MINUTES

PRESENT:

Professor Clyde Wild (Chair)
Professor Sue Berners-Price (session one)
Associate Professor Michael Blumenstein (session one)
Associate Professor Wendy Loughlin
Professor Frank Clarke
Professor Bofu Yu
Professor Hamish McCallum
Associate Professor Peter Bernus
Professor Ron Quinn (session one)
Professor Stuart Bunn (session one)
Associate Professor Helen Blanchard (session one)
Professor Joe Lee (session one)
Professor Abdul Sattar (session one)
Professor Sherif Mohamed
Associate Professor Anthony Carroll
Mr James Walden (session one)
Ms Glenda Graham (session one)
Ms Joanne Robertson (session one)
Ms Catherine Delahunty (session one)
Mr Vince Lalor (session one)
Mr Stephen Boyd
Mr Phillip McDonald

APOLOGIES:

Professor Yew-Chaye Loo
Dr Wayne Pullan
Associate Professor Robert Sang
Professor Mark von Itzstein
Mr George Klich

Secretary: Ms Kim Hillier

1.0 CONFIRMATION OF MINUTES

The minutes of the 2/2012 (9 March) meeting of the SEET Group Board were not available for confirmation. The 2/2012 minutes will be included with the agenda papers for confirmation at the 4/2012 (18 May) Group Board meeting.

2.0 SEET GROUP BOARD MEMBERSHIP

Members noted that, as a result of the new Griffith School of Engineering Executive structure, the following Griffith School of Engineering Heads of Discipline will attend meetings of the SEET Group Board on a rotational basis: Professor Sherif Mohamed, Dr Jim Ness, Associate Professor Steven O’Keefe, Dr Andrew Seagar, Professor Geoff Tansley (commencing 16 July 2012). Members welcomed Professor Sherif Mohamed to this meeting of Group Board.

Members thanked retiring member Associate Professor Charles Lemckert for his contributions to Group Board.

Members welcomed Mr Phillip McDonald, Acting Manager, Academic Services Unit, INS to the Group Board.
PART ONE (10.00am – 12.00 noon)

3.0 MATTERS ARISING FROM THE 2/2012 (9 MARCH) MINUTES

<table>
<thead>
<tr>
<th>Action item</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward feedback on paper Orienting SEET Programs for the Resources Boom</td>
<td>Heads of School. The Board noted that a draft action plan in relation to this matter</td>
</tr>
<tr>
<td>to PVC (SEET).</td>
<td>was included for the Board’s consideration under agenda item 5.3.</td>
</tr>
<tr>
<td>Forward feedback on SEET OHS Operational Plan 2012 to Technical Manager</td>
<td>SEET Group Board members. The Technical Manager (SEET, GC) advised that no feedback</td>
</tr>
<tr>
<td>(SEET, GC).</td>
<td>had been received.</td>
</tr>
</tbody>
</table>

4.0 NEW BUSINESS

4.1 PVC report

The PVC reported on the following matters:

- Griffith’s OP1-6 guarantee scheme approved for introduction in 2013. Of the Group’s existing programs, two programs, the Bachelor of Science with Honours (Accelerated) and Bachelor of Medical Science, will be exempt from the scheme. Applicants will still be required to meet program prerequisite requirements.

- Completing the upload of content material to the SEET web-site. Meetings have been held with Schools in relation to this task, which is a KPI for Schools, but limited progress has been made since the last meeting of the Group’s marketing committee. Content needs to be provided by the Group’s academic staff who are knowledgeable about discipline areas. The completion of this task was flagged as a priority for Schools.

Action: Heads of School to coordinate completion of upload of content to the SEET website.

4.2 Budget and enrolment update

The Group Resource Manager reported on the following matters:

- Budget/Contingency position
  The GRM presented the following budget reports:
    - Total teaching load (EFTSL) for first half year 2012 by budget element compared to budget targets/projections as at week 7, semester 1
    - SEET Taught Load Commencing and Continuing as at 16 April 2012
    - Total CGS taught load 2011/2012 v targets as at week 7, semester 1
    - Total FPOS taught load 2011/2012 v targets as at week 7, semester 1
    - Trend analysis for 2006-2012 of actual taught load in week 7 semester 1 for SEET and each School: CGS UG; CGS CPG; Domestic HDR; FPPG; FPOS UG; FPOS CPG; FPOS HDR. It was noted that for ENG the FPOS HDR trend was
different to that for Domestic HDR. The GRM advised that he would re-examine
the numbers.

