GRiffith University
Learning and Teaching Committee
Notice of Meeting

A meeting of the Learning and Teaching Committee will be held on Monday, 11 July 2006 at 10.00am in N54_2.02 Bray Centre, Nathan.

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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GRIFFITH UNIVERSITY

LEARNING AND TEACHING COMMITTEE

AGENDA

DISTRIBUTION LIST

Committee Members

The Chair of the Committee who shall be the Deputy Vice Chancellor (Academic)
Professor John Dewar

Deans (one from each Group appointed by the Group Pro-Vice Chancellor)
Professor Stephanie Short (Health) Until February 2007
Professor Claire Wyatt-Smith (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 Studies
Professor Joy Cumming ex officio

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

Chairperson of Programs Committee
Dr Joseph McDowall ex officio

Secretary: Ms Christine Grimmer (extension 57945)
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GRiffith University

Learning and Teaching Committee

A meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 11 July 2006 in N54_2.02, Bray Centre, Nathan Campus.

Christine Grimmer
Secretary

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 minutes of the 4/2006 meeting have been circulated.

3.0 CHAIR’S REPORT

3.1 GRIFFITH GRANTS FOR LEARNING AND TEACHING

3.1.1 A “Griffith Grants for Learning and Teaching” scheme for 2006 was established and promoted to university staff in November 2005, primarily to support innovative approaches to learning and teaching consistent with the Griffith Academic Plan 2 and also to identify candidates for the Carrick Institute’s proposed Grants scheme.

3.1.2 The Griffith Grants for Learning and Teaching Scheme (2005/0035269) lists three foci:
   • Institutional Grants – Strategic School/Program Grants (Four grants at $100,000 each)
   • Interdisciplinary/Disciplinary Grants – Prototype Grants (Four grants at $50,000 each)
   • Individual Grants – Innovation Grants (Eight grants at $10,000 each)

3.1.3 Applications for the grants scheme closed on Friday 24 February and successful grants were selected and applicants notified in early April.

3.1.4 Following the round, several observations and recommendations were made by University staff about the timing of the scheme. As a result, the scheme is under review, with no further announcement of a round to be made in 2006, but a proposed revised scheme to be announced early in 2007.

3.2 CARRICK INSTITUTE GRANTS AND AWARDS

3.2.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-

3.2.2 The document lists the five major funding priorities of the Institute for 2006-2008. These comprise

1. A Grants Scheme – Priority Projects Program
   A Competitive Grants program
   A Leadership Capacity Building program
2. Discipline Based activities
3. A Resource Identification Network
4. The Carrick Fellowship Scheme
5. The Carrick Awards for Australian University Teaching

3.2.3 Carrick released the Leadership Program Guidelines and the document, Leadership for Excellence in Learning and Teaching Program (2005/0035293) late in 2005.

3.2.4 Griffith submitted applications as follows:

**Leadership Grants:**

*National Disciplinary Workshops: Enhancing leadership in teaching and learning in history* – Professor Wayne Hudson (Project Leader), $192,464.00

*Leading for effective partnering in clinical contexts* – Professor Debra Creedy, (Project Leader), $172,000.00

Partner Institutions – Queensland Health – 3 hospitals

**Competitive Grants**

*"Enhancing student learning experiences through the design, development and implementation of a 360 degree curricula, program and student lived experience, CPASLE, feedback tool"*

Associate Professor Gayle Jennings, Griffith Business School, Partner Institution – University of Queensland

*"Identification, development, dissemination and embedding of good institutional practice in learning and teaching in Work Integrated Learning in Australian Universities."

Carol-Joy Patrick, Industrial Affiliates Program

Partner Institutions: Swinburne University, University of South Australia, University of Tasmania, University of Western Sydney, Curtin University, - and through the IRUA, Flinders University, Latrobe University, Macquarie University, Murdoch University, University of Newcastle.

**Priority Grants**

3.2.5 Griffith was successful in gaining two grants from the Carrick Grants Scheme as follows:

**Leadership Grants**

*Leading for effective partnering in clinical contexts* – Professor Debra Creedy, (Project Leader), $172,000.00
Priority Grants

Development of the Clinical Assessment of Physiotherapy Skills (CAPS): A standardised and valid approach to assessment of clinical competence in physiotherapy
Dr Megan Dalton, $130,000

3.2.6 The Chair will comment on the outcome and processes for developing University applications for Carrick Institute Grants.

