MINUTES

PRESENT:
Chair – Professor Sue Spence
Dr Sarah Baker
Professor Paula Baron
Associate Professor Helen Blanchard
Professor Pat Buckridge
Associate Professor Penny Bundy
Professor Gillian Bushell
Professor Nick Buys
Dr Mark Chappell
Professor Paul Cleveland
Professor Graham Cuskelley
Dr Patti Cybinski
Ms Kathy Grgc
Mr Mohammad Islam
Mr Brendan Johnstone
Professor Kerri-Lee Krause
Professor Paul Mazerolle
Professor Ned Pankhurst
Professor Tony Perkins
Professor Huib Schippers
Professor Parlo Singh
Professor Nerida Smith
Associate Professor Anna Stewart
Associate Professor Ray Tedman
Associate Professor Pat Wise
Professor Marie Wilson
Professor Claire Wyatt-Smith

APOLOGIES:
Professor Ian O'Connor
Professor Sue Berners-Price
Associate Professor Michael Blumenstein
Mr Chris Eigeland
Ms Kendall Chick
Professor Allan Cripps
Ms Nadia Currie
Professor Lorelle Frazer
Professor Lyn Griffiths
Dr Maureen Harrington
Professor Debra Henly
Dr Carmel Herington
Ms Ulrike Kachel
Associate Professor Wendy Loughlin
Mr Chris Madden
Ms Linda O'Brien
Ms Rebecca Parry
Mr Colin McAndrew
Professor Marilyn McMeniman
Professor Michael Powell
Professor Kristine Toohey
Dr Joan Vaccaro
Associate Professor Clyde Wild
Professor Bofu Yu

By Invitation:
Ms Sue Smith (for Agenda item 5.0)
Ms Nicole Brigg (for Agenda item 13.0)

Secretary – Ms Lea-Anne Stafford

1.0 CONFIRMATION OF MINUTES

1.1 The minutes of the 1/2010 meeting of the Academic Committee were taken as read and confirmed, subject to listing new postgraduate student members separately to new undergraduate student representatives in item 3.0 Membership.

2.0 MEMBERSHIP

2.1 The Committee warmly welcomed Dr Patti Cybinski to her first meeting as a Business Group representative.
SECTION A: RECOMMENDATIONS AND REPORTS TO COUNCIL
Nil.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

3.0 AUSTRALIAN HIGHER EDUCATION GRADUATE STATEMENT (AHEGS)

3.1 The Commonwealth Government has recommended that the Australian Higher Education Graduation Statement (AHEGS) be provided to all graduating university students upon completion of their award and to commence with the first graduating cohort of 2010.

3.2 The Academic Registrar introduced an AHEGS overview report (2010/0011263) summarising the decisions of the University AHEGS Working Party and providing a guide to the initial and ongoing AHEGS data collection and production process.

3.3 Academic Committee, on the recommendation of Programs Committee (2/2010, 6 May) noted the following key points documented in the AHEGS report (2010/0011263):

- the University’s progress towards the production of Graduation Statements for the first graduating cohort of 2010;
- the content of the Graduation Statement and the processes employed to collect the initial AHEGS data;
- the role of Programs Committee in assuring itself that awards have been accredited and/or recognised by external bodies;
- the proposed approach for collecting, maintaining and verifying AHEGS award data in the longer term including modifications to the Program Proposal template (refer to item 4.0 below) and enhancements to the Program Management System; and
- the role of Programs Committee in amending the standard sentences (in Section 2) and verifying AHEGS award data.

3.4 Members noted that much of the AHEGS content has been prescribed by the Department of Education, Employment and Work Relations (DEEWR). In particular, the AHEGS is limited to information specifically related to a program whereas a student’s Official Academic Record provides the description of a student’s progress within an entire academic career (undergraduate, postgraduate, research). For this reason, it was noted that the Grade Point Average (GPA) for a specific program is not documented in the Graduate Statement as the GPA recorded in an Official Academic Record is calculated over an entire academic career and not on a program by program basis.

3.5 It was noted that an Australia-wide network is responsible for reviewing various descriptors used on the Graduate Statement with a view to maximising international understanding of the Australian Higher Education context.