- SEET 2012 Income/Expenditure Budget as at 5 April 2012, General Fund
  (Operating)

The Dean (Academic) presented the following report:

- Commencing and continuing load analysis. SEET commencing and continuing
taught load data as at 11 April 2012 were tabled. It was noted that UG commencing
numbers did not align with perceived QTAC outcomes. Schools were invited to
provide their comments. The Board was advised that for ENV a significant
contributing factor was the loss of first year service teaching at the Gold Coast
campus.

The Dean (Learning & Teaching) presented the following report:

- Continuing EFTSL analysis for semester 1 2012. Using the criteria that the Group’s
bigger programs (>19.5 EFTSL) represent core business and therefore higher risk
and variance between percentage fill of target in 2012 versus 2011, this report
identified high risk/impact programs and moderate risk/impact programs for the
Group. The Board noted that retention is a complex issue with multiple contributing
factors.

Heads of School were invited to undertake their own analysis of the data presented by
the Dean (Academic) and Dean (Learning & Teaching) and report back to the next
meeting of Group Board.

**Action:** Heads of School to undertake analysis of 2012 commencing and continuing load
data presented by the Dean (Academic) and Dean (Learning & Teaching).

4.3 Resources Boom Action Plan

At its 2/2012 (9 March) meeting, the Board considered the paper *Orienting SEET
Programs for the Resources Boom* which had been prepared by the PVC (SEET) in
response to *Griffith 2020*. The PVC’s paper provided an environmental scan,
including the findings of Deloitte’s *Queensland Resources Sector State Growth
Outlook Study* (November 2011), commissioned by the Queensland Resources
Council. The Deloitte study forecasted the need for up to an additional 40,000
workers in the State’s minerals and energy sector by 2020 under a best-case growth
scenario.

The Board now had before it a draft action plan to implement the recommendations
contained in the paper *Orienting SEET Programs for the Resources Boom*. The plan
includes actions related to program development and curriculum design, engaging
with the Queensland Minerals and Energy Academy, accessing QRC scholarships
and connecting graduates with the mining industry. The PVC also tabled 2 letters
from the Chief Executive QRC:

- an invitation to the PVC to attend the 2012 QRC Universities Forum *Beyond
  business as usual – the resources sector’s growth challenge* on 27 April 2012.
The forum will discuss the tertiary skilling requirements for the resources sector
and how the State’s university sector is currently positioned to respond to the
increasing skills demands. Professor Ned Pankhurst, Professor Sue Berners-
Price and Associate Professor Michael Blumenstein will represent Griffith at the
forum. The DVC (Research) is coordinating Griffith’s University-wide strategic
response to the resource sector’s growth challenge.
information about the QRC Students for the Future Program which includes industry networking events, site visits, mentoring, career guidance and $1000 bursaries for up to 100 first year engineering and science students. The PVC advised that the Griffith Honours College will assist students with their applications for the Students for the Future Program. Given the tight deadline of 30 April 2012 for applications, Schools were asked to identify applicants as soon as possible. Applications should be submitted to the Manager, Griffith Honours College. The QRC has acknowledged feedback from universities that the opportunities provided by the Students for the Future Program may be better targeted to year 2 students.

4.4 Research Matters

The Dean (Research) reported on the following matters:

- HDR update. The Board was advised that, as noted earlier in the budget reports, HDR enrolments are trending upwards. The 2011 EOY scholarship round has resulted in a strong cohort in terms of quantity and quality. A working party is working on the issue of HDR completions. The mid-year HDR scholarship round will be small with an estimated 21 scholarships available across the University. A number of these have already been set aside to address specific strategies. Schools were asked to encourage students who missed out on a scholarship in the EOY round to apply in the mid-year round. The Dean (Research) advised that he would report on HDR application and confirmation processes to the Board of Graduate Research on behalf of SEET.