3.3 CARRICK INSTITUTE CITATIONS AND AWARDS

3.3.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

3.3.2 The DEST paper Our Universities: Backing Australia's Future announced a significant enhancement of the AAUT (Australian Awards for University Teaching) to be implemented in 2006. Organisation and management of the awards shifted to the Carrick Institute this year, with a change of name from AAUT to CAAUT. Further changes include:

- The number of teaching and program excellence awards has expanded to 40 comprising 26 teaching awards across eight categories and 14 program awards across seven categories – the latter with the new name, “Awards for Programs that Enhance Learning”. In addition the scheme offers 210 Citations for contributions to student learning for which academic staff, general staff, sessional staff or institutional associates are eligible to apply.

- Nominations for Citations for Outstanding Contributions to Student Learning were to be received by the Carrick Institute no later than 15th May 2006. Winners to be announced early July, and celebrated in August 2006. Nominations for Awards for Teaching Excellence and Awards for Programs that Enhance Learning are to be received by the Carrick Institute no later than 14th July 2006. Winners will be announced in October, and celebrated at Parliament House, Canberra, in late November 2006.

3.3.3 Griffith submitted 10 Carrick Citation nominations on May 15. Five Teaching Excellence and four Program Award applications as follows are to be submitted for July 14.

Sam Di Mauro
Dr Keithia Wilson
Phillip Rodgers-Falk
Dr Dianne Dredge
Dr. Bridget Cullen Mandikos and Dr Heather Douglas
U3A Peer and Self Assessment (B. Burton, M. Freakley, D. Lebler & M. Hitchcock)
Circles of Change
STARDS

3.4 ACADEMIC INTEGRITY ADVISORY GROUP

3.4.1 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."

3.4.2 An Academic Integrity Advisory Group comprising representatives from Griffith Institute for Higher Education, Flexible Learning and Access Services, Learning Services – Academic Skills, and Griffith International, has been convened. The Deputy Vice Chancellor (Academic) Chairs this group.

3.4.3 The Chair will report on the progress of the Academic Advisory Group.

4.0 REPORTS FROM LEARNING AND TEACHING SUBCOMMITTEES

4.1 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

4.2 EDUCATIONAL EXCELLENCE COMMITTEE

4.3 LEARNING ENVIRONMENT 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 PROGRAM PLANNING, DEVELOPMENT, AND APPROVAL PROCESS

5.1 The Learning and Teaching Committee, on the recommendation of the Executive Group at its 11/2006 meeting, is asked to consider the revised policy, Program Planning, Development and Approval Policy (2006/0003797) as well as Guidelines for Program Development (2006/0003798) and Timelines for Program Planning, Development and Approval for 2007 and 2008 (2006/0003799 and 2006/0003800).

5.2 During late 2005, external consultants (PhillipsKPA) visited the University to undertake a review of Phase 2 priority target areas, which included the Program Approvals review. A number of specific improvements in the Program Approvals process were identified and recommended for implementation in the final report, ‘Program approvals’ Review Process. Final Report (2005/0038783).

5.3 The responses to the issues fall largely into the following four categories, as detailed in the final report:

5.3.1 Adopting a ‘project management’ approach to program development and implementation;
5.3.2 Clarifying roles and responsibilities of academic managers and committees;
5.3.3 Strengthening quality assurance and attention to program development; and
5.3.4 Enhancing communication, tracking, and administrative efficiency.

The Secretariat is currently working on implementing these recommendations.

5.4 Dr Lyn Holman, Academic Registrar will introduce this item.

Recommendation:

5.5 The Learning and Teaching Committee is asked to recommend to the Academic Committee the Program Planning, Development and Approval Policy (2006/0003797), Guidelines for Program Development (2006/0003798), and the Timelines for Program Planning, Development and Approval for 2007 and 2008 (2006/0003799 and 2006/0003800).
6.0 E-LEARNING STRATEGY

6.1 The Information Services Division was reviewed under the External Review of Support Service Divisions policy during October 2005. A Key recommendation of the Review Panel, in relation to E-learning at Griffith was as follows:

Recommendation 1

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

6.2 At its 2/2006 meeting the Learning Environment Committee adopted the attached Terms of Reference for an e-Learning Strategy (2006/0007036) and the Chair, Learning Environment Committee developed in response to those Terms of Reference the attached draft *Griffith e-Learning Strategy* (2006/0002263).

