GRiffith University

Learning and Teaching Committee

Notice of Meeting

A meeting of the Learning and Teaching Committee will be held on Monday, 4th December 2006 at 10.00am in N54_2.02, Council Chamber, Nathan campus.

Apologies may be recorded by telephoning Ms Trish Mac Elroy on extension 57884, or by emailing t.macelroy@griffith.edu.au.

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### Significant Committee Events – 2007 Committee Meeting Dates

Meets on Mondays at 10:00 a.m

- 12 February
- 5 March
- 2 April
- 8 May – This meeting only is on the Tuesday.
- 4 June*
- 9 July
- 6 August
- 3 September
- 8 October
- 5 November
- 3 December*

* Will only proceed if there is urgent business

### Deadlines – Carrick Awards and Fellowships

- **Carrick Fellowships 2007** – 9 February 2007
- **Carrick Citations 2007** – 11 May 2007
- **Carrick Teaching Awards and Awards for Programs that Enhance Learning 2007** – 13 July 2007

### Deadlines – Carrick Grants

- **Priority Projects Program** - grant applications addressing academic standards, assessment practices and reporting in particular fields of study (Law, Economics, Business and related studies, Biological Sciences and Agriculture, Social Sciences including Education), teaching and learning spaces, peer review.
  
  **Griffith Deadline** - 5 February 2007    **Carrick Deadline** - 26 February 2007

- **Leadership for Excellence in Learning and Teaching Program** - grant applications addressing institutional leadership - enhancement of learning and teaching through leadership capacity building; and Disciplinary and Cross-Disciplinary Leadership - enhancement of learning and teaching through capacity building in disciplinary structures, communities of practice and cross-disciplinary networks. A National Carrick Leadership Forum will be held in Sydney, at the Sydney Masonic Centre, on 9 February 2007. Registrations for the Leadership Forum are now open through the Carrick Institute website.
  

- **Competitive Grants Program** - research and development focusing on issues of emerging and continuing importance (eg the nexus between teaching and research; performance indicators for learning and teaching); strategic approaches to learning and teaching that
address the increasing diversity of the student body; development of robust methods of identifying and rewarding excellence in teaching, innovation in learning and teaching, particularly in relation to the role of new technologies.

**Griffith Deadline** - 26 March 2007  
**Carrick Deadline** - 23 April 2007

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DISTRIBUTION LIST

Committee Members

The Chair of the Committee who shall be the Deputy Vice Chancellor (Teaching and Learning)
Professor John Dewar  
ex officio

Deans (one from each Group appointed by the Group Pro-Vice Chancellor)
Associate Professor Nick Buys (Health)  
Until February 2007
Associate Professor Anna Stewart (Arts, Education and Law)  
Until February 2007
Professor Lorelle Frazer (Business)  
Until February 2008
Professor Lex Brown (Science and Technology)  
Until February 2008

Academic Staff (two from each Group, appointed by the Group Pro-Vice Chancellor)
Professor Paul Turnbull (Arts, Education and Law)  
Until February 2008
Dr Heather Alexander (Health)  
Until February 2007
Mr Dave Edwards (Science and Technology)  
Until February 2008
Dr Alf Lizzio (Health)  
Until February 2008
Professor Michelle Barker (Business)  
Until February 2008
Dr Rodney Stewart (Science and Technology)  
Until February 2008
Associate Professor Jay Younger (Arts, Education and Law)  
Until February 2007
Dr Joo-Gim Heaney (Business)  
Until February 2007

Students (one from each Group, comprising three undergraduate students and one postgraduate student)
Ms Carmen Vassallo  
Until February 2007
Ms Elizabeth Davies  
Until February 2007
Mr Dane Falvo  
Until February 2007
Ms Candace Barrett  
Until February 2007

Director, Griffith Institute of Higher Education
Professor Royce Sadler  
ex officio

Director, Flexible Learning and Access Services
Dr Michael Crock  
ex officio

Dean, Graduate Research School
Professor Joy Cumming  
ex officio

Director, Office of Human Resource Management or Nominee
Mr John Swinton  
ex officio

Chairperson of Programs Committee
Professor Sally Borbasi  
ex officio

Acting Secretary:  Ms Karen van Haeringen (extension 57726)

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AGENDA

1.0 APOLOGIES

Apologies may be recorded by contacting Trish Mac Elroy on extension 57884 or by emailing t.macelroy@griffith.edu.au.