- Update on EOI process for grant submissions. The Dean (Research) met with the Office for Research and the Deans of other Groups to review processes and timelines. Schools and Centres were asked to forward any feedback to the Dean (Research) to feed into the review process.

- Queensland Young Tall Poppy Campaign. These awards recognize excellence in early career research across all the sciences. Nominations for the 2012 awards close on 13 May. Heads were asked to identify researchers for nomination for this scheme and forward their advice to the Dean (Research).

- Scopus Young Researcher Awards 2012. These awards for 2012 will be presented in the categories of Humanities and Social Sciences, Physical Sciences, Engineering and Technology, Life Sciences and Biological Sciences, Medicine and Medical Sciences. Applications close on 1 June. Heads were asked to identify early career researchers for these awards and forward their recommendations to the Dean (Research).

Action: Heads of Schools and Research Centres/Institutes to forward any feedback on the EOI process for grant submissions to contribute to the review process.

Action: Heads of Schools and Research Centres to identify researchers for nomination for the 2012 Queensland Young Tall Poppy Campaign and advise Dean (Research).

Action: Heads of Schools and Research Centres to identify early career researchers for the Scopus Young Researcher Awards 2012 and advise Dean (Research).
4.5 **Academic Matters**

The Dean (Academic) reported on the following matters:

* Equity. Heads of Schools and major Research Centres have been asked to identify equity champions in their elements and to forward their nominations to Heather Cameron by 4 May 2012. Nominees should be at a level of appointment to have influence within their particular element.

* On-line applications for ASRP, ASP and promotion 2012. The Dean (Academic) has written to Schools to advise on the application processes. The submission will be submitted electronically, as were AMRPs for management staff last year. Early advice of the 2012 promotion round has been distributed in SEET. The commencement of the ASP and ASRP rounds will be communicated in due course. The annual performance review process will be completed by the end of July 2012 with orientation workshops for staff to be offered in late May or early June. The Dean (Academic) advised that academic staff with standard work profiles are required to meet the University’s definition of ‘research active’.

4.6 **Learning and Teaching Matters**

The Dean (Learning and Teaching) reported on the following matters:

* Australian Qualifications Framework. Advice from the University on the AQF implementation plan is pending. The Dean (Learning and Teaching) will be holding workshops with Masters Program Convenors on course delivery in AQF level 8 and level 9 programs within the next month. Advice from the AQF on the level of postgraduate Certificates and Diplomas is pending.

* Assessment Policy. Information on changes to the University’s Assessment Policy will be presented to the 18 May meeting of the Group Board.

* 2012 Group Learning and Teaching Citations and Griffith Awards for Excellence in Teaching. As noted under agenda item 18.0, a call has been made for applications for the Griffith Awards for Excellence in Teaching and the Group Learning and Teaching Citations. Heads are asked to encourage staff to apply for these awards.

**Action:** Heads of School to encourage staff to apply for the 2012 Group Learning and Teaching Citations and Griffith Awards for Excellence in Teaching.

5.0 **HEALTH AND SAFETY**

The Technical Manager (SEET) reported on the following matters:

* SEET OHS Operational Plan 2012. As no proposed amendments were received from Heads, implementation of the Plan’s actions has commenced. A communication has been forwarded to Heads of School about reporting on H&S KPIs into the SEET WH&S Committee minutes, in relation to matters such as workplace inspection completions and course related risk assessments. Staff KPIs in relation to completion of H&S training are managed by HR. Student KPIs in relation to completion of H&S training are managed by Groups and Schools. In relation to the review of risks associated with fieldwork activities, there are opportunities to reduce duplication of effort across Schools and improve efficiencies, as many field activities are Group-based.
6.0 SURVEYING OF GRIFFITH STUDENTS AND STAFF

6.1 The Board noted the University’s new policy on Surveying of Griffith Students and Staff, which is effective immediately. The Board noted that initial policy advice and processing of requests will be managed by the Surveys Unit of the Office of Planning and Financial Services and enquiries should be directed to that office. It was noted that the DVC (Academic) has requested elements that use surveys to ensure that they integrate the requirements of this policy into their processes.

