high impact research that makes a difference, while also giving the Business School material that we can use in teaching. This is consistent with the first part of the University's mission: achieving world class teaching and research.

The fee structure is not inconsistent with other business degrees for senior managers (such as E.M.B.A. Degrees), while additionally reflecting the fact that the programme will be very small, collaboration intensive, and thus expensive.

And this aspect is consistent with the second part of the University's mission, contributing to society: to ask people who clearly can afford it to pay for an exceptional educational opportunity, and then take the funds and funnel them into supporting, for example, Ph.D. students can make a clear contribution to society.

Professor G. R. EVANS (Emeritus Professor of Medieval Theology and Intellectual History), read by the Deputy Junior Proctor:

Deputy Vice-Chancellor, business schools are a lucrative bolt-on for a university. This proposal from the Judge Business School would bring in a fee of £80,000 for the first year and £50,000 for the three following years of the proposed course. Nearly a quarter of a million pounds per doctoral student is a nice little earner.

That does not mean that a University adding to its income by having a Business School should make radical changes at its request, without full understanding of the implications. There can be no aspect of the work of the University more important than its exercise of its degree-awarding powers and the Regent House should take any proposals to alter the rules especially seriously.

So when I read that the plan to introduce the first ‘professional doctorate’ has been proposed by the Judge Business School and backed by the Faculty Board of Business and Management, the Judge Business School Advisory Board, the Council of the School of Technology, the Board of Graduate Studies, and the General Board’s Education Committee, I naturally turned to the Minutes of the General Board and its Education Committee to see how clearly they understood what they were approving. The relevant Minutes do not appear to be online yet, so no-one not present may easily satisfy him or herself on that point. However, perhaps the Council saw those Minutes and could see.

What is a ‘professional doctorate’ and what is wrong with Cambridge offering one rather than expecting a doctoral candidate at the Judge to complete a Ph.D. in the normal way? Although both carry the title ‘Dr’ and are deemed to be equivalent (or ‘comparable’ as the present Report puts it), one is a research degree and the other is not, or at least not as Cambridge has hitherto understood the concept. The difficulties this type of ‘doctoral education’ can create had already brought the UK Council for Graduate Education¹ to its Fifth Conference on the subject this March,² held in the Titanic, Belfast.

Read the Report’s arguments for introducing this novelty in Cambridge. It is ‘consistent with Cambridge Judge Business School’s long-term strategy and with the University’s research impact objectives’, but not apparently with the University’s existing doctoral traditions or the Report would surely say so. It will ‘greatly enhance Cambridge Judge Business School’s ability to produce excellent and high-impact research’, allowing its ‘academic staff to develop new theoretical and applied knowledge’ (that is, learn from big business?). It will all enhance the ‘further globalization of the Cambridge Judge Business School’s research reputation’.

But where is the intellectual justification for this departure into new doctoral territory? It will ‘enable students to become better leaders and to demonstrate an intellectual achievement at the highest level’. But did we not read on 30 April in *Times Higher Education* that ‘Leadership research in HE is theoretically weak’, a report ironically put together by the Said Business School in Oxford on behalf of the Leadership Foundation in Higher Education, two entities which must themselves bear some of the blame for the intellectual poverty of research in this area. On the Judge’s own website may be read an account of the work of the interdisciplinary Centre for Business Research and its staff, many of whom are seconded from posts in University Departments in their own disciplines.³ But can it be argued that this very deficit will be mended by the stream of holders of the Bus. D.?

This is intended to be not only a ‘first’ for Cambridge but a ‘first’ for the market it is aiming at. These are not, it is explained, going to be mere mid-career business-people, but ‘highly placed senior executives in business, NGOs, charities, and similar organizations, who are accomplished leaders who have built or run major companies and organizations’. Cambridge will be ‘leveraging the seniority and exceptional experience of its students’ by aiming for the top brass. One may reasonably fear that business ‘leaders’ of these stratospheric heights will expect to have their written work at least drafted for them by gophers. Even a Vice-Chancellor has his professional speech-writer these days. It could become quite a challenge for the University’s plagiarism police.

What will these exceptional students receive for their enormous fees? This will be a four-year course. The first year will offer taught courses on research methodology and so on, with a ‘research plan’ proposal to be completed at the end of the third term. ‘The standard to be attained in the choice of research topic will be high, identifying a major business problem to be examined with a sound methodology, and with the potential to lead to an excellent dissertation and subsequent publication.’ This is to be ‘defended’ before two examiners, who will also ‘where possible’ be the final examiners, and who will have further duties of assessing the candidate’s ‘reports’ year by year.

Candidates who proceed no further will get a Certificate of Postgraduate Study, though it is not clear whether this is to be a mere attendance certificate or will require some form of assessment in itself. It will have cost them £80,000. I hope they will feel they have got value for money especially if they leave because they have not leapt this first hurdle. A failing candidate at the end of the course may be offered an M.Sc. for that further expenditure of £50,000 per year for three years.