3.6 Members were informed that in the first production of Graduate Statements, University-level academic achievements will be included under Section 4.0 Graduate’s Academic Achievements, and that external and institutional consultation will occur for subsequent AHEGS production to enable capturing and reporting of other internationally-recognised achievements of value to graduates.

3.7 A number of members sought specific details about the business and communication processes for the first rollout of the AHEGS and recommended that a communication be sent to each Group executive about the collection and production of Graduate Statements for the first graduating cohort in 2010. Heads of School were particularly interested in a process that enabled them to view
AHEGS data in the form in which it will be provided to graduates and to preview what had been requested of program convenors/directors.

3.8 The Academic Registrar advised the Committee that work will be undertaken to improve systems for documenting and recording of AHEGS-related data.

Resolution

3.9 Academic Committee, on the recommendation of 2/2010 Programs Committee (6 May 2010), resolved to:
   a) approve the contents of the Graduation Statement and the processes employed to collect the AHEGS data, as contained in the Report (2010/0011263), including Program’s Committee’s role in verifying AHEGS data; and
   b) ask the Academic Registrar to prepare a communication for each Group executive about the business process surrounding the issuing of the AHEGS and the process by which program data will be collected and reported for this purpose.

4.0 REVISED PROGRAM PROPOSAL TEMPLATE

4.1 The Program Proposal template has been designed to document proposals from Academic Groups to offer new programs or make changes existing programs, and to assist Programs Committee to assess the quality of new and revised program submissions.

4.2 Academic Committee considered, on the recommendation of 2/2010 Programs Committee (6 May 2010), the revised Program Proposal template (2010/0011267) and the Instructions for completing a Program Proposal (2010/00011266), which have been amended to incorporate fields to gather Australian Higher Education Graduation Statement (AHEGS) data requirements.

4.3 In introducing this item, the Academic Registrar advised the Committee that adjustments to the template and system will also enable better data collection relating to standards. The Instructions document provides clear advice in support of this change.

4.4 One member asked about reference in the instructions to assessment strategies. It was noted that under Section 3.0, there is a statement indicating that program convenors are to specify learning outcomes for the program and, where appropriate, state how assessment strategies employed across a program enable students to achieve these learning outcomes.

Resolution

4.5 Academic Committee, on the recommendation of 2/2010 Programs Committee (6 May 2010) resolved to approve changes to the Program Proposal (2010/0011267) and Instructions for Completing a Program Proposal (2010/0011266).

5.0 GRIFFITH INSTITUTE FOR HEALTH AND MEDICAL RESEARCH – CHANGE OF NAME

5.1 The Academic Committee, on the recommendation of the Research Committee (2/2010, May), considered a change of name for the Griffith Institute for Health and Medical Research (GIHMR) to the Griffith Health Institute.

5.2 At the 23 March, 2010 meeting of the GIHMR Development Board, the Board discussed a proposal to shorten the Institute’s name from the Griffith Institute for Health and Medical Research to the Griffith Health Institute or GHI. A name which Board members believe will continue to well represent the wide range of research
activities of the Institute’s members as well as define the qualities that they want the Institute identified with. The Board believes this move is absolutely necessary to reflect a designation that is more contemporary and easier to recognise and say. It was noted that the Vice Chancellor and the Research Committee endorse this proposal.

Resolution
5.3 The Academic Committee, on the recommendation of the Research Committee (2/2010, May), resolved to approve a name change for the Griffith Institute for Health and Medical Research (GIHMR) to the Griffith Health Institute, effective immediately.

6.0 CENTRE FOR PUBLIC CULTURE AND IDEAS – CHANGE OF NAME

6.1 The Academic Committee, on the recommendation of the Research Committee (1/2010, April), considered a change of name for the Centre for Public Culture and Ideas to the Griffith Centre for Cultural Research.

6.2 The Centre membership as a whole believes the change will provide a name that is more assertive about its key focus of research. The current name has also created some confusion both within and without the University as to the Centre's agenda. The paper provided to members with the agenda provides further rationale for the change of name to the Griffith Centre for Cultural Research.