7.0 INFORMATION SERVICES REPORT

Mr Phillip McDonald provided the Information Services (SIR) Report which included the following matters:

- Scholarly Information. New resources – Oxford Scholarship Online Biology and Online Mathematics.
- Academic Services. Demand for services such as consultations with HDR students and production of research publication reports for researchers (e.g. to support cases for promotion) has increased significantly in 2012.
- Research publications support. Google Scholar Citations provides free access for authors to track citations to their articles. Google Scholar Metrics provides free access to enable authors to determine the visibility and influence of recent articles in scholarly publications to guide where they publish their new research.
- HERDC 2011 publications submission. Although the formal deadline for entry of publications data for the current HERCD has passed, there is still time to enter data for research published in 2011 if submitted as soon as possible. Submission of this data is important for HERDC, the next ERA round, Staircase analysis, academic staff promotion and confirming research active status.

8.0 OTHER BUSINESS

Nil

9.0 SUMMARY OF ACTION ITEMS

<table>
<thead>
<tr>
<th>Action item</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate completion of upload of content to the SEET website.</td>
<td>Heads of School</td>
</tr>
<tr>
<td>Undertake analysis of 2012 commencing and continuing load data presented by the Dean (Academic) and Dean (Learning &amp; Teaching).</td>
<td>Heads of School</td>
</tr>
<tr>
<td>Forward any feedback on the EOI process for grant submissions to feed into the review process.</td>
<td>Heads of Schools and Research Centres/Institutes</td>
</tr>
<tr>
<td>Identify researchers for nomination for the 2012 Queensland Young Tall Poppy Campaign and advise Dean (Research).</td>
<td>Heads of Schools and Research Centres</td>
</tr>
<tr>
<td>Identify early career researchers for the Scopus Young Researcher Awards 2012 and advise Dean (Research).</td>
<td>Heads of Schools and Research Centres</td>
</tr>
<tr>
<td>Encourage staff to apply for the 2012 Group Learning and Teaching Citations and Griffith Awards for Excellence in Teaching.</td>
<td>Heads of School</td>
</tr>
</tbody>
</table>
PART TWO (12.00 noon– 2.00pm)

10.0 MATTERS ARISING FROM THE 2/2012 (9 MARCH) MINUTES

<table>
<thead>
<tr>
<th>Action item</th>
<th>Responsible Officer/s</th>
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</thead>
<tbody>
<tr>
<td>Prepare an exemplar for inclusion of health and safety components embedded in the learning process and health and safety assumed prior learning, using the course profile template, for consideration at a future meeting of the Board.</td>
<td>Dean (Learning and Teaching) and the Technical Manager (SEET, GC). The Dean (Learning and Teaching) and Technical Manager (SEET, GC) will provide the exemplar for consideration at the 18 May Group Board meeting.</td>
</tr>
</tbody>
</table>

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

11.0 DISCUSSION PAPER: ARE THERE TOO MANY PROGRAM CHANGES?

11.1 On the recommendation of Programs Committee (1/2012, 29 March), the Group Board considered a discussion paper, prepared by the Head of Secretariat, outlining the amount of program change between 2009 and 2011 and its impact on the student experience in terms of enrolment, student transfers to other institutions, graduation and graduate employment.

11.2 The Board noted that the discussion paper was considered at the March 2012 Deans (Learning and Teaching) Forum, where Deans (Learning and Teaching) were asked to take the paper to their Group Boards for consideration and to report back on the Group Board discussions to Programs Committee.

11.3 The Board agreed that the aims should be to maintain responsiveness to industry requirements, program review, student feedback and new program delivery modes whilst minimising the impact on the student experience. The Board agreed that restricting the number or type of program changes was counter to this aim. The Board noted that promoted practices, such as the sharing of courses across a number of programs to improve delivery efficiencies, have contributed to an increase in the number of program changes. It was further noted that the type of change, major or minor, is not a direct indicator of the impact of the change on students. For example the addition of a major to a program will generally not impact negatively on transition students.

