A meeting of the Internationalisation Advisory Committee was held on Thursday, 14th June 2012, from 1:00pm – 3:00pm via videoconference in Room 2.06, Bray Centre (N54) and Room 1.04, The Chancellery (G34).

MINUTES

PRESENT:
Professor Gillian Bushell (Chair)
Mr Chris Madden
Mr Tony Shiel
Professor Michelle Barker
Professor Chris Auld
Professor Tony Perkins (for Professor Debra Henly)
Professor Sue Berners-Price
Ms Nicole Briggs
Ms Joanna Peters
Ms Margaret Price
Ms Kerry Sutcliffe
Ms Sinikiwe Mbanje
Mr Juan Sebastian Diaz-Gasca
Ms Rosemary Marson (Secretary)

APOLOGIES:
Professor Claire Wyatt-Smith
Professor Yew-Chaye Loo

1.0 CONFIRMATION OF MINUTES

The minutes of the 1/2012 meeting of the Internationalisation Advisory Committee (IAC), having been circulated, were taken as read and confirmed.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

2.0 COURSE PROFILE DATA – INTERNATIONALISATION

2.1 The IAC recalled that, along with other University mechanisms, the Committee is responsible for overseeing the internationalisation of Griffith’s curriculum. The Secretariat has recently finished work on the Course Profiles Project, which has assessed the University’s courses against a number of content areas, including internationalisation.

2.2 Attached for the IAC’s consideration were a series of tables, contained in document 2012/0012259, that summarise the findings of the Course Profiles Project, as it relates to courses that claim to have one of the following components (quoted from the Curriculum Initiatives Tracking policy):

- International perspectives e.g. history, culture, language, literature, religion, philosophy, economics and/or politics of other country/countries;
• Requires an overseas exchange, placement, or experience;

• Activity specifically to foster intercultural sensitivity, cultural understanding, and/or teach intercultural communication skills; and/or

• Involves study of a foreign language.

2.3 The IAC considered the Report (doc 2012/0012259), noting that the data indicate a consistent improvement between the level of internationalisation identified in courses between semester 2, 2011 and semester 2, 2012. Members agreed that maintaining this level of interest and commitment to internationalisation and the curriculum represents a significant challenge.

2.4 Members agreed to recommend the following actions to the Academic Committee as strategies for maintaining awareness and interest in internationalising the curriculum:

2.4.1 that regular updates on Internationalisation and the Curriculum be included as a standing item on the Agenda for Academic Committee and the Learning and Teaching Committee;

2.4.2 that Deans (Learning and Teaching) be included in this initiative via regular updates on Internationalisation and the Curriculum;

2.4.3 that Internationalisation and the Curriculum be included as a standing item on the Agenda of School Committee meetings;

2.4.4 that updates on Internationalisation and the Curriculum be included as a standing item on the IAC’s Agenda;

2.4.5 members also agreed that Griffith International draft appropriate paragraphs on Griffith’s Study Abroad opportunities for the Manager, Admission, which will be included in the DVC (A)’s email to students, which takes place eight times a year.

3.0 ENGLISH LANGUAGE STANDARDS FOR HIGHER EDUCATION (ELSHE)

3.1 The IAC noted that the University has received advice from the DEEWR on the Good Practice Principles and their Conversion to English Language Standards for Higher Education (ELSHE). The Conversion was overseen by a steering committee convened by AUQA.

3.2 The IAC considered the final version of the six standards, as listed below:

1. The provider ensures that its students are sufficiently proficient in English to participate effectively in their higher education studies on entry.

2. The provider ensures that prospective and current students are informed about their responsibilities for further developing their English language proficiency during their higher education studies.

3. The provider ensures that resourcing for English language development meets students’ needs throughout their studies.

4. The provider actively develops students’ English language proficiency during their studies.
5. The provider ensures that students are appropriately proficient in English when they graduate.

6. The provider uses evidence from a variety of sources to monitor and improve its support for the development of students’ English language proficiency.