Resolution
6.3 The Academic Committee, on the recommendation of the Research Committee (1/2010, April), resolved to approve a change of name for the Centre for Public Culture and Ideas to the Griffith Centre for Cultural Research, effective immediately.

7.0 STUDENT RECORDING OF LECTURES AND OTHER CLASSES

7.1 At the May 2009 meeting, the Central Services Support Reference Group (CSSRG) discussed the issue of students recording lectures and whether there was a requirement for students to seek prior approval from teaching staff. It was noted there is no formal policy about this issue.

7.2 CSSRG members advise that this issue is brought to their attention regularly and suggested that staff would value guidance about how electronic recording of classes by students ought to be managed.

7.3 The CSSRG Chair liaised with the Deputy Vice Chancellor (Academic) on this matter and it was agreed a draft policy would be prepared. To that end, the Policy on Student Recording of Lectures and other Classes (2010/0011529) was presented to the Academic Committee for consideration.

Resolution
7.4 The Academic Committee resolved to approve the Policy on Student Recording of Lectures and other Classes as described in 2010/0011529.

8.0 LEARNING ENVIRONMENT COMMITTEE CONSTITUTION REVISIONS

8.1 The Learning Environment Committee is a sub-committee of the Learning and Teaching Committee that provides advice to the Learning and Teaching Committee
on the strategic development and use of educational resources and associated pedagogies across Griffith University.

8.2 As a result of recent governance staffing changes, the constitution has been amended to reflect the titles of those members with responsibilities in the learning environment area.

Resolution

8.3 The Academic Committee, on the recommendation of the Learning and Teaching Committee (3/2010 17 May) resolved to approve the adoption of the revised Learning Environment Committee constitution as documented in 2010/0011524.

9.0 HUM FULL PROGRAM PROPOSAL (2010/0007517)
3261 GRADUATE CERTIFICATE IN WORLD HISTORICAL STUDIES (OUA)

Resolution

9.1 The Academic Committee, on the recommendation of the Programs Committee (2/2010 May), resolved to approve:
- the establishment of the Graduate Certificate in World Historical Studies (GCertWorldHisSt 3261) to be offered via Open Universities Australia, as detailed in 2010/0007517, from Semester 1 2011.
- an accreditation period of five years to 2016 and a five-year program review to be completed and forwarded to Programs Committee before the end of 2016.

10.0 HUM PROGRAM WITHDRAWAL SUBMISSION (2010/0007521)
9024 CONTINUING EDUCATION CERTIFICATE IN JOURNALISM
9025 CONTINUING EDUCATION CERTIFICATE IN PUBLIC RELATIONS

Resolution

10.1 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), noted the withdrawal of the Continuing Education Certificate in Journalism (9024) and the Continuing Education Certificate in Public Relations (9025), as detailed in 2010/0007521, from Semester 1, 2010.

11.0 GBS SPECIAL PURPOSE SUBMISSION (2010/0010509)
1291/1292 BACHELOR OF POLITICS, ASIAN STUDIES AND INTERNATIONAL RELATIONS

Resolution

11.1 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), resolved to approve changes to the Bachelor of Politics, Asian Studies and International Relations, as described in 2010/0010509, for implementation in Semester 1 2010.

12.0 GBS SPECIAL PURPOSE SUBMISSION (2010/0010523)
1035 BACHELOR OF COMMERCE

Resolution

12.3 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), resolved to approve changes to the Bachelor of Commerce (1035), as described in 2010/0010523, for implementation in Semester 2, 2010.

13.0 GBS SPECIAL PURPOSE SUBMISSION (2010/0010524)
1288 BACHELOR OF BUSINESS
Resolution

13.3 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), resolved to approve changes to the Bachelor of Business (1289), as described in 2010/0010524, for implementation in Semester 2, 2010.

14.0 HSV SPECIAL PURPOSE SUBMISSION (2010/0011007)
3122 GRADUATE CERTIFICATE IN EMPLOYMENT SERVICES

Resolution

14.3 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), resolved to approve changes to the Graduate Certificate in Employment Relations (3122), as described in 2010/0011007, for implementation in Semester 2, 2010.