11.4 The Board’s strong preference was to minimise the impact of program changes on the student experience by improving the timeliness of changes, for example via the following means:

- stricter application of deadlines for high impact changes.
- reviewing the types of changes that require approval outside of the School, such as changing course titles or adding semesters of offer to courses. The perception is that at present there are considerable delays in having minor changes such as these or the corrections of errors uploaded to the web-site and the published results are not always correct.
- decentralisation of the process for publishing program changes on the programs and course web-site via a redesigned process that includes closing the quality loop and School accountability. The redesigned process would enable those Schools which elect to do so to make their own program changes directly on the programs and courses web-site using a preview site. On approval of the changes, the revised web pages could be immediately approved for publication. It is anticipated that a redesigned process as suggested would enable timely publication and reduce the error rate.

11.5 The Board resolved to forward its feedback on the discussion paper Are There Too Many Program Changes? to Programs Committee.

Action: secretary to forward Group Board’s feedback on the discussion paper Are There Too Many Program Changes? to Programs Committee.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

12.0 ENG MINOR CHANGE SUBMISSION (2012/0011508)
1310/1311 BACHELOR OF ENGINEERING
1320 BACHELOR OF ENGINEERING (ADVANCED STUDIES)
1078 BACHELOR OF ENGINEERING (CIVIL ENGINEERING)/BACHELOR OF BUSINESS MANAGEMENT
1323/1324 BACHELOR OF ENGINEERING/BACHELOR OF INFORMATION TECHNOLOGY
1321/1322 BACHELOR OF ENGINEERING/BACHELOR OF SCIENCE
1318/1319 BACHELOR OF ENGINEERING TECHNOLOGY

12.1 On the recommendation of the Dean (Learning and Teaching) (27 March 2012), the Group Board resolved to ratify the minor change submission (2012/0011508) proposing the following changes to the above-named suite of Engineering undergraduate programs:

- Sustainable Energy Systems Award major - change the status of 3307ENG Linear Electromagnetics from elective to core as course content modifications have increased the course's relevance to this major.
- Simplify elective course lists by replacing notations against individual courses with a blanket noting.
- Electronic and Electrical Engineering award major - provide a listed elective course list comprising of existing ENG courses.

13.0 PROGRAM CONVENOR AND FIRST YEAR ADVISOR CHANGES

13.1 On the recommendation of the Dean (Learning and Teaching) the Group Board resolved to ratify the appointment of Griffith School of Engineering First Year Advisors and Program Convenors for 2012.
SECTION C: OTHER RECOMMENDATIONS AND REPORTS
[TO PERSONS/COMMITTEES OTHER THAN THE PARENT COMMITTEE(S)]

14.0 SCIENCE, ENVIRONMENT, ENGINEERING AND TECHNOLOGY 2013 PROGRAM PROFILE PLAN

14.1 The Board noted the following critical dates for approval of full program proposals for programs to be introduced in semester 1 2013:

SEET Group Board – 1 June for 15 June 2012 meeting
Programs Committee – 5 July for 19 July 2012 meeting

and for approval of major change submissions for implementation in semester 1 2013:

SEET Faculty Board – 6 July for 20 July 2012 meeting
Programs Committee – 26 July for 9 August 2012 meeting

14.2 The Board noted that these timelines are determined by the following critical milestones:
- deadlines for the preparation of student recruitment publications;
- the necessity for having full program information, student contribution amounts and tuition fees published on the Programs and Courses website in accordance with DEEWR publishing requirements;
- with the future implementation of a new enrolment system, students will enrol in their courses via the new programs and courses web-site.

It is therefore important that program change information is configured in the student system and published on this site in sufficient time to inform student choices prior to the enrolment period.

14.3 It was noted that the following initiatives have received DVC (Academic) approval to proceed with planning for introduction in 2013:

New programs
2087 Bachelor of Biomedical Science with Honours (Accelerated)
1390 Bachelor of Environmental Management/Bachelor of Business
5558 Master of Architecture

Major changes
3206/5468/5529 Graduate Certificate in Engineering/Master of Engineering/Master of Engineering Advanced Studies (Nathan) - new award specialisations in Sport Technology and Energy Systems

14.4 The Board noted the memberships of program planning teams for the above initiatives, which have been approved by the Dean (Learning & Teaching).

