A meeting of the Learning and Teaching Committee was held at 10:00 a.m. on Monday 10 October 2011 via videoconference in room -1.18, Glyn Davis Building (N72), Nathan campus; room 3.60, Business 3 Building (G06), Gold Coast campus; and room 2.27, Information Services Building (L03), Logan campus.

MINUTES

PRESENT:
Chair – Professor Sue Spence
Professor Lewis Adams
Dr Kevin Ashford-Rowe
Professor Gillian Bushell
Ms Rebecca Curran
Mr Jesse Fieldwebster
Associate Professor Glenn Finger
Dr Campbell Fraser
Ms Kathy Grgic
Professor Peter Healy
Dr Robyn Hollander
Dr Cathy Jenkins
Dr Calvin Smith

Secretary – Ms Lea-Anne Stafford

APOLOGIES:
Associate Professor Peter Bernus
Professor Kerri-Lee Krause

INVITED
Dr Lynda Davies (for agenda item 5.0)
Dr Marty Fletcher (for agenda item 5.0)
Ms Janine Chipperfield (for agenda item 5.0)
Dr Felicity Coffey (for agenda item 5.0)
Ms Karen van Haeringen (for agenda items 8.0, 9.0 and 10.0)
Ms Cathy McGrath (for agenda items 8.0, 9.0 and 10.0)
Dr Duncan Nulty (for agenda item 9.0)
Ms Merril Rogers (for agenda item 10.0)
Ms Mary Hassard (for agenda item 11.0)
Dr Chris Matthews (for agenda item 19.0)

1.0 CONFIRMATION OF MINUTES
1.1 The minutes the 4/2011 meeting of the Learning and Teaching Committee were taken as read and confirmed.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

Nil.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

2.0 ASSESSMENT – PRIVACY AND RELEASE OF RESULTS

2.1 At the 3/2011 meeting of the Student Liaison Group (4 August 2011) the practice of Course Convenors publishing lists of student numbers and results for assessment items, either on notice boards or in Learning@Griffith, was raised as a practice that contravenes the privacy of individual students.

2.2 Ms Karen van Haeringen, Head of the Secretariat was welcomed to the meeting to speak to a discussion paper Privacy Issues and Release of Results (Marks) highlighting this as an issue for US universities and summarising some of the policy approaches they have deployed. The paper proposed some options to consider for inclusion in the University’s new Assessment Policy.

2.3 It was noted that students had expressed a preference for grades to be posted to the ‘My Grades’ facility in Learning@Griffith to maintain privacy of results.
Learning and Teaching Committee members acknowledged the validity of concerns of Student Liaison Group members and endorsed the inclusion of proposed ‘Option D’ within the Assessment Policy, the key elements of which are as follows:

a. Examiners are responsible for recording the marks of all students enrolled in a course for each assessment task in one place but students are to have access only to their individual marks.

b. Students’ marks are to be published in the ‘My Grades’ facilities in Learning@Griffith.

c. Where schools publish marks for individual assessment items in places other than ‘My Grades’ in Learning@Griffith, marks are to be posted in such a manner that does not allow a student’s name to be identified with a mark.

While the Committee supported the publishing of all individual marks in ‘My Grades’, members recognised this may take some time to implement across the University. To enable the above principles to be implemented as soon as possible, an option to publish assessment marks in other places has been included. Additionally, the Committee recommended that where schools wish to publish results of individual assessment items in places other than ‘My Grades’, that marks are published in a manner that does not allow a student to be identified by anyone other than the student concerned, and that they are not posted in public places. This may be reviewed in future years.

The education of course convenors and tutors in using ‘My Grades’ and in results publishing was recognised as vital to enabling full implementation of the recommended provisions. Members noted that in some sections of the University high system usage had been already recorded and that it had proven particularly valuable for large teaching teams.