15.0 MSC/BPS SPECIAL PURPOSE SUBMISSION (2010/0011009)
1280/1306 BACHELOR OF MEDICAL SCIENCE

Resolution

15.3 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), resolved to approve changes to the Bachelor of Medical Science (1280/1306), as described in 2010/0011009, for implementation in Semester 1, 2011.

16.0 DOH SPECIAL PURPOSE SUBMISSION (2010/0011006)
1259 BACHELOR OF ORAL HEALTH IN DENTAL SCIENCE
1262 BACHELOR OF ORAL HEALTH IN ORAL HEALTH THERAPY

Resolution

16.3 The Academic Committee, on the recommendation of the Programs Committee (2/2010, May), resolved to approve changes to the Bachelor of Oral Health in Dental Science (1259) and the Bachelor of Oral Health in Oral Health Therapy (1262), as described in 2010/0011006, for implementation in Semester 1, 2011.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

17.0 DEFINITION OF WORK-INTEGRATED LEARNING

17.1 The Definition of Work-integrated Learning was first set down in 2006 to specify the way in which Griffith gives expression to its strategic work-integrated learning target. Academic Committee, on the recommendation of the Learning and Teaching Committee (3/2010, 17 May) was asked to consider revisions to the Definition of Work-integrated Learning.

17.2 The Griffith Work-integrated Learning (GWIL) Working Party – a working party of the Learning and Teaching Committee – was tasked with reviewing the existing Definition of Work-integrated Learning and making recommendations to the Learning and Teaching Committee. Amendments proposed by the GWIL Working Party were considered by Learning and Teaching Committee on two occasions: at its April and May 2010 meetings. The revised document as recommended by Learning and Teaching Committee reflects evolving understandings of WIL such as the inclusion of WIL in voluntary and non-discipline areas such as service learning and to align with shifts in other strategic priority areas.
17.3 Academic Committee members noted that DEEWR requirements limit inclusion of some work experience, for example, those without credit point weightings that contribute to the fulfilment of degree requirements.

17.4 The Chair of Learning and Teaching Committee explained to members the significant changes proposed for the existing policy as follows:
   a) aspects of the policy have become more definite to facilitate Griffith’s new targets for WIL and to better align the policy definition with the most recent articulation of the Griffith graduate attributes;
   b) the policy has been re-designed to provide some guidelines about what does and does not constitute WIL at Griffith: Section 4.0 WIL characteristics are particularly important inclusions;
   c) the policy has been streamlined yet maintains the essence of the old policy.

17.5 Members had before them the following documents:
   a) The revised Definition of Work-integrated Learning (2010/0011522)
   b) The current Definition of Work-integrated Learning (2006/0003793)
   c) Background notes prepared by Dr Liz Ruinard, WIL Project Manager.

17.6 The Committee noted the wide consultation conducted in regard to the policy revision, including input from members of the GWIL Working Party, GWIL network and input from faculty boards and learning and teaching committees. This served to gain feedback about disciplinary similarities and differences amongst the various forms of WIL. The draft policy was also circulated for feedback to the Deans (Learning and Teaching). Changes have been made to accommodate feedback to ensure as far as possible the definition and policy accommodate the widest range of WIL practices at Griffith.

17.7 Support was expressed for WIL experiences at Griffith. However, the discussion of this item, prompted Academic Committee members to raise several significant matters of concern regarding:
   a) the University’s strategic WIL goal and "signature" terminology;
   b) resourcing issues in light of what is seen to be a growing emphasis on the "authenticity" of the student learning experience, and
   c) the ability to deliver promised WIL opportunities in all Griffith programs for all students.

Resolution

17.8 The Academic Committee, on the recommendation of the 3/2010 Learning and Teaching Committee (6 May), resolved to forward to the Deputy Vice Chancellor (Academic) the issues raised by members in relation to Work-integrated Learning at Griffith for consideration.

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

18.0 REVIEW OF ACADEMIC COMMITTEE – SELF-REVIEW

18.1 The Deputy Vice Chancellor (Academic), as the Chair of Academic Committee, has announced a review of Academic Committee to assess the effectiveness of Griffith University’s academic committee and its sub-committees in contributing towards assuring the quality of the University’s educational activities and attaining its strategic academic goals.