14.5 The Board noted that the following planned program initiative had been deferred to 2014:

1356 B Environmental Design, new award major in Landscape Studies, and new postgraduate program, Master of Landscape Architecture.
15.0 **2012 5 YEAR PROGRAM REVIEWS**

15.1 The Board noted that the University’s *Program Planning, Development, Approval and Review Processes* advises (in Section 10.2) that all undergraduate and postgraduate programs are (normally) reviewed at least once in every five year period for the purpose of continuous improvement, benchmarking, curriculum renewal and re-accreditation.

15.2 The Board noted that the following programs have been identified on the Group’s program profile plan to undergo a 5 year program review in 2012:

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Name</th>
<th>Review Type</th>
<th>Combined Review Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1306</td>
<td>Bachelor of Medical Science</td>
<td>5 Year Program Review</td>
<td>Combined review with 1280 B Medical Science (Health Group)</td>
</tr>
<tr>
<td>1031</td>
<td>Bachelor of Biomedical Science</td>
<td>5 Year Program Review</td>
<td>Combined review with 1094 B Biomedical Science (Health Group)</td>
</tr>
<tr>
<td>1348/1349/1350</td>
<td>Bachelor of Biomolecular Science (Advanced) (Nathan/Gold Coast)/B Biomolecular Science (Exit Point) (Gold Coast)</td>
<td>5 Year Program Review</td>
<td></td>
</tr>
<tr>
<td>2078</td>
<td>Biomolecular and Physical Sciences Honours Program</td>
<td>5 Year Program Review</td>
<td></td>
</tr>
<tr>
<td>1240</td>
<td>Bachelor of Photonics &amp; Nanoscience</td>
<td>5 Year Program Review</td>
<td>(Aust Institute of Physics 2013)</td>
</tr>
<tr>
<td>1042/1109</td>
<td>Bachelor of Information Technology</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>2011/2020</td>
<td>Bachelor of Information Technology with Honours</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>1250</td>
<td>Bachelor of Information Technology (Accelerated and @Work)</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>1331/1341</td>
<td>Bachelor of Information Technology (Advanced with Honours)/Bachelor of Information Technology (Advanced)</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>1045</td>
<td>Bachelor of Science/Bachelor of Information Technology (Advanced)</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>1046/1110</td>
<td>Bachelor of Multimedia</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>2013/2021</td>
<td>Bachelor of Multimedia with Honours</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>1236/1339</td>
<td>Bachelor of Information Technology/Bachelor of Multimedia</td>
<td>Australian Computer Society</td>
<td>Combined review with other undergraduate IT programs</td>
</tr>
<tr>
<td>1360/1361</td>
<td>Bachelor of Business Information Systems</td>
<td>Interim Report (as using courses from BIT)</td>
<td></td>
</tr>
</tbody>
</table>

15.3 The Board noted that for professionally-accredited programs, the external accreditation review and re-accreditation process may take the place of the internal review and re-accreditation process, with the findings of the external accrediting professional body and an implementation plan, including advice on any identified program changes, to be forwarded to Group Board and Programs Committee.

15.4 It was noted that other programs undergo the following internal 5 year review process:
1) Terms of reference, proposed timetable, methodology and review team membership for the review are forwarded to Group Board and then to Programs Committee.

2) The program convenor prepares a briefing paper for the information of the review team, in consultation with the Head of School and Dean (Learning and Teaching).

3) The review team's report is submitted to Group Board within 2 months of commencement of deliberations.

4) The Dean (Learning and Teaching) and the program convenor respond to the review team's recommendations in the form of an implementation plan, including any required program changes.

5) The implementation plan and any program changes are considered in turn by School Committee, Group Board, Programs Committee.

6) If the review team recommends withdrawal of the program, the recommendation is forwarded to the DVC (Academic) via the Group PVC for consideration.

15.5 The Board was advised that the School of ICT is waiting for a response from the Australian Computer Society on its request to extend professional accreditation of its postgraduate programs from 2012 to 2013 so that the accreditation review will align with the review of these programs for AQF compliance.