3.3 The IAC considered the Report and expressed concern over the difficulties that members perceived the University will experience in providing proof of its compliance with the above-mentioned standards; specifically that TEQSA will find the University’s evidence acceptable in fulfilling the requirements and graduating students meet the standard levels outlined in 3.2. Members further agreed that TEQSA is not clear about the benchmarks it will use to assess the advice provided by universities on their compliance with the standards outlined in 3.2.

3.4 Members of the IAC agreed that Standard no. 1 is the most significant for the University to meet and Standards 2 to 6 are well supported by Griffith’s English Language Engagement Strategy (GELES). In relation to GELES, members noted that this strategy has largely focused on the University’s undergraduate cohort and that work is now commencing on strategies for supporting English language enhancement for the University’s postgraduate international student cohort.

3.5 Representatives of Griffith International advised that one of the significant issues to be addressed in relation to ensuring that the University meets these standards is to work closely with the major language pathway providers for Griffith’s international cohort to ensure that these organisations are also compliant with the new ELSHE standards.

3.6 Members noted the wording in Standard no. 3 - The provider ensures that resourcing for English language development meets students’ needs throughout their studies.

Members agreed that this might be difficult to prove and that a first step may be to ask the elements to document how they are currently supporting English language development during the course of student’s studies within the various Schools.

3.7 Members agreed that strategies need to be put in place for each of the six standards to ensure that the University is adequately prepared to report to TEQSA on its compliance with the new ELSHE standards. The IAC further agreed to recommend to Academic Committee that it request that academic elements report to the Academic Committee on their activities that relate to supporting the new ELSHE Standards.

4.0 ENGLISH LANGUAGE ADMISSION PATHWAYS – REQUEST FOR PTE (ACADEMIC) SUBSCORES THAT ARE EQUIVALENT TO GRIFFITH’S ESTABLISHED IELTS SCORES AND SUBSCORE LEVELS

4.1 The IAC recalled that at its June 2011 meeting the Committee had considered and recommended for approval (Academic Committee 6/2011 meeting), the following actions:

4.1.1 Approved the use of the Pearson Test of English Academic and Admission Scores (equivalent to those applied by the Universities Admission Centre as described below)

- IELTS 6.0 set at PTE 54 (Pearson recommended in the range of 50-57)
- IELTS 6.5 set at PTE 61 (Pearson recommended in the range of 58-65)
- IELTS 7.0 set at PTE 68 (Pearson recommended in the range of 65-73).

For the purpose of assessing English language admission requirements from Semester 2, 2012 for all programs other than those exempt in document 2011/0002829.
4.1.2 Adopted revisions to the following admission policies to include Pearson Test of English admission scores for application in Semester 2, 2012:
- Admission Policy for Undergraduate Programs (2011/0004010)
- Admission Policy for Coursework Postgraduate Programs (2011/0004009)
- Higher Degrees Policy (2011/0002806)
- Professional Doctorate Policy (2011/0002805).

4.3 The Manager, Admissions introduced this item and, referring to her memorandum (7 June 2012), outlined the reasons for her request for the approval of subscores that are equivalent to Griffith’s established IELTS scores and subscore levels. The proposed subscores are as follows:

- IELTS 6.0 (minimum 5.5 in each subtest) was mapped to PTE (Academic) 54 overall (minimum 46 in all Communicative Skills)
- IELTS 7.0 (minimum 6.5 in each subtest) was mapped to PTE (Academic) 68 overall (minimum 61 in all Communicative Skills)

4.4 The IAC agreed to recommend the introduction of the subscores, as listed in 4.3 above, that are equivalent to Griffith’s established IELTS scores to the Academic Committee as well as the requirement that Griffith University requires all PTE (Academic) scores to include subscores that are equivalent to our established IELTS scores and subscore levels.