18.2 Emeritus Professor Andrew Lister, formerly President of the Academic Board at University of Queensland, has been engaged to coordinate the review during 2010.
and to provide a set of recommendations for the consideration of the Deputy Vice Chancellor (Academic). These recommendations are expected to be presented in the latter part of August 2010 for implementation by the start of the 2011 academic year.

18.3 As part of the review process, Emeritus Professor Andrew Lister has invited submissions from staff and the student body, and will interview a selected range of stakeholders. Submissions were called during May 2010 and are due by Thursday 24 June 2010.

18.4 The Academic Committee as documented in its constitution “is the senior body within the University which debates, decides and makes recommendations to the Council on academic developments, policies and procedures.”

18.5 Academic Committee was asked to undertake a self-review of its activities. Members had before them:
- Terms of Reference for the review
- Academic Committee Activity 2008 – 2009

18.6 At this point in the meeting, the Deputy Chair took over as Chair of Academic Committee and introduced this item.

18.7 Members made the following comments contributing to the development of a Committee Review submission.

a) It was noted that Academic Committee has the largest committee membership in the University and its size can make it difficult for all members to voice their views in a debate about academic developments, policies and procedures. It was suggested that smaller representation might be achieved through the inclusions of fewer Group representatives who are committed to sharing relevant Academic Committee matters with colleagues within their academic group. It was suggested that this approach may also make representatives more accountable in terms of attendance and participation.

b) Members sought to clarify the distinctive value and point of difference for Academic Committee with its current sub-committee structure, particularly when many agenda items are considered at one or more sub-committees prior to consideration at Academic Committee, and as a result, may be previewed multiple times by the many ex officio Academic Committee members.

c) The Committee offered comments on the decreasing level of debate and suggested the following may have had an impact:
- The use of video-conferencing facilities. It was suggested that the Committee could meet up to two times a year in one venue to stimulate debate;
- The level of debate that already occurs at sub-committees before an item proceeds to Academic Committee and the duplication of membership across many of these committees.

Resolution

18.8 The Academic Committee resolved to ask members to forward any additional comments and suggestions for inclusion in Academic Committee’s review submission to the Chair or Secretary before the submission due date.

19.0 PRESENTATION – STRATEGIC PLAN KEY PERFORMANCE INDICATORS
19.1 Council approved in December 2008 the Griffith Strategic Plan 2009 – 2013 to give effect to the Griffith 2015 agenda. The Strategic Plan identified four ways of measuring and reporting performance:

- University level Key Performance Indicators (KPIs) and targets
- Tailored ‘staircase’ indicators for schools, departments and research centres
- Selected external benchmarks of performance drawn from national and international data sets
- Benchmarking performance of Areas of Strategic Investment.

19.2 Council approved at its May 2010 meeting revised consolidated University KPIs and targets. These minor changes to the current University level KPIs enable and align the cascading of targets and indicators to Group and then to element (School/ Department/ Centre) levels (This is known as the staircase model that is described in the Griffith Strategic Plan 2009 – 2013) and facilitate the University’s response to forthcoming changes in the external environment arising from the Commonwealth’s reform agenda for higher education and research.

19.3 A comparison of the previous and Council-approved Strategic KPI definitions and targets and the rationale for their change was provided by the Chair via a presentation, and also in the document (2010/0012771). Members noted the University’s performance against the reported KPIs for the period 2006 to 2010 and revised targets as set out in the Report to Council on Griffith Strategic Plan 2009 – 2013 (2010/0012770).

19.4 The Committee welcomed Ms Sue Smith, from Finance and Business Services to demonstrate to members the online interactive Strategic KPI data warehouse.

19.5 The Chair advised that a number of key decisions about levels of access to data were still to be made before the online data can be rolled out. Members expressed the view that wide staff access would be valuable and eagerly anticipated.

20.0 PRESENTATION – ENGLISH HELP AND STUDENT LINX

20.1 Ms Nicole Brigg, Director of the Griffith English Language Institute was welcomed to the meeting to give a presentation about the University’s EnglishHelp and Student Linx programs – two components of Griffith’s English Language Enhancement Strategy. Members noted documentation provided with the agenda illustrating 2008-2009 student demand for the EnglishHELP program and a brief description of student figures. Members also noted two documents describing the activities and events in the 2010 Student Linx program.

