Committee Newsletter

Welcome

Welcome to the third edition of the Committee Newsletter, a publication to keep the University abreast of decisions and discussions occurring within Academic Committee (AC) and its sub-committees. Academic Committee's sub-committees include Learning & Teaching Committee (LTC), International Advisory Committee (IAC), Programs Committee (PC), Research Committee (RC), Educational Excellence Committee (EEC), Board of Graduate Research (BGR), University Biosafety Committee (UBC), and the University Assessment Committee (UAC).

Some of these Committees meet monthly and others less frequently, this newsletter will be published from February to December.

Tasha Langham, the Secretary of Academic Committee is the editor of this newsletter and queries can be directed to her at: Tasha.Langham@griffith.edu.au.

I hope you find this a useful communication about the collegial discussions and decisions that are being made about research and teaching and learning at Griffith.

Professor Sue Spence
Deputy Vice Chancellor (Academic)

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August 2013

Strategic Items

Research and Academic Plans

At their July meeting, Academic Committee endorsed and recommended to University Council the *Research Plan 2013-2017* and the *Academic Plan 2013-2017*. The *Academic Plan* outlines how Griffith aims to transform the student experience, while paying particular attention to the quality of teaching and academic standards, and the *Research Plan* outlines how Griffith will deliver research of high standard and relevance. Both plans were revised to align with the *Strategic Plan 2013-2017*.

Strategic Plan Targets – Asia-Pacific Region

In response to recommendations from the *Griffith in the Asian Century Review*, the goals and targets for Goal 5 of the *Strategic Plan 2013-2017*, 'To Enhance our Engagement with the Asia-Pacific Region' have been developed and encompass objectives related to students, research and engagement. Academic Committee have recommended the proposed goals and targets to Council.

Centre for Learning Futures

A new learning and teaching entity, the Centre for Learning Futures has been established, effective 6 August 2013, following the disestablishment of the Griffith Institute for Higher Education. The entity has been approved by Academic Committee and Council and is a result of the recommendation from the October 2012 review of the Griffith Institution for Higher Education that:

> "The University should establish a new learning and teaching entity as the key mechanism for linking and leveraging currently successful activities in support of the Griffith 2020 plan and identifying and supporting action on emerging improvement priorities in the area."

June 2013 – July 2013

Committees that met during this period:

Date	*Committee	Campus
6 June	PC	N/GC/L
12 June	BGR	N/GC
18 June	RC	GC
18 June	EEC	N/GC
19 June	IAC	N/GC
24 June	LTC	N/GC
15 July	UAC	N/GC/L
16 July	RC	N
18 July	AC	N
22 July	EEC	N/GC
24 July	BGR	N/GC
25 July	PC	N

*AC – Academic Committee EEC – Educational Excellence Committee   UAC – University Assessment Committee   PC – Programs Committee RC – Research Committee BGR – Board of Graduate Research

Griffith Awards for Excellence in Teaching

Applications for the Griffith Awards for Excellence in Teaching have now closed. The 2013 Selection Panels have met and considered the applications. It is anticipated that applicants will be informed of the results by Friday 13 September.

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Australian Qualifications Framework (AQF) Policy Outcomes from Academic Committee 4/2013 – 18 July

Structure and Requirements of Qualifications Awarded by Griffith University
This is the overarching policy about the qualifications awarded by Griffith and has been revised to ensure it is consistent with the AQF.

What's changed?
- Renamed.
- AQF Glossary of Terminology added.
- Statement about learning outcomes added.
- Provisions around research and the capstone course added.
- Reference to a variation in academic load for double degrees removed.

Student Administration Policy
What's changed?
This policy has been revised to reflect AQF requirements and terminology as it is guided by the *Structure and Requirements of Qualifications Awarded by Griffith University.*

Academic Awards, Nomenclature and Abbreviations Policy*
This policy has been revised to ensure the program and award titles of all programs being offered to 2015 commencing students are compliant with the AQF, and TEQSA's interpretation of the AQF. The revisions to this policy are timely, to ensure that all program offerings for 2015, which are determined in December 2013 and advertised in January 2014, have AQF compliant program and award titles.

What's changed?
- Number of categories of academic awards reduced.
- AQF Glossary of Terminology added.
- Qualification type, level and field of study defined, including exceptions.
- Program titling expanded to include broad, narrow and specific.
- Award title, program title and awarding with distinction defined.
- Award major terminology and its inclusion on testamur clarified.

All three policies come into effect from 1 January 2014. Current versions of the policies will remain available from the Policy Library and will be replaced with the revised versions when they come into effect. In the meantime, the revised policies are available for reference from the new Policy page on the AQF Implementation Support site.

* Endorsed by Academic Committee and subject to approval by Council at its October meeting

Policy Updates as a Result of AQF for 2014
A new Policy page has been added to the University's AQF Implementation Support site. The page includes policies created or revised to reflect AQF requirements that are for implementation in 2014. Continue to refer to the Policy Library for 2013 policies.

Other Policy Outcomes from Academic Committee 4/2013 – 18 July

The following policies were approved by Academic Committee for implementation from Semester 2, 2013:

- Governance of Assessment & Academic Achievement Standards – revised to align the approval authority for school-based deferred examinations with those specified in the Assessment Policy.
- Assessment Policy – updated to reflect the introduction of online assessment applications.
- Examinations and Timetabling Policy and Procedures – amended to reflect a changed Business Process.

The following policies were approved by Academic Committee for immediate implementation:

- Student Charter – revised as a result of recommendations on Complaints Management from the Ombudsman's report to state the responsibility of the University to facilitate the resolution of student complaints; and the student to disclose all information relevant to their studies.
- Higher Degree Research Policy and Professional Doctorate Policy – both updated with changes to readmission, approval requirements and to include conflict of interest guidelines.

Revised Role Statement – Higher Degree Research Convenor

In light of the University's goals to increase HDR enrolments and completions, as outlined in the *Strategic Plan* and *Research Plan*, the Role Statement for the Higher Degree Research Convenor has been revised to formally recognise the importance of the HDR Convenors who play a critical role in managing and supporting research education and training. The revised statement was approved by Academic Committee for immediate implementation.

Constitution of the Board of Graduate Research (BGR)

In light of AQF and TEQSA, it is essential that the University pays attention to the Review-Improve parts of the quality cycle for degrees such as the Master of Philosophy and Doctor of Philosophy. The Board of Graduate Research Constitution has been revised to