SECTION B: ACTION UNDER DELEGATED AUTHORITY
NIL

SECTION C: OTHER RECOMMENDATIONS AND REPORTS
(TO PERSONS/COMMITTEES OTHER THAN THE PARENT COMMITTEE(S)
NIL

SECTION D: MATTERS NOTED, CONSIDERED, OR REMAINING UNDER DISCUSSION

5.0 IELTS SCORE FOR UNDERGRADUATE ENTRY TO GRIFFITH UNIVERSITY

5.1 The Director, Griffith International, provided a brief presentation on the proposed increase of IELTS score to 6.5 for entry into Griffith’s undergraduate programs and 7.0 for postgraduate programs. The IAC was advised that, although the University’s Executive Group has agreed in-principle to the increase, the detailed analysis of the implications of such an increase on recruitment figures is yet to be undertaken. Members noted that 18% of Griffith’s international students enter via the IELTS scheme, while 82% enter via the LOI pathways. Representatives from Griffith International advised that they are preparing reports and models of the impact on incoming student numbers for a 2014 and 2015 intake for the University’s Executive to consider.

5.2 Members thanked the Director, Griffith International for this update and asked that the reports currently under preparation be forwarded to IAC for consideration and recommendation to the Academic Committee.
6.0 WEBSITE

6.1 Members of the IAC recalled that the review and re-development of the internationalisation information on the Griffith website has been underway since mid-2011 and that the IAC has routinely been asked to contribute to this project, with a view to considering what information should be where, and in relation to the target audience.

6.2 Members noted that, currently, the information contained in the website focuses on international students and transnational activities. The IAC considered the request from the DVC (A) for the Committee to consider ways in which the website can be more strongly focussed on, and reflect, the various aspects of the University’s Internationalisation Strategy. Members of the IAC agreed that the following headings may be a useful starting point:

- Internationalisation of the curriculum
  - GIHE resources
  - Studying languages other than English; the Diploma of Languages, the Languages Hub
  - Encouraging international exchanges and study experiences
  - Schools tracked in the course profile project and the implications of this for our international cohort
- Internationalisation of research
  - Exchanges
  - Partnerships and collaborations

6.3 The IAC was advised that Griffith International is currently reviewing its website and materials and that they are happy to work with the IAC to coordinate the material available on internationalisation.

7.0 CULTURAL DIVERSITY AND INTERNATIONALISATION COMMUNITY OF PRACTICE

7.1 Professor Michelle Barker updated the Committee on the recent issues discussed at the Cultural Diversity and Internationalisation Community of Practice (CD&I CoP). Professor Barker drew members’ attention to the current marketing campaign for internationalisation at Griffith that includes a poster and bookmarks featuring various activities on internationalisation at the University, which have been distributed to staff. Members were also advised that on 26 October the CD &I Community of Practice will be hosting a program to showcase the work completed with the University of Canberra on the ALTC Grant for embedding inter-cultural skills in the university curriculum. Members were also advised that the Community of Practice is interested in attracting a wider audience – including academic managers, academic policy makers, for instance – so that the diversity of the university’s internationalisation profile can be reflected in the group’s discussions.

8.0 2012 DRAFT WORKPLAN FOR THE INTERNATIONALISATION ADVISORY COMMITTEE

8.1 Members noted the 2012 Work Plan for the Internationalisation Advisory Committee:

<table>
<thead>
<tr>
<th>2012 Annual Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity/ Project Name:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
9.0 MEMBERSHIP

9.1 The Internationalisation Advisory Committee welcomed the following new members to the IAC:

Professor Sue Berners-Price (Dean, Griffith Graduate Research School), Professor Michelle Barker (Nominee, Director (GIHE)), and Mr Juan Sebastian Diaz Gasca (postgraduate student member).

10.0 ORIENTATION OF NEW MEMBERS

10.1 The Committee welcomed its new members and the Chair briefly outlined the core purpose and functions of the IAC, as indicated in the Constitution and the structure of the Agenda. In particular, the Chair highlighted that the IAC is responsible for providing advice to the University’s Executive Group, Academic Committee and its sub-committees on matters concerning the policy and strategy relating to international and transnational matters. The IAC is also charged with providing advice to Griffith International on plans to achieve the aims and objectives for international activities set out by the University in policy and strategy.