The candidates who clear the first-year hurdle are then free to leave for the next three years, provided they complete four weeks of residence in Cambridge each year. The course appears to be not only non-resident but also part-time in the sense that it is anticipated that the student will remain in his or her existing post somewhere in the world.

Anticipating the reasonable question why these candidates are not going to do a normal Ph.D., the Report has its answers ready. They ‘will focus more on impact, making pragmatic use of advanced research methodology, to produce a research dissertation that will affect wider management practice’. They are rare birds (certainly with that kind of money to spend on a tuition fee). They have important jobs which they need to continue. So they have to be non-resident and they need a part-time course, but not an ordinary part-time Ph.D. They will be able to manage with remote supervision (though they are expected to meet a supervisor who will come to visit them a few times) because these are going to be people with ‘advanced writing and presentation skills’, who ‘understand how to prepare project milestones’, and ‘readily able to leverage a superior understanding of their specific industry and managerial context’. Presumably those two hundred ‘pages’ may contain unlimited diagrams and illustrations leveraging that superior understanding, or why not give the scale of the dissertation in words in the normal way?

This may all be the most tremendous idea and exactly what the University needs. I would just like to be sure the Regent House fully understands (a) that it is introducing a professional doctorate and there will surely be others to come; (b) that entry to this course will depend on a candidate having the resources to pay a gigantic tuition fee as well as special high-level abilities and knowledge ready to be ‘leveraged’ but as yet undefined by reference to relevant published criteria. Giants are about to bestride the land, but it does not seem to have been envisaged that student complaints from these Great Ones might be more troublesome and expensive than the usual run of such things, should any of them be deemed to fail.

¹ <http://www.ukcge.ac.uk/about-ukcge/ukcge.aspx>

² <http://www.ukcge.ac.uk/events/5th-international-conference-on-professional-doctorates-98.aspx#>

³ http://www.cbr.cam.ac.uk/fileadmin/user_upload/centre-for-business-research/downloads/annual-reports/cbr-annual-report-2015.pdf

COLLEGE NOTICES**Elections***Darwin College*

The following elections have been made:

Elected into Fellowships under Title A from June 2016:

Xin Chang
Timothy Milner

Elected into Fellowships under Title F from 1 October 2016:

Leopold Eftimos Anagnostis Howe, M.A., *DAR*
Kiyoshi Nagai, FRS

Elected into Fellowships under Title D from 1 October 2016:

Tao Liu, Ph.D., *W*, Schlumberger Research Fellow
Sandy Skelton, Ph.D., *CAI*, Charles and Katharine Darwin Research Fellow
Rita Pancsa, Ph.D., *Brussels*, Non-Stipendiary Research Fellow
Dan Storisteanu, Non-Stipendiary Research Fellow
Alison Macintosh, Ph.D., *DAR*, Non-Stipendiary Research Fellow
Kristen Crandell, Ph.D., *Montana*, Non-Stipendiary Research Fellow
Arthur Dudley, Ph.D., *Columbia*, Non-Stipendiary Research Fellow
Tianhan Liu, Ph.D., *Paris*, Non-Stipendiary Research Fellow
Jenny Zhao, Ph.D., *TH*, Lloyd Dan David Research Fellow

Vacancies

Trinity Hall: Postdoctoral Research Associates (up to ten posts); tenure: usually two years from October 2016 and co-terminous with postdoctoral employment; benefits: the normal privileges and facilities of the College that are available to graduate students, with certain limited exceptions; small annual fee payable by Postdoctoral Research Associate; closing date: 5 September 2016; application forms and further particulars: <http://www.trinhall.cam.ac.uk/about/vacancies/>

Wolfson College: College Research Associates (up to 15 posts); Collegiate benefits apply (no stipend or honorarium); tenure: from 1 September 2016 or 1 January 2017 for up to three years; closing date: 15 July 2016; further details: <http://www.wolfson.cam.ac.uk/applying/collegeresearchassociates>

SOCIETIES, ETC.**Vacancies**

Great St Mary's, The University Church: Assistant Verger (part-time); salary: £8.20 per hour, average of 22 hours over three days, including alternate Saturdays and some evenings; informal enquiries: email office@gsm.cam.ac.uk or tel. 01223 714720 or visit the Church; further particulars: <http://www.gsm.cam.ac.uk/vacancy-gsm-are-recruiting-for-a-part-time-assistant-verger-join-the-team-at-this-beautiful-historic-church/>

EXTERNAL NOTICES**University of Oxford**

Department of Statistics: Professorship of Statistics; closing date: 1 August 2016; further particulars: <https://www.ox.ac.uk/about/jobs/fp/>

St Hugh's College: Two-Year Stipendiary Lecturership in Modern History; tenure: from 1 October 2016; stipend: £12,885–£14,491; closing date: 15 June 2016 at 12 noon; further particulars: <http://www.st-hughs.ox.ac.uk/discover/work-for-us/>

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