Issues regarding the functionality of ‘My Grades’, its links with other University systems and its ease of use were also discussed by the Committee, emphasising the need for clear system instructions as part of any education approach. The Director, INS (Learning and Teaching) agreed to investigate how the planned 2012 Learning@Griffith upgrade is likely to improve ‘My Grades’ functionality.

The Learning and Teaching Committee resolved to:

a) adopt the provision described in paragraph 2.4 above for inclusion in the University’s new Assessment Policy

b) ask the Director, INS (Learning and Teaching), in consultation with the Head of the Secretariat to coordinate a change management, communication and education strategy for Groups involving Blended Learning Advisors

c) ask the Director, INS (Learning and Teaching) to investigate and report on current and future configuration options to enable links between My Grades, PeopleSoft and the Marks Entry Spreadsheet, and to improve My Grades functionality generally.

Learning and Teaching Committee had before it a revised Assessment Policy (2011/0002811) for consideration as recommended by the 5/2011 University Assessment Committee. The policy has been in development by the University Assessment Committee since late 2009 in response to an AUQA recommendation about moderation processes and calibration of assessment standards. A consultation process with Group Boards was undertaken in the second half of 2010 and feedback from this process has been taken into account in the 2011 drafting process.

The University Assessment Committee has previously sought the advice of the Learning and Teaching Committee (1/2011 meeting) on a range of issues around the grading schema and grade descriptors, some of which have now been referred by the Deputy Vice
Chancellor (Academic) to a working party chaired by the Pro Vice Chancellor (Business) for further advice.

3.3 Members welcomed to the meeting Dr Duncan Nulty, GIHE, Ms Karen van Haeringen, Head of the Secretariat and Ms Cathy McGrath, Director, Student Administration, all members of the University Assessment Committee to discuss the policy revisions.

3.4 A significant change to Griffith’s approach to assessment is the implementation of consensus moderation and the calibration of standards through the process of moderation.

3.5 The Committee noted that since the meeting of the University Assessment Committee the issue of privacy and posting results (see Item 2.0) had emerged and further changes to the Policy would be made as a result of recommendations of the Learning and Teaching Committee.

3.6 In discussing the revised policy, members raised the following issues:

- Review of Grade Provisions - Procedural and role concerns were raised in relation to re-marking an assessment item (as described in section 8.0) and a review of grade (section 14.0). Learning and Teaching Committee recommended further policy revisions to enable improved procedural transparency and clear role distinction around assessment re-marking and review decisions for course convenors, School Assessment Board Chairs and Deans (Learning and Teaching). Further, it was suggested the policy ensure clear distinction between decision makers involved in reviewing a grade and those involved in considering an appeal against a review of grade decision.

- Members were informed of the importance of documenting any assessment meeting outcomes between course convenors and students as a means of maintaining evidence of an academic judgement being conveyed to a student.

- Proposed restrictions on the granting of supplementary assessment for end of semester examinations only (section 10.0) were considered limiting as they do not address courses without end of semester examinations. Members recommended the policy be broadened to address all assessment types.

- The inclusion of the Pass Conceded grade as part of the Griffith grading schema is to be considered as part of a future review of the Assessment Policy.

- It was recommended that guideline documents be prepared to support the role of the School Assessment Board.

- As a number of members had specific questions and comments regarding particular sections of the policy, all members were invited to provide written feedback to the Chair to assist with further policy refinement.

Resolution

3.7 The Learning and Teaching Committee resolved to provide the above feedback and any further written comments provided by members to assist in the refinement of the Assessment Policy and for a revised policy to return to the November meeting.