6.3 A preliminary discussion of the draft *Griffith e-Learning Strategy* was undertaken by the Learning Environment Committee with Professor Diana Laurillard on 20 June, 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. (*issues of the student experience & student support*)
- ✓ Make more explicit the infrastructure implications eg. the Digital Repository and future investments in infrastructure. (*issues of infrastructure & technical standards*)
- ✓ Consider the workload, recognition & reward schemes for staff engaged in e-learning. (*issues of human resource management & capacity development*)
- ✓ Make more explicit the need to manage change in approaches to learning used by academic staff across the University (*issues of pedagogy, curriculum design & development*)
- ✓ Access and harness the knowledge and experience of our staff who have been e-learning leaders and innovators. (*issues of human resource management & capacity development*)

6.4 The Learning Environment Committee at it’s 4/2006 meeting revised the draft e-Learning Strategy in light of these comments and resolved to forward to the Learning and Teaching Committee the Griffith e-Learning Strategy (2006/0007759) for consideration. This amended draft document will be circulated to members.

Recommendation

6.5 The Learning and Teaching Committee is asked to recommend to Academic Committee the draft E-Learning Strategy (2006/0007759).

7.0 PROGRESS REPORT ON ACADEMIC PLAN 2 – 2006-2010

7.1 The University Council approved *The Griffith Academic Plan 2 - 2006-2010* at its 5 December 2005 meeting. Included in the document was an Implementation Plan setting out a number of University-wide actions under the six learning goals of Comprehensive, Excellent, Distinctive, Successful, Student Quality and Student Diversity. As six months have passed since the adoption of The Griffith Academic Plan 2 - 2006-2010 a report (2006/0007760) outlining the University’s progress towards
achieving these university-wide actions is provided for consideration and discussion by the Learning and Teaching Committee. This document (2006/0007760) is to be circulated.

Resolution

7.2 The Learning and Teaching Committee is asked to recommend to Academic Committee the Progress Report on the Griffith Academic Plan 2 (2006/0007760) for noting.

8.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING – REVISED GUIDELINES

8.1 The Griffith Awards for Excellence in Teaching are designed to facilitate the University’s processes for recognising and rewarding excellent teaching and to identify potential applicants for national teaching and program excellence awards.

8.2 The current Griffith Awards for Excellence in Teaching scheme is derivative of the 1997 AAUT criteria and application process. The University has, until now, offered seven Griffith Awards for Excellence in Teaching annually with a view to identifying and preparing five applications for national teaching awards – three Individual Teacher Awards applications and two Institutional Award applications.

8.3 From 2006, the AAUT have been enhanced to heighten the status of teaching and support the centrality of teaching in institutional missions. The awards are now called the CAAUTs (Carrick Awards for Australian University Teaching) and are managed by the Carrick Institute. The number of awards to teachers who demonstrate excellence in teaching is to be increased, at a cost of $2.7 million per year from 2006. The new annual awards will include:

- 210 awards (Citations) valued at $10,000 each;
- 40 awards (Teaching and Program Excellence Awards) valued at $25,000 each;
- The Prime Minister’s award for ‘Teacher of the Year’ valued at $50,000.

8.4 The 4/2005 meeting of the Teaching and Learning Excellence Committee, acknowledging enhancements to the national reward scheme, discussed a proposal upon which to establish an institutional approach to recognising excellence in teaching with the following elements:

1. Expanded GAET – identify 40 teachers per annum who demonstrate “scholarship in teaching”;
2. Establishment of a Griffith Fellowship scheme for individuals or communities of practice, with a focus on scholarship in teaching or a teacher development role;
3. Reintroduce the Griffith University Teaching Grants with a focus on innovative approaches to learning and teaching with the potential to achieve change congruent with The Griffith Academic Plan;
4. Establishment of teacher development roles at Faculty/Group levels.

8.5 Following discussions, items 2, 3, and 4 of Item 8.4 above were implemented.

8.6 Responsibility for management for the Griffith Awards for Excellence in Teaching was assigned to the Educational Excellence Committee on its establishment in September 2005.

8.7 At it’s 2/2005 meeting the Educational Excellence Committee resolved to revise the attached Guidelines for the Griffith Awards for Excellence in Teaching (2005/0025007)
to provide closer alignment with new guidelines for national teaching awards released by the Carrick Institute. The Carrick Awards for Australian University Teaching Guidelines and Nomination Instructions 2006 are attached.

Recommendation

8.8 The Learning and Teaching Committee is asked to approve the revised Griffith Awards for Excellence in Teaching Guidelines (2006/0002793).