16.0 EXTERNAL PROGRAM ACCREDITATION

16.1 The Board noted the following confirmations of external accreditation of SEET programs:

- Confirmation in 2011 from the Royal Australian Chemical Institute of accreditation to 2016 of the 1210 Bachelor of Science (Chemistry major);

- Confirmation in 2011 from the Planning Institute of Australia of accreditation to 2016 of the Bachelor of Urban and Environmental Planning, Bachelor of Urban and Environmental Planning/Bachelor of Science, Bachelor of Laws/Bachelor of Environmental Planning (Urban and Regional Planning stream), Master of Urban and Environmental Planning.

17.0 AREAS OF STRATEGIC INVESTMENT EXPANSION MARCH 2012

17.1 The Board noted that following an end-of-2011 evaluation of the ASI strategy which indicated strong financial and publication returns in several of the current eight ASIs, the Vice Chancellor has in 2012 added four new areas in Physical Sciences, Terrestrial Environmental Science, Nursing, and Education. This expansion has been occasioned both by external recognition of additional areas of performance through the ERA 2010 assessment and the very strong recent progress in publication output and impact, and grant income in NCG schemes from the four new areas. As for previous assessments, the additional requirement for consideration of inclusion in the ASI portfolio is suitable scale, and the likelihood of achievement of international excellence.

18.0 2012 GROUP LEARNING AND TEACHING CITATIONS AND GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING

18.1 The Board noted that the DVC (Academic) had announced the commencement of the 2012 round of Group Learning and Teaching Citations and Griffith Awards for Excellence in Teaching, Griffith’s flagship programs for recognising and rewarding the
hard work and great achievements of its staff in a broad range of learning and teaching activities.

18.2 It was noted that Griffith Awards and Citations for Excellence in Teaching are offered as follows:

- **Group Learning and Teaching Citations**
  Up to 17 citations across the University with a prize value of $2,000 each are awarded to individual teachers or teaching teams making significant contributions to student learning.

- **Excellence in Teaching Category**
  Awards are made in the following areas of teaching:
  - Four Excellence in Teaching Awards, one for each of the Academic Groups
  - Early Career
  - Sessional Academic Staff
  - First Year Advisor
  - Research Supervision
  - Cultural Inclusiveness
  - Work-integrated Learning
  - Teaching Large Classes

- **Programs and Teams that Enhance Learning Category**
  Awards may be made in the following areas:
  - The first year experience
  - Postgraduate education
  - Innovation in curricula, learning and teaching
  - Flexible learning and teaching
  - Services supporting student learning
  - Educational partnerships and collaborations with other organisations
  - Widening Participation

18.3 Application information for the Griffith Awards for Excellence in Teaching and the Group Learning and Teaching Citations was noted as follows:

- Guidelines and application forms can be obtained from http://www62.gu.edu.au/policylibrary.nsf/xmainsearch/717803a6d822bbae4a256ba0063133b?opendocument

- Further information can be obtained from the Secretariat at awards-sec@griffith.edu.au.

- Important dates
  Group Learning and Teaching Citations applications close 28 May
  Griffith Awards for Excellence in Teaching nominations close 21 May
  Griffith Awards for Excellence in Teaching applications close 16 July

- GIHE offers workshops to assist staff in preparing applications for citations and awards. Staff can register for workshops by emailing gihe-register@griffith.edu.au

19.0 **OTHER BUSINESS**

Nil
20.0 2012 MEETING SCHEDULE

The remaining 2012 meetings of the SEET Group Board will be held at 10.00am on the following dates:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Campus</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 May</td>
<td>Nathan</td>
<td>N54_2.02</td>
</tr>
<tr>
<td>15 June</td>
<td>Gold Coast</td>
<td>G34_2.02</td>
</tr>
<tr>
<td>20 July</td>
<td>Nathan</td>
<td>N54_2.02</td>
</tr>
<tr>
<td>17 August</td>
<td>Gold Coast</td>
<td>G34_2.02</td>
</tr>
<tr>
<td>14 September</td>
<td>Nathan</td>
<td>N54_2.02</td>
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<tr>
<td>12 October</td>
<td>Gold Coast</td>
<td>G34_2.02</td>
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<td>16 November</td>
<td>Nathan</td>
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21.0 SUMMARY OF ACTION ITEMS