4.0 PROPOSED AMENDMENTS TO THE CREDIT TRANSFER POLICY

4.1 In response to a report from the Queensland Ombudsman entitled, An investigation into the Griffith University’s response to an application for Recognition of Prior Learning dated 29 June 2011, Learning and Teaching Committee considered the following options, which had been proposed by the Ombudsman:

a) that the University amend the Credit Transfer Policy to advise students to contact the relevant staff within the appropriate school to discuss particular matters that are taken into account when considering credit transfer applications

b) that the University amend the Credit Transfer Policy to require that full and proper reasons for decisions made under it be provided in writing to an applicant.
4.2 Learning and Teaching Committee members considered a further recommendation from the Queensland Ombudsman arising from the above mentioned report, namely:
   a) where a school or faculty practice is applied in the assessment of credit transfer applications, such a practice must be in writing and made available on the University website.

4.3 Members welcomed to the meeting Ms Mary Hassard, Manager Academic Credit Transfer who described the scale of credit applications managed by the University and the three levels of credit assessment as: initial review of credit application; review of a credit decision; University Appeals Committee review of a credit decision. While the Ombudsman has recognised the robust nature of Griffith's credit process as demonstrated by the low rate of appeals against credit decisions, it was suggested that transparency in communicating credit decisions could be improved.

4.4 Due to the large number of credit applications, Learning and Teaching Committee supported a process by which reasons for a credit decision could be provided to students after the second stage of credit assessment, ie. when an applicant's request for a review of a credit decision is unsuccessful. Students would then be directed to a specific staff member, such as the program convenor, who had the knowledge and skills required to inform decisions about credit transfer, to discuss any particular matters taken into account when the credit request was considered. This will provide applicants with sufficient information to determine whether to exercise their right to appeal to the University Appeals Committee.

4.5 As a resource for staff and to provide greater openness for applicants, Ms Hassard agreed to investigate the use of a checklist at the first step of the credit application process. Additionally, where schools or groups have established credit arrangements, guidelines could be published as part of Griffith's credit precedent database. The credit precedent database already includes substantial detail about equivalent courses and provides transparency of Griffith's approach to assessing credit.

4.6 Learning and Teaching Committee did not support a process students are advised to contact the relevant staff within the appropriate school to discuss particular matters that are taken into account when considering credit transfer applications. Rather the initial request should be made to a central office.

Resolution

4.7 The Learning and Teaching Committee resolved to request revisions be made to the Credit Transfer Policy to document the way in which applicants will be advised of the rationale for unsuccessful credit decisions, and for the policy to return to a future meeting for consideration.

5.0 REVIEW OF THE ELECTRONIC INFRASTRUCTURE CAPITAL PLAN

5.1 Learning and Teaching Committee members recalled their initial discussion at the August meeting (4/2011) about their role in and key elements of the Electronic Infrastructure Capital Plan (EICP), the mechanism by which the University funds the improvements and enhancements to its electronic infrastructure.

5.2 As requested by the Committee, the Director INS (Learning and Teaching) consulted with the Deans (Learning and Teaching) to
   a) review the lists of 'Supporting Learning and Teaching' and 'Supporting University Business' projects that had not been commenced on 2011
   b) comment upon the lists of 'Supporting Learning and Teaching' and 'Supporting University Business' projects scheduled to be undertaken over the life of the existing EICP (2012-2014)
   c) comment upon and prioritise the list of proposed new projects
d) recommend any projects not currently listed for future consideration.

5.3 Learning and Teaching Committee considered and endorsed a report from the Director, INS (Learning and Teaching) summarising the feedback received as part of consultation and proposals recommended to proceed for consideration by the Chairs of Portfolio Boards for inclusion in the next EICP round.

Resolution

5.4 The Learning and Teaching Committee noted the responses received to date endorsed these proceed via the Chair for possible inclusion in the 2012 Electronic Infrastructure Capital Plan.

6.0 GUIDELINES FOR ENGAGEMENT WITH LEARNING@GRIFFITH

6.1 In March 2010, the Director, INS (Learning and Teaching) circulated a draft document on 'Recommended minimum engagement level with Learning@Griffith'. At that time feedback was sought on the draft document and a consultation approach for possible implementation. As a result of a range of views received, further changes were made to document and in consultation with the Deputy Vice Chancellor (Academic) it has been further refined as a set of 'Guidelines for Engagement with Learning@Griffith' (2011/0002800).