11.0 CHAIR’S REPORT

11.1 The Chair advised the IAC that the key items of interest were included in the Agenda.

12.0 PRO-VICE CHANCELLOR’S (INTERNATIONAL) REPORT

12.1 The PVC (International) drew members’ attention to the significant drop in international student numbers, citing the high cost of living in Brisbane and the high Australian dollar as the main factors for this drop in international student numbers.

13.0 DEANS AND DIRECTORS (INTERNATIONAL) REPORTS

13.1 The Chair advised the Deans/Directors (International) that, due to time constraints and the extent of items on the Agenda, they will not be able to provide a report on internationalisation activities in their areas.

14.0 NEXT MEETING

14.1 The next meeting of the Internationalisation Advisory Committee will be held on Thursday, 11 October from 1:00pm – 3:00pm via videoconference in Room 2.06, Bray Centre (N54), Nathan campus and Room 1.04, The Chancellery (G34), Gold Coast campus.

15.0 MEETING DATES FOR 2012

15.1 Meetings will be held from 1:00pm to 3:00pm on the following dates:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Confirmed Venues</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nathan</td>
</tr>
<tr>
<td>29 March</td>
<td>N54_2.06</td>
</tr>
<tr>
<td>14 June</td>
<td>N54_2.06</td>
</tr>
<tr>
<td>23 August</td>
<td>N54_2.06</td>
</tr>
<tr>
<td>11 October</td>
<td>N54_2.06</td>
</tr>
<tr>
<td>29 November *</td>
<td>N54_2.06</td>
</tr>
</tbody>
</table>
* will only proceed if business warrants.

Confirmed:  

(Chair)

Date:  


DISTRIBUTION LIST

Committee Members

CHAIRPERSON OF THE COMMITTEE
DEPUTY CHAIR, ACADEMIC COMMITTEE  
Professor Gillian Bushell

PRO VICE CHANCELLOR (INTERNATIONAL). OR NOMINEE
Mr Chris Madden

DEAN, GRIFFITH GRADUATE RESEARCH SCHOOL  
Professor Parlo Singh

DEPUTY VICE CHANCELLOR (RESEARCH) OR NOMINEE
Mr Tony Shiel (nominee)

DEAN (STUDENT OUTCOMES) AND DIRECTOR, GIHE OR NOMINEE FROM AMONGST THE ACADEMIC STAFF OF THE GIHE
Professor Michelle Barker (nominee)

A DEAN OR DIRECTOR FROM EACH ACADEMIC GROUP WITH RESPONSIBILITY FOR INTERNATIONALISATION
Professor Claire Wyatt-Smith (Arts, Education and Law)
Professor Chris Auld (Griffith Business School)
Professor Debra Henly (Griffith Health)
Professor Yew-Chaye Loo (Science, Environment, Engineering and Technology)

ACADEMIC REGISTRAR OR NOMINEE
Ms Margaret Price (nominee)

DIRECTOR, STUDENT SERVICES OR NOMINEE
Ms Joanna Peters

DIRECTOR, GRIFFITH ENGLISH LANGUAGE INSTITUTE OR NOMINEE
Ms Kerry Sutcliffe

ONE UNDERGRADUATE INTERNATIONAL STUDENT, APPOINTED BY THE DEPUTY CHAIR, ACADEMIC COMMITTEE
Ms Sinikiwe Mbanje One year up to 31 December 2012

ONE POSTGRADUATE INTERNATIONAL STUDENT, APPOINTED BY THE DEAN, GRIFFITH GRADUATE RESEARCH SCHOOL
Mr Juan Sebastian Diaz-Gasca One year up to 31 December 2012

COOPTED MEMBERS – ANY MEMBER OF THE UNIVERSITY COMMUNITY OR AN EXTERNAL EXPERT WHERE PARTICULAR EXPERTISE OR INSIGHTS ARE REQUIRED
Ms Nicole Brigg, Director, Griffith International

Secretary: Ms Rosemary Marson (ext 54393)

Other Copies (with attachments)
Binding (CARMs) copy
Working copy
Spare copy