<table>
<thead>
<tr>
<th>Action item</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward Group Board’s feedback on the discussion paper <em>Are There Too Many Program Changes?</em> to Programs Committee.</td>
<td>Secretary</td>
</tr>
<tr>
<td>Prepare an exemplar for inclusion of health and safety components embedded in the learning process and health and safety assumed prior learning, using the course profile template, for consideration at a future meeting of the Board.</td>
<td>The Dean (Learning and Teaching) and Technical Manager (SEET, GC) will provide the exemplar for consideration at the 18 May Group Board meeting.</td>
</tr>
</tbody>
</table>

DISTRIBUTION LIST

**Group Board Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Clyde Wild</td>
<td><em>ex officio</em> (Chair)</td>
</tr>
<tr>
<td>Dean (Academic)</td>
<td></td>
</tr>
<tr>
<td>Professor Sue Berners-Price</td>
<td><em>ex officio</em></td>
</tr>
<tr>
<td>Pro Vice Chancellor</td>
<td></td>
</tr>
<tr>
<td>(Science, Environment,</td>
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<tr>
<td>Engineering &amp; Technology)</td>
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<tr>
<td>Associate Professor</td>
<td><em>ex officio</em></td>
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<tr>
<td>Michael Blumenstein</td>
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<tr>
<td>Dean, Research</td>
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<tr>
<td>(Science, Environment,</td>
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<td>Engineering &amp; Technology)</td>
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<tr>
<td>Associate Professor</td>
<td><em>ex officio</em></td>
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<tr>
<td>Wendy Loughlin</td>
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<tr>
<td>Dean, Learning &amp; Teaching</td>
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<td>(Science, Environment,</td>
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<tr>
<td>Professor Bofu Yu</td>
<td><em>ex officio</em></td>
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<tr>
<td>Head, Griffith School of</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Associate Professor Peter</td>
<td><em>ex officio</em></td>
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<tr>
<td>Bernus</td>
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<tr>
<td>Head, School of Information</td>
<td><em>ex officio</em></td>
</tr>
<tr>
<td>&amp; Communication Technology</td>
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<tr>
<td>Professor Hamish McCallum</td>
<td><em>ex officio</em></td>
</tr>
<tr>
<td>Head, Griffith School of</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td></td>
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</tbody>
</table>
Professor Frank Clarke  
Head, School of Biomolecular & Physical Sciences  
ex officio

Dr Rene Hexel/Dr Wayne Pullan  
Deputy Head, School of Information & Communication Technology  
appointed

Associate Professor Anthony Carroll/Professor Nigel Stork  
Deputy Head, Griffith School of Environment  
appointed

Dr Ann McDonnell/Associate Professor Robert Sang  
Deputy Head, School of Biomolecular & Physical Sciences  
appointed

Professor Sherif Mohamed/Dr Jim Ness/Associate Professor Steven O'Keefe/Dr Andrew Seagar/Professor Geoff Tansley (commencing 16 July 2012)  
Heads of Discipline, Griffith School of Engineering  
invited

Professor Yew-Chaye Loo  
Director, Internationalisation & Professional Liaison  
invited

Professor Stuart Bunn  
Director, Australian Rivers Institute  
invited

Professor Ron Quinn  
Director, Eskitis Institute for Cell and Molecular Therapies  
invited

Professor Abdul Sattar  
Director, Institute for Integrated and Intelligent Systems  
invited

Professor Mark von Itzstein  
Director, Institute for Glycomics  
invited

Mr James Walden  
Group Resource Manager (SEET)  
invited

Ms Glenda Graham  
Human Resource Manager (SEET)  
invited

Ms Catherine Delahunty  
Executive Officer to the PVC  
invited

Mr Stephen Boyd  
invited

Mr George Klich  
Technical and Logistics Managers, Technical Services (SEET)  
invited

Mr Vince Lalor  
Deputy Resource Manager  
invited

Ms Paula Kitto  
invited

Ms Joanne Robertson  
HR Advisers (SEET)  
invited

Mr Phillip McDonald  
INS representative  
invited

Professor Allan Cripps  
Pro Vice Chancellor (Health)  
invited

Professor Nick Buys  
Dean, Learning & Teaching (Health Group)  
invited

Representative of the Directors of the Group Research Centres  
vacant

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School Secretaries – Science, Environment, Engineering & Technology Group

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