6.2 The Director, INS (Learning and Teaching) introduced the document by emphasising its guideline status and describing some of the suggestions for amendment that he had received from some Committee members prior to the meeting, particularly in relation to the role of the course convener and other key group staff. Given the forthcoming review of the role of the course convener and the range of comments raised by members, it was agreed that further consultation occur to inform further policy refinements. Members were invited to provide written feedback to facilitate this process.

Resolution

6.3 The Learning and Teaching Committee resolved to
a) provide written comments to the Director, INS (Learning and Teaching) for consideration and to assist with refinement of the Guidelines
b) ask the Director, INS (Learning and Teaching) to revise Guidelines in consultation with blended learning advisors and group representatives
c) return the item to a future meeting.

7.0 GRIFFITH WORK-INTEGRATED LEARNING

7.1 Due to time constraints this item was not discussed. The Chair and Director GIHE will provide details on proposed Griffith work-integrated learning developments at a future meeting.

Resolution

7.2 The Learning and Teaching Committee resolved to discuss this item at a future meeting.

8.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING 2011 OUTCOMES

8.1 The Learning and Teaching Committee considered the Chair’s executive decision (13 September) to approve 2011 Griffith Awards for Excellence in Teaching award recipients and those highly commended as recommended by the 4/2011 Educational Excellence Committee and listed in the table provided with the agenda.

8.2 Members noted the detailed minute item 2.0 from the 4/2011 Educational Excellence Committee (5 September meeting) as a summary of the discussion leading to the award outcomes.
Resolution

8.3 The Learning and Teaching Committee resolved to ratify the Chair’s executive decision (13 September) to approve 2011 Griffith Awards for Excellence in Teaching award recipients and those highly commended as recommended by the 4/2011 Educational Excellence Committee (5 September).

9.0 MEDAL FOR ACHIEVEMENT IN THE BACHELORS DEGREE – SCHEDULE OF AWARDS

9.1 The Medal for Achievement in the Bachelor’s Degree may be awarded annually to graduates with the highest grade point average in a Bachelor’s program. The Medal for Achievement in the Bachelors Degree - Schedule of Awards forms part of the policy on the Medal for Achievement in the Bachelors Degree by setting out the medals that are awarded annually and the programs for which they are awarded.

9.2 This document is reviewed and updated annually, ensuring that changes to the University’s program profile are incorporated into the schedule and that all eligible students can be considered for the medal appropriate to the program which they have completed.

9.3 The revised Medal for Achievement in the Bachelors Degree Schedule of Awards (2011/0002801) was executively approved by the Chair and approved by Academic Committee at its 5/2011 meeting.

Resolution

9.4 The Learning and Teaching Committee resolved to ratify the Chair’s executive recommendation to Academic Committee (6 September 2011) to approve the adoption of the revised Medal for Achievement in the Bachelors Degree Schedule of Awards as set out in document 2011/0002801 for immediate implementation.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

10.0 REVIEW OF DOMESTIC UNDERGRADUATE PREPARATORY PROGRAMS FOR 2012

10.1 The University is able to enrol students who are not proceeding towards a degree in individual courses. These students are described as non-award, miscellaneous students and they may undertake individual courses or a coherent package of courses for reasons of general or specific interest, knowledge and skills update, career development, preparation for university study or upgrade of entry qualifications. Enrolment is on a fee-paying basis. The University currently has a range of offerings (see attached table – Offers and Enrolments in Graduate Certificates by Group 2009 - 2011):


10.2 Policy changes in the tertiary sector including deregulation of the tertiary market in 2012, a strategic focus on low SES enrolments and transition pathways, and promulgation of a new Australian Qualifications Framework suggest there is an opportunity to review, rationalise, differentiate and more creatively package and market non-award preparatory study options at Griffith. An alternative to the current approach could be to introduce a more formal foundation year program for example, http://www.flinders.edu.au/enrolling/foundation-course.
10.3 This item was held over until the next meeting due to time constraints.