2.0 CONFIRMATION OF MINUTES

The Action Sheet of the 9/2006 meeting is attached.

3.0 CHAIR'S REPORT

3.1 Membership of the Committee

The Committee is asked to record its thanks to Professor Michelle Barker for her contributions to the Learning and Teaching Committee during 2005/2006, acknowledge her leadership of the Educational Excellence Committee in its first full year of operation and her generous contributions to the Cultural Diversity Community of Practice.

3.2 December Learning & Teaching Committee Report

A written report is attached addressing the following matters:

- Carrick Awards for Australian University Teaching
- Communities of Practice at Griffith
- Course Outline Project – 2006
- Elective Marketplace
- E-Learning Showcase
- KPIs – Research-based Learning, Work-integrated learning, ATSI course content & Prestigious External Scholarships
- National Carrick Leadership Forum
- Carrick Fellowship Outcomes and Processes

3.3 Other Matters

The Chair will provide a verbal update on:

- Research Quality Framework
- Work Choices and the High Court Decision

and ask Dr Michael Crock to report on:

- Learning@Griffith Enhancement Project
- Carrick Supporting Learning and Teaching at a Distance Forum
4.0 REPORTS FROM SUB-COMMITTEES

Attached are ‘The Year in Review’ reports for following sub-committees:

4.1 EDUCATIONAL EXCELLENCE COMMITTEE

4.2 LEARNING ENVIRONMENT COMMITTEE

4.3 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

ORDERING OF THE AGENDA

At this point in the agenda, members may propose that any matter on the agenda, not included in Section I, be so included.

SECTION I: MATTERS FOR DEBATE AND DECISION

5.0 E-LEARNING STRATEGY AND GRIFFITH E-LEARNING GUIDE

5.1 The Report of the Panel Reviewing Griffith University Information Services Division 10 – 14 October 2005 (2006/0003767) had as its first recommendation:

That Griffith build an e-Learning and Teaching Plan to underpin the University Learning and Teaching Plan by the end of 2006 for implementation in 2007.

5.2 As a result of this recommendation the Deputy Vice Chancellor (Academic) convened an Emerging Technology Planning Session in January 2006 and asked the Learning Environment Committee to take responsibility for the development of the University’s E-Learning Strategy.

5.3 In response to the Deputy Vice-Chancellor (Academic)’s request, the Learning Environment Committee, at its 2/2006 meeting, adopted Terms of Reference for an E-Learning Strategy (2006/0002261) and the Chair, Learning Environment Committee developed a draft Griffith e-Learning Strategy (2006/0002263).

5.4 A preliminary discussion of the draft Griffith e-Learning Strategy (2006/0002263) was undertaken by the Learning Environment Committee with Professor Diana Laurillard, and the following suggestions were made:

- Update the market research undertaken at the time of The Review of Flexible Learning about the learning needs of our various student markets, domestic, international, undergraduate and postgraduate etc. and the relevant drivers for academic and general staff.
- Make more explicit the infrastructure implications eg. the Digital Repository and future investments in infrastructure.
- Consider the workload, recognition and reward schemes for staff engaged in e-learning.
- Make more explicit the need to manage change in approaches to learning used by academic staff across the University.
- Access and harness the knowledge and experience of our staff who have been e-learning leaders and innovators.

In response to the last three points, a proposal to establish an e-learning role to support individual academics in the form of the Role of the Griffith E-Learning (Gel) Guide was developed by the Learning Environment Committee. This proposal has been discussed
with the Deputy Vice Chancellor (Academic), the Deans/Deputy Directors Learning & Teaching in their regular forum and individually. Feedback from these sessions is attached for the information of the Committee.