20.2 Members were informed that demand for EnglishHELP is continuing to grow with participation increasing across the majority of faculties. Several members spoke of the positive contribution EnglishHELP has made towards the learning outcomes of participating students.

20.3 Ms Brigg also spoke about the range of activities under the Student Linx program, designed to promote integration of international and non-international students in both social and academic situations. Members were advised of the significant increase in participation rates from both international and non-international students in 2010 compared to the previous year, and about the benefit of using student ambassadors and Work-integrated learning students to embed Student Linx activities within the University culture.

20.4 Members expressed their appreciation for the mutual value of the program to both international and non-international students.
21.0 USE OF SAFEASSIGN AND ASSIGNMENT HANDLING

21.1 The Academic Committee, on the recommendation of the 2/2010 Learning and Teaching Committee (17 May), reviewed the paper, *Use of SafeAssign and Assignment Handling – A Report from the Assessment Committee*, noting the recommendations contained within.

21.2 Safe Assign is text-matching software that has been trialled by the University, first in Semester 2, 2007, as one way of moving closer towards the goal of all text-based assessment items that are created in an electronic format being submitted in that format for the purposes of receipting the assessment item, text matching, marking and returning the item to the student.

21.3 The Chair of the Assessment Committee introduced the report that highlights the following key points arising out of a University-wide consultation process:

- a. It remains important for academic staff to receive written/ text based assessment items both on-line for text matching and in hard copy for marking;
- b. There is concern about the Remote Assignment Printing Service (RAPS) and the Off-Campus Assignment and Handling Services’ (OCA&HS) ability, in terms of scale and sustainability, to meet academic staff expectations about assessment submission if a model such as that used by the School of Criminology and Criminal Justice is adopted university-wide;
- c. It is acknowledged that the University does not have a technological solution for integrating on-line assessment submission, use of SafeAssign and assignment printing; and it is suggested that the PVC (INS) be requested to provide to a future meeting of Learning and Teaching a technology roadmap for assessment submission and return;
- d. It recognises that for a range of courses that the use of SafeAssign is not appropriate and so a one size fits all approach is not recommended;
- e. Assessment Committee advocates University-wide use of SafeAssign by students for formative purposes and asks INS to recommend the best approach for achieving that outcome – individual course sites or the establishment of generic Learning@Griffith organisation sites such as in the School of Criminology and Criminal Justice for individual academic elements;
- f. It is proposed that guidance on assessment submission and return that reflects the current diversity in assessment items used across the institution be brought forward as part of the Assessment Policy Review.

21.4 The Chair of the Learning and Teaching Committee advised Academic Committee members that the Learning and Teaching Committee had recognised the significant resource implication arising out of report findings and had requested from Information Services a scoping paper that identifies resource implications and ways forward. This paper will be considered by Learning and Teaching Committee before any recommendations will come forward to Academic Committee.

21.5 Members discussed the circumstances in which retention of hard copy assessment items would be beneficial. The discussion emphasised recommendation (d) above and the difficulties with a unilateral approach.

21.6 In discussing related issues of information technology support, capacity and sophistication, members expressed an interest in a future briefing by the Pro Vice Chancellor (Information Services) about learning delivery technology at Griffith.
Resolution

21.7 The Academic Committee, on the recommendation of the Learning and Teaching Committee (May, 3/2010), noted:
   a. the report and recommendations regarding the use of SafeAssign and Assignment Handling;
   b. that Information Services will undertake a scoping project to identify resource implications arising out of the report and ways to progress online assignment submission, marking and return, and present a report to the Learning and Teaching Committee for consideration; and
   c. a future request for the Pro Vice Chancellor (Information Services) to brief members about technology for learning delivery at Griffith.

22.0 PROGRAMS COMMITTEE ANNUAL REPORT FOR 2009

   22.1 Academic Committee noted the The Programs Committee Annual Report for 2009 (2010/0011265).
23.0 VICE CHANCELLOR’S FORUM AND QUESTION TIME

23.1 The Vice Chancellor was unable to attend the meeting. Members noted that at future meetings, the Vice Chancellor would attend to speak to update members on issues of importance and take questions, with or without notice.