Resolution

10.4 Learning and Teaching Committee members resolved to discuss this item at the November 2011 meeting.

11.0 PRESENTATIONS FROM CURRICULUM CONSULTANTS AND GIHE FELLOWS

11.1 An outcome of the Deputy Vice Chancellor (Academic)’s funding commitment to increasing access to curriculum and blended learning expertise is the appointment of four Curriculum Consultants and GIHE Fellows to provide professional development support and advice and build staff capacity in relation to curriculum matters. Support and advice is provided in the areas of course and program planning, development and review. Curriculum Consultants also create links between Groups, GIHE, INS (Learning and Teaching) and Blended Learning Advisors in undertaking this work.

11.2 Group Curriculum Consultants and GIHE Fellows (CCs) were invited to provide a brief report to the Committee on key achievements and learning and teaching outcomes to date. The Acting Director, GIHE, Dr Calvin Smith preceded their reports by expressing his appreciation for the work undertaken by CCs and invited each CC to present their key achievements and evidence of impact.

11.3 Dr Lynda Davies, CC for the Arts, Education and Law Group spoke to her summary of activities outlined in document 2011/0002808. Key tasks of the role has been aligned with the Griffith Academic Plan and Group Operational Plan priorities, with seven areas of particular focus: (1) peer review of teaching; (2) program leaders and course convenors; (3) teaching scholarship; (4) assessment reform; (5) the student experience; (6) learning and teaching across schools; and (7) sense of cohort and connection. Dr Davies provided examples of professional development activities conducted at the discipline level to address identified needs, course development, program curriculum enhancement, and learning and teaching grant support.

11.4 Dr Marty Fletcher, CC from the Griffith Business School summarised the activities he has undertaken over the past 15 months (and as documented in 2011/0002809) as crossing five main areas: learning and teaching community development, curriculum development, one-to-one consulting on teaching performance, curriculum quality assurance, and scholarship of learning and teaching. Each activity was mapped against its pertinent strategic driver, and the breadth and evidence of impact was noted.

11.5 Ms Janine Chipperfield summarised the two strategic Health goals she has focussed on addressing in her role (and as described in 2011/0002810) as improving student satisfaction ratings and implementing proven retention strategies. All CC activities have sought to address these priorities including involvement in program reviews, fostering school learning and teaching committee engagement and support for learning and teaching grants and citations. At the course level, discussions have been held with course convenors about course performance.

11.6 Dr Felicity Coffey, CC for the Science, Environment, Engineering and Technology Group spoke to her report (2011/0002807) which outlines her role over the past eight months as predominantly educative and diagnostic. A particular focus has been to develop a self-sustaining learning and teaching community of practice. Workshops have been scheduled on course profile and assessment standards with good levels engagement. Workshops on the graduate attribute of oral communication will be held shortly. Sessional staff training has also been undertaken, resulting in increased engagement.

11.7 The Chair sought advice about the engagement and ownership of learning and teaching issues at the school and group levels. CCs commented that work undertaken to reinvigorate local learning and teaching committees has been helpful in that regard. CCs have invested much face-to-face time with academic staff to enhance engagement in learning and teaching issues. The Chair strongly encouraged members to assist where possible to create active learning and teaching committees as a means of embedding and maintaining learning and teaching issues within an existing framework.
11.8 The Committee recognised the distributed leadership potential of the CC role in negotiating the various organisational levels and multiple campus structures across each academic group.