9.0 CARRICK GRANTS & GRIFFITH LEARNING AND TEACHING GRANTS

9.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

9.2 The document lists the five major funding priorities of the Institute for 2006-2008. These comprise:

1. A Grants Scheme – Priority Projects Program
   A Competitive Grants program
   A Leadership Capacity Building program
2. Discipline Based activities
3. A Resource Identification Network
4. The Carrick Fellowship Scheme
5. The Carrick Awards for Australian University Teaching

9.3 Guidelines for Carrick Institute Grants were circulated late in 2005 with due dates in March, April and May.

9.4 A Griffith Learning and Teaching Grants Scheme (Griffith Grants for Learning and Teaching Guidelines) was launched late in 2005 primarily to support innovative approaches to learning and teaching consistent with the Griffith Academic Plan 2 and also to identify candidates for the Carrick Institute’s proposed Grants scheme.

9.5 Feedback from staff on the Griffith Grants Scheme indicates that the timing of the 2005 round presented some problems including clashes with deadlines for ARC Grants. Further there is some doubt about the capacity of the current scheme to identify potential candidates for Carrick Grants.

9.6 The Learning and Teaching Committee is asked to review the timelines and priorities of the Griffith Grants for Learning and Teaching in relation to the Carrick Grant Scheme and to consider additional strategies for identifying projects for Carrick Grants.

For Discussion

10.0 LEARNING AND TEACHING LEADERSHIP MATRIX

10.1 Recommendations from a number of strategic initiatives and reviews at Griffith have identified a need to focus leadership in Learning and Teaching. Academic Plan 2, outlines strategies and targets for achieving capacity in delivery of quality education programs. Project Streamline prompted the clearer delineation of roles and responsibilities for Deans and Deputy Directors of Learning and Teaching. The GIHE review signals a move to a more focussed approach in the allocation of GIHE’s ‘discretionary’ time to projects that are of strategic and operational importance to the
University. A growing number of communities of practice have developed across the University, but there is currently no formal mechanism by which the enthusiasm of the staff in those Groups can be fed back into the core activities of the University.

10.2 The Deputy Vice Chancellor (Academic) wishes to table the attached proposal, Learning and Teaching Leadership Matrix (2006/0007033) which proposes that the Deans and Deputy Directors (Learning and Teaching) be assigned formal leadership responsibility in key strategic areas for the University and that these be identified at any given time as GIHE’s priorities for academic development projects.

Recommendation

10.3 The Learning and Teaching Committee is asked to consider the attached proposal Learning and Teaching Leadership Matrix (2006/0007033).

11.0 NEW COMMUNITIES OF PRACTICE

11.1 Academic Plan 2, outlines the establishment of Communities of Practice as a strategy for fostering interdisciplinary approaches to curriculum design as well as a mechanism for problem based professional development in and across disciplines.

11.2 The Learning and Teaching Committee sponsors the development of various communities of practice as a strategy for promoting best practice in learning and teaching in and across disciplines. Communities of Practice have now been established in the following areas:

- Cultural Diversity
- Mentoring
- Student Learning Portfolios
- Human Service and Health Practice with Aboriginal and Torres Strait Islander Peoples

11.3 Communities of Practice AT Griffith are defined as intentional, problem based, and focusing on the development of tools and resources to improve practice. Coordination and support for establishment for Communities of Practice at Griffith is provided by the Deputy Vice Chancellor (Academic) through the Secretariat, with the longer term goal that such communities become self-sustaining. In order to assist with establishment and maintenance of a larger number of communities, Guidelines for the Establishment of Communities of Practice at Griffith (2006/0007004) have been developed and were endorsed at the 1/2006 meeting of the Learning and Teaching Committee.

11.4 A number of groups meeting around particular learning and teaching issues have approached the Manager, Learning and Teaching Strategy to

- clarify their status, responsibilities, and mechanisms for making recommendations; and
- request recognition as a Communities of Practice.

11.5 The ESiWP group has requested recognition as a WIL Community of Practice. The group has presented its minuted request ESiWP Community of Practice Proposal (2006/0007035).

Recommendation

11.6 The Learning and Teaching Committee is asked to recommend that the ESiWP group be designated a Griffith Community of Practice.
SECTION 11: MATTERS FOR RATIFICATION OR EXECUTIVE ACTION

nil

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

12.0 SIGNATURE EXPERIENCE 2004 PROJECT REPORTS
12.1 Project reports on the Griffith Signature Experience 2004 Funding Scheme (2006/0007037) are attached for noting.

13.0 SUB-COMMITTEES OF THE LEARNING AND TEACHING COMMITTEE
13.1 EDUCATIONAL EXCELLENCE COMMITTEE
13.2 LEARNING ENVIRONMENT COMMITTEE
13.3 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

14.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 7 August in room M10_5.01, Mt Gravatt campus.