23.2 The Chair spoke about the following key items on behalf of the Vice Chancellor:

a) Sir Samuel Griffith Lectureship scheme
b) Sessional Staff Project
c) The Chair and the Committee expressed its warm congratulations to Professor Keithia Wilson who is the recipient of an ALTC 2010 National Teaching Fellowship, only one of three awarded this year. Achievement of a National Teaching Fellowship acknowledges the individual’s expertise and influence on Australian higher education.

24.0 BUSINESS ARISING OUT OF THE PREVIOUS MINUTES

24.1 Members noted that the Policy on Academic Awards, Programs, Nomenclature and Abbreviations had been approved by Council (10 May meeting).

24.2 Updates on Student Admission Statistics
It was noted that analysis of admission statistics is being conducted and will be presented to a future Academic Committee meeting.

25.0 CHAIRPERSON’S REPORT

25.1 The Chair reported on the following matters of interest:

a) Restructuring of Arts, Education and Law
The Group Pro Vice Chancellor is receiving submissions from students and staff on the Arts, Education and Law change proposal. Academic Committee members, at a future meeting, will have opportunity to provide comment on the revised proposal that takes account of submission feedback.

b) Evaluations @ Griffith
Information Services staff are working to identify and resolve the current Evaluations@Griffith system overload issues to enable the system to be re-opened shortly. As a result, students will have a longer timeframe in which to complete evaluations and communication will be sent to reinvigorate student interest.

c) Universities Australia Deputy Vice Chancellor (Academic) Forum
The Chair briefed the Committee on a range of key discussions that took place at the recent Deputy Vice Chancellor (Academic) Forum, including federal budget outcomes and the new quality and regulatory arrangements for Australian higher education.

The Chair tabled a chart that summarises the four elements of the new quality and regulatory arrangements for Australian higher education: the Tertiary Education Quality and Standards Authority (TEQSA), the National Register of higher education providers, the Higher Education Standards Framework, and the ‘My University’ website.

Members noted implications of the new arrangements for Griffith including increased accountability and levels of scrutiny requiring greater documentation about how the institution meets a range of standards. There was much discussion about the role and possible function of each of these four elements.
26.0 DEPUTY CHAIRPERSON’S REPORT

26.1 The Deputy Chair reported on the following matters of interest that have arisen since the previous meeting.

- **Postgraduate Coursework English Language Enhancement Strategy**
  Members noted that there is clear need for English language support at the postgraduate level but rather than adopting the approach applied for undergraduate programs, the Internationalisation Advisory Committee (IAC) is looking at various ways to embed discipline specific EnglishHELP in postgraduate programs. There are some good examples of practice in Groups and IAC is investigating means of sharing this good practice.

- **Internationalisation of the Curriculum Audit**
  It was noted that an audit will be conducted when course data becomes available via the new course profile system.

27.0 REPORTS OF SUB-COMMITTEES OF THE ACADEMIC COMMITTEE AND OTHER COMMITTEES

27.1 The minutes and/or action sheets of the following Committees were noted:

a) Board of Graduate Research (nil)
b) Internationalisation Advisory Committee (nil)
c) Learning and Teaching Committee (1/2010 and 2/2010)
d) Programs Committee (1/2010)
e) Research Committee (1/2010)
f) Research and Postgraduate Studies Committee (1/2010 final)

28.0 OTHER BUSINESS

28.1 Nil.

29.0 2010 COMMITTEE MEETING DATES

29.1 Members noted the remaining meetings in the 2010 schedule below. Meetings are held on Thursdays from 1.30pm – 4.00pm with a video-conference between Gold Coast and Nathan campuses.

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<tr>
<th>Meeting Dates</th>
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<td>Business 2 Building</td>
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<td>19 August</td>
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<td>16 September*</td>
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<td>18 November</td>
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*meeting will proceed only if urgent business requires

Minutes Confirmed by:

Professor Sue Spence, Chair __________________________ 17 June 2010

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