Resolution

11.9 The Learning and Teaching Committee noted the reports from Curriculum Consultants.

12.0 IMPROVING THE STUDENT EXPERIENCE PROGRAM – NEW PROGRAMS AND COURSES WEBSITE

12.1 A review of enrolment processes at Griffith University was conducted in November 2010 with a view to identifying steps which could be taken to improve the student enrolment experience. A key finding from the review included making improvements to the Program and Courses Website to provide clear, consistent and simplified program information to students. Feedback from students indicated that they felt this would significantly improve their ability to complete an accurate enrolment in line with degree requirements. The new Programs and Courses website, introduced by the Academic Registrar, is on track to be launched mid-November 2011. It seeks to improve accessibility, navigation, readability and usability of program information and requirements for students and staff.

12.2 Members welcomed to the meeting Ms Merril Rogers, Program Change Manager and Ms Barbara Buckley of the Programs and Courses Website Project, to demonstrate the new Programs and Courses website. The presentation given at the meeting is available with the minutes.

12.3 The site has evolved out of substantial stakeholder consultation about strengths and weaknesses of the current site. Feedback consistently identified the need to improve site navigation and consistency of information across programs as areas requiring most attention.

12.4 Site enhancements include collection and maintenance of accurate program data, more powerful search filtering, definitions of key terms such as ‘program’ and ‘course’, detailed program structures for specified cohorts and timeframes, with a future aim to enable program and course relationship mapping. For future students, the most recently approved program structure will be visible.

12.5 All Committee members agreed there have been substantial improvements that will benefit both students and staff. They congratulated the Improving Student Experience Project team on progress gained.

Resolution

12.6 The Learning and Teaching Committee noted and strongly endorsed the work undertaken to improve the accessibility, navigation, readability and usability of the new Programs and Courses Website.

13.0 APPOINTMENT OF CHAIR, UNIVERSITY OF ASSESSMENT COMMITTEE

13.1 Under its Committee constitution, the Chairperson of the University Assessment Committee is elected from the Committee’s membership for a term of two years. Nominations for the position were invited at the 5/2011 meeting (August) and received for Associate Professor Wendy Loughlin. No further nominations were received. Associate Professor Wendy Loughlin accepted the nomination and, with the endorsement of Committee members, was declared Chair until 31 December 2013.

13.2 The University Assessment Committee expressed their appreciation to outgoing Chair Professor Buys for providing strong leadership to the Committee particularly in relation to revision of the Assessment policy and assessment processes.

Resolution
13.3 The Learning and Teaching Committee noted the appointment of Associate Professor Loughlin as Chair of the University Assessment Committee (5/2011, August) for a two year period until December 2013.

14.0 MEMBERSHIP

14.1 The Committee moved a vote of thanks for the significant contribution of outgoing member Professor Kerri-Lee Krause to the work of Learning and Teaching Committee and its sub-committees during her appointment as Dean, Student Outcomes and Director, Griffith Institute for Higher Education. Of particular note is her leadership role as Chair of Learning and Teaching Committee from April 2009 – December 2010.

14.2 The Committee welcomed Professor Lewis Adams, Professor Peter Healy and Dr Campbell Fraser in their capacity as Acting Deans, Learning and Teaching.

15.0 MATTERS ARISING FROM PREVIOUS MEETINGS

15.1 Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Advisory Group and Working Party

On the recommendation of the 4/2011 Learning and Teaching Committee meeting, Academic Committee (15 September) approved the revised membership provisions of the Terms of Reference for the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Advisory Group and the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Group as described in document 2011/0002789 for immediate implementation.

15.2 Standards for Learning and Teaching Spaces

Consultation with academic groups is ongoing to inform a revised standards document that will be returned to the Committee at the November meeting.

16.0 CHAIR’S REPORT

The Chair reported on the following items:

16.1 Appointment of Director, Griffith Institute for Higher Education (GIHE)

The Chair advised members of the recent appointment of Professor Alf Lizzio to the position of Director, GIHE commencing 1 November 2011.

16.2 Griffith Academy for Learning and Teaching Scholars

Members noted the appointment of Professor Keithia Wilson as inaugural chair of the Griffith Academy for Learning and Teaching Scholars and noted that membership invitations have been sent out. The Academy will be launched officially at Celebrating Teaching Gala nights.