5.5 Earlier versions of the E-Learning Strategy and the Role of the Griffith E-Learning Guide were discussed by the Learning and Teaching Committee at its 6/2006 meeting. After which the Learning Environment Committee convened a meeting to discuss the implementation issues associated with the Strategy. As a result of that meeting the Chair, Learning Environment Committee produced a power point presentation which was subsequently shown at both the Deans/Deputy Directors Learning and Teaching Forum and the October meeting of the Learning and Teaching Committee. That power point presentation has served as the basis for developing the implementation plan in the attached e-Learning Strategy (2006/0002266).

Recommendation

5.6 The Learning & Teaching Committee is asked to recommend to the Academic Committee the adoption of:

- the Griffith e-Learning Strategy and its implementation plan (2006/0002266); and
- Role of The Griffith E-Learning (Gel) Guide (2006/002267),

for implementation in 2007.

For consideration

6.0 FRAMEWORK FOR EXCELLENCE IN TEACHING AND SUCCESS IN LEARNING

6.1 The Strategic Plan recognises that the University’s capacity to achieve its objectives in learning and teaching depends critically on its ability to attract and retain high quality staff and to support them to achieve a high level of performance.

6.2 The Griffith Academic Plan 2 indicates its contribution to supporting high quality staff is the development of a framework for learning and teaching at Griffith that guides the practice of individual teachers, academic managers, course and program convenors.

6.3 This framework The Framework for Excellence in Teaching and Success in Learning (2006/002268) has been developed to assist the University’s academic staff to:

- assess their own teaching practice;
- identify areas for improvement in their teaching practice;
- identify development activities that may facilitate improvement in their teaching practice; as well as
- ensure their readiness to apply for recognition schemes such as the Griffith Awards for Excellence in Teaching.

6.4 The Educational Excellence Committee, via the attached memorandum from the Deputy Vice-Chancellor (Academic), has been asked to consider how it may make use of the Framework in guiding the development of the Celebrating Teaching @ Griffith program, in providing advice to GIHE and the Secretariat about its provision of professional development for University teachers, in the further development of the work of the Learning and Teaching communities of practice, in the criteria for the awards for excellence in teaching and in providing developmental feedback to applicants for teaching awards.
6.5 The Chair, Educational Excellence Committee will speak to that Committee’s recommendation that the Learning and Teaching Committee adopt the Framework for Excellence in Teaching and Success in Learning (2006/002268).

**Recommendation**

6.6 The Learning and Teaching Committee, on the advice of the Educational Excellence Committee, is asked to recommend to Academic Committee the adoption of the Framework for Excellence in Teaching and Success in Learning to develop the University’s capacity to achieve its objectives in learning and teaching.

**For consideration**

7.0 **2007 CELEBRATING TEACHING PROGRAM**

7.1 The Educational Excellence Committee oversees the annual Celebrating Teaching program of seminars and events hosted for all staff at Griffith by the Deputy Vice Chancellor (Academic). The Celebrating Teaching Program is comprised of a series of monthly seminars focusing on themes of strategic importance to the University. Seminars alternate between Nathan, Mt Gravatt, Logan and Gold Coast campuses from April to November each year.

7.2 The attached *Draft Celebrating Teaching Program for 2007* has been prepared by the Educational Excellence Committee (9/2006 meeting) focusing on key themes in the *Griffith Framework for Excellence in Teaching and Success in Learning* and priorities identified in the *Strategic Plan* including:

- High quality teaching
- Rigorous curriculum design
- Sound assessment practices
- Effective quality assurance
- Supportive learning environments.

7.3 The Chair, Educational Excellence Committee will speak to that Committee’s recommendations about the 2007 Celebrating Teaching Program.

**Recommendation**

7.4 The Learning & Teaching Committee, on the recommendation of the Educational Excellence Committee, is asked to endorse the attached *Draft Celebrating Teaching Program for 2007*(2006/0007075).

**For consideration**

8.0 **MANAGING CURRICULUM DEVELOPMENT, APPROVAL AND EVALUATION AT THE PROGRAM LEVEL**

8.1 In November 2006, Phillips KPA conducted as part of Project Streamline a Review of the University’s Program Approval process. In response to the review the Learning and Teaching Committee considered new policies and guidelines for Program Approval at its May meeting this year. However there are a number of other recommendations from Project Streamline yet to be implemented, in particular:
3. Resources for Supporting Program Development

Support policy and practice in program development by introducing a Program Planning and Development web site to inform the University community and provide an opportunity for collaborative input to the next stage of planning.

3.1 Develop a web site that includes support resources such as advice on curriculum design at the program level from the GIHE, advice on the selection of educational resources to support learning from FLAS, as well as administrative program support contacts, and guidelines for assessment of market demand;

3.2 Investigate electronic methods for the tracking and storage of program profile information and submissions between academic elements and the University.

7. Program Evaluation

The current Course/Program Evaluation Project, constituted in 2003, has addressed evaluation of courses and teaching in its first phase (GIHE is the project management locus). In the second phase, the Project will address undergraduate and postgraduate program evaluation.

7.1 Course/Program Evaluation Project to progress work on program evaluation review.

8. Program Catalogue Resources

The Program Catalogue and Course Catalogue play a critical role in informing both students and staff about program and course offerings and Student Administration has recently recognised the need for additional resources to support the Program Catalogue site.

8.2 In order to progress these issues a project with features similar to the Course Outline Project is envisaged:

- A standard curriculum document that will replace the multitude of forms that are currently part of the Program Approval Process (Duncan Nulty will speak to this).
- A new approach to resource checking where using a range of criteria the impact is assessed as high, medium and low.
- An on-line system that facilitates workflow process for Program Approval, updating of the Program Catalogue and updating of the Phillips KPA proposed Program Planning and Development web site to inform the University community of Program Approvals. (Karen van Haeringen will speak to this).
- A new approach to program evaluation based on the standard curriculum document. (Sally Borbasi will speak to this).

8.3 The attached document Proposed Trial of a New Program Development, Approval and Review Process supports the presentations listed above.
Recommendation

8.4 The Learning and Teaching Committee is asked to endorse the direction of the proposal for a new process and system for program development, approval and review.

For consideration

9.0 COURSE EVALUATION REPORTING

9.1 This item has been withdrawn.

10.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING

10.1 In early August the Deputy Vice Chancellor (Academic) announced the availability of up to $680,000 for the 2007 Griffith Grants for Learning and Teaching Scheme and that applications were to be submitted by Friday 17 November 2006.

10.2 The Griffith Grants for Learning & Teaching Scheme has three foci:

Institutional – Strategic Program Grants (Four grants up to $100,000 each)

These two-year grants (four available at up to $100,000 each) are to develop school or program based approaches to the following areas in The Griffith Academic Plan 2 that can serve as 'institutional models of excellence':

- Student retention
- Research-based learning
- Work integrated learning
- Graduate outcomes
- Assessment
- Curriculum design and development

Interdisciplinary/disciplinary – Signature Grants (Four grants up to $50,000 each)

These one-year grants (four available at up to $50,000 each) are to focus on improving student learning in a particular discipline or interdisciplinary area, in the context of the changing student cohort in higher education.

Under the Signature Grants scheme, proposals for interdisciplinary curriculum development by academic staff interested in developing undergraduate interdisciplinary course/s involving team teaching across school/departmental boundaries are also invited.

Individual – I Grants (Eight grants up to $10,000 each)

These one-year grants (eight available at up to $10,000 each) are to develop good practice in learning and teaching and may include:

- Educational resource or tools development to support particular learning and teaching strategies
- Professional development, and
- Design and delivery of new pedagogical approaches.
10.3 The Learning and Teaching Committee formed a sub-committee of Griffith staff who have experience as Carrick Grant assessors to assess applications for the Griffith Grants for Learning and Teaching. The Grant Assessment sub-committee met on Thursday 30 November, 2006 and forward for the consideration of the Learning and Teaching Committee, the attached report (2006/0007076), which recommends the awarding of a number of grants and makes suggestions for how the Griffith Grants for Learning and Teaching process should be modified for 2008.

**Recommendation**

10.4 The Learning and Teaching Committee is asked to award Griffith Grants for Learning and Teaching to those applicants recommended in (2006/0007076) and to recommend that a proposal be brought forward in 2007 for a revised Griffith Grants for Learning and Teaching Scheme for implementation in 2008.

**For consideration**

11.0 **GRiffith UNIVERSITY SCHOLARSHIP POLICIES**

11.1 In 2006 Griffith University revised its Scholarships scheme to disestablish the suite of scholarships known as the Academic Excellence Scholarships and to introduce a single suite of scholarships called the Sir Samuel Griffith Scholarships.

11.2 The Sir Samuel Griffith Scholarships are designed to:
- attract high achieving students to study at Griffith University;
- assist the success of high achieving students through the provision of financial and other support;
- promote the University to the public, secondary schools and potential students as an institution that is committed to academic excellence.

11.3 Operation of the Sir Samuel Griffith Scholarship commenced in 2006, however it is necessary to run the new and earlier scheme in parallel until all recipients of scholarships under the old scheme have graduated or terminated their studies. Some fine tuning of the policies and associated schedules was required. Revised Policies and schedules are now attached:

- Chancellor’s Scholarships Policy (2006/0040296)
- Commonwealth Learning Scholarship Policy (2006/0040322)
- Patience Thoms Honours Scholarships Policy (2006/0040297)
- Sir Samuel Griffith Scholarships Policy (2006/0040295)
- Sports Excellence Scholarships Policy (2006/0040298)
- Chancellor’s Scholarships Conditions for 2007 (2006/0040317)
- Patience Thoms Honours Scholarships Conditions for 2007 (2006/0040319)
- Sir Samuel Griffith Scholarships Conditions for 2007 (2006/0040320)

11.4 The Deputy Vice Chancellor (Academic) is responsible for the administration of the Sir Samuel Griffith Scholarship Scheme. Each year, the Deputy Vice Chancellor (Academic) will review the outcomes from previous year’s scholarship offerings and the funding available for scholarships in the following year and determine the student groups...
for whom scholarships will be available; the number of each type of scholarship to be offered; and the benefits to be associated with each type of scholarship.

11.5 It is proposed that Scholarship conditions will be reviewed annually by the Deputy Vice Chancellor (Academic) and revised as appropriate.

11.6 The Educational Excellence Committee oversees the development, establishment, and management of scholarship policies. The Chair, Educational Excellence Committee will speak to that Committee’s recommendations about the attached scholarship policies and conditions.

Recommendation

11.7 The Learning and Teaching Committee, on the advice of the Educational Excellence Committee, is asked to recommend the policies and schedules as outlined in Item 11.3 above to the Academic Committee.

For consideration

12.0 GRIFFITH AWARDS FOR ACADEMIC EXCELLENCE

12.1 Griffith Awards for Academic Excellence were established in 1998 to recognise and reward students who obtain a high level of academic achievement within a calendar year.

12.2 A report is run annually, usually in April after all deferred Exam results are submitted, for the previous academic years and eligible students receive a “Griffith Award for Academic Excellence (relevant year)” signed by the Vice Chancellor and have their official transcript annotated with the same wording. Normally between 2200 and 2500 students receive this award each year.

12.3 Currently, the policy does not allow for students who are undertaking one year of study and commence their degree mid-year to be considered for the award. Similarly, students who commence mid-year are not eligible for the same number of awards as a student who commences at the beginning of the year.

12.4 After complaints by students and academics in relation to the policy, it is necessary to look at different options, which more accurately reflect “Academic Excellence”. As a result, there will be a complete review of the Awards for Academic Excellence with various options being presented to the Committee in a discussion paper in 2007.

12.5 However, it is important that changes to the current policy be implemented to address immediate concerns. This is outlined as follows:

- Change the policy from students assessed “in a single academic year”, to students assessed based on their first admit term date “in a single year” of study. Students will still be required to undertake 40CP of graded courses within the same academic level. This change will take affect from summer semester.

12.6 A revised policy Griffith Awards for Academic Excellence (2006/0007075) and a discussion paper outlining the reasons for the proposed changes are attached for the consideration of the Learning and Teaching Committee.

12.7 The Chair, Educational Excellence Committee will provide a verbal report of the Educational Excellence Committee’s discussion of this item.
12.8 **Recommendation**

The Learning and Teaching Committee, on the recommendation of the Educational Excellence Committee is asked to recommend the revised policy to Academic Committee for the 2006 Awards which will be forwarded to students in 2007.

**For consideration**

13.0 **EDUCATIONAL EXCELLENCE COMMITTEE CONSTITUTION**

13.1 The Teaching and Learning Excellence Committee, established as a sub-committee of the Academic Committee in 2000, and the Excellence Awards Committee, established as a sub-committee of the Academic Committee in 1991, were disestablished at the 3/2005 meeting of the Academic Committee, and replaced by the Educational Excellence Committee.

13.2 The Educational Excellence Committee is a sub-Committee of the Learning and Teaching Committee. Its work includes: provision of advice to the Learning and Teaching Committee on policies, strategies, and budgets for recognising and rewarding excellence in learning and teaching and the management of a range of recognition and reward schemes. To this end the Educational Excellence Committee provides advice on a range of policies and projects promoting quality teaching including the Australian Awards for University Teaching and the Griffith Awards for Excellence in Teaching, and the range of schemes to recognise and reward student excellence.

13.3 The entire suite of scholarships and awards for excellence has been amended as outlined in items 11.0 and 12.0 in this agenda. The constitution of the Educational Excellence Committee has been revised accordingly.

**Recommendation**

13.4 The Learning and Teaching Committee, on the advice of Educational Excellence Committee, is asked to recommend to Academic Committee approval of the attached constitution (2006/0040299) for implementation in February 2007.

**For consideration**

14.0 **ACADEMIC INTEGRITY**

14.1 At the 1/2006 meeting of the Learning and Teaching Committee, the Chair noted that there was a need to review and systematise the University’s information about and management of academic integrity and associated issues including plagiarism, detection software, definitions, policies, information and communication. The Learning and Teaching Committee considered the discussion paper, Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/0007002) and agreed to act on the recommendation in Point 2 (page 4) of the paper that:

“The University makes use of a specialised academic advisory group (which may already exist, at least partly, in the form of some committee or working party) to provide definitions, models and advice on policy and procedures. This advisory group might consist of a representative from each Academic Group (4), a representative from GIHE (1), an IT specialist (1) and a representative from each of Academic Administration (1), Learning Services- Academic skills (1) and Griffith International (1).”
The tasks may include studies of the patterns of plagiarism across disciplines, tracking of the implementation of preventative measures, advice on the legal, cultural and accountability issues encountered, monitoring of the effectiveness of professional development and awareness-raising strategies, and reporting to the wider University community on progress.”

14.2 An Academic Integrity Advisory Group chaired by Deputy Vice Chancellor (Academic) and comprising representatives from Griffith Institute for Higher Education, Flexible Learning and Access Services, Learning Services – Academic Skills, and Griffith International, was convened and met on three occasions.

14.3 At its 7/2006 meeting Learning and Teaching Committee considered the Report from the Academic Integrity Advisory Group (2006/0007043) and a revised policy. There was not consensus among the membership of the Learning and Teaching Committee as to whether these documents represented a best practice approach to the issues related to academic integrity. As a result the Learning and Teaching Committee asked Associate Professor Anna Stewart to take a leadership role in relation to Academic Integrity.

14.4 James Ogilvie, at the Associate Professor Anna Stewart’s request, has developed the attached paper A Holistic Systemic Perspective on Academic Misconduct: A Research-Based Approach to the Understanding of Misconduct. Associate Professor Anna Stewart will speak to the paper to get Learning and Teaching Committee endorsement for the approach to Academic integrity, that she is proposing.

Recommendation

14.5 The Learning and Teaching Committee is asked to endorse Associate Professor Anna Stewart’s approach to academic integrity with a view to bring a more detailed proposal to the Committee in February 2007.

SECTION II: MATTERS REQUIRING RATIFICATION OR EXECUTIVE ACTION

SECTION III: MATTERS FOR NOTING AND WHERE APPROPRIATE, ACCEPTANCE OF RECOMMENDATIONS

15.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held on Monday 12 February, 2007 in room N54_2.02 (Council Chamber, Bray Centre), Nathan Campus.