16.3 Service Learning

The Chair advised of continued progress towards implementing Griffith’s Service Learning priorities and the ongoing work of Ms Carol-joy Patrick in this aim. Members noted that an elective Service Learning course is under development for offer in Semester 1, 2012.

16.4 International Student Barometer Survey results from Semester 1, 2011

International Student Barometer Survey (ISB) results from Semester 1, 2011 show improved international student satisfaction ratings regarding the student experience and
teaching for the second consecutive year. While there are still gains to be made in areas such as HDR students, internet access, online resources and catering, members commented that the implementation of the Griffith English Language Enhancement Strategy and other student experience improvement projects appear to be having a positive effect, particularly in relation to English language support and on-campus relationships with other students.

The Chair requested that ISB results be circulated to members to enable University elements to scrutinise all levels of data and including open ended questions for planning purposes.

16.5 Consensus Moderation Tracking via the Course Profile System

Committee members noted that the Course Profile System will be used in future semesters to track the extent to which course convenors have used consensus moderation practices to ensure that the academic standards used in their courses are appropriate and consistent. This information will be used to demonstrate our maintenance of assessment standards when it comes to reporting for our university accreditation. Students do not see these data.

17.0 GRIFFITH INSTITUTION FOR HIGHER EDUCATION (GIHE) REPORT

The Acting Director, GIHE, Dr Calvin Smith spoke of the following learning and teaching activities being undertaken through GIHE:

17.1 Celebrating Excellence in Teaching Week

The Celebrating Excellence in Teaching Week Program brochure will be distributed University-wide shortly. The brochure includes details about scheduled workshops, seminars and the gala evenings. Members noted that staff can register online for the Gala Nights. Dr Smith expressed his appreciation to the GIHE team led by Christine Grimmer for their work on program.

17.2 Deloitte Innovation Course

The University has been negotiating with Deloitte to introduce a unique work-integrated learning course that provides students with an opportunity to work with clients to develop a business plan or prototype to offer solutions to real-life problems. While such opportunities are available to Business students in other institutions, Deloitte has sought to introduce the course at Griffith in a way that aligns with the University’s aspirations around multi-disciplinarity and distinctiveness. The course will be trialled initially as an elective in selected undergraduate programs. To be eligible for the course, students must have completed at least 80CP of their program, hold a GPA 5.0 or more and meet other communication skills and community links criteria.

17.3 Senior Years Project

Under the leadership of Steve Drew, one of the first actions being undertaken for the Senior Years Project is an audit of current activities across the University.

18.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

18.1 EDUCATIONAL EXCELLENCE COMMITTEE

The minutes of the 4/2011 meeting were noted.

18.2 UNIVERSITY ASSESSMENT COMMITTEE

Nil.
18.3 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION WORKING PARTY

Dr Chris Matthews, Co-Chair of the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Party was welcomed to the meeting to provide a verbal report on recent activities to advance the aims of the ATLC project to establish a leadership framework work for embedding Indigenous content within the Griffith curriculum.

Work has been undertaken to define what 'Indigenising the curriculum' means and on building partnerships and establishing protocols for engaging the Aboriginal and Torres Strait Islander community in curriculum development. Consultation has taken place with the Griffith University Council of Elders to support this process.

Members commented that discussions with Deans (Learning and Teaching), Indigenous and non-Indigenous students would be important in determining the way in which Indigenous aspects could be included within the curriculum.

18.4 FIRST YEAR EXPERIENCE WORKING PARTY

Nil.

19.0 NEXT MEETING

19.1 The remaining 2011 Meeting Schedule appears below. The final meeting of the year will be face to face at the Nathan campus.

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<td>7 November</td>
<td>Nathan</td>
<td>Bray Centre N54_2.02</td>
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Minutes confirmed by:

Professor Sue Spence, Chair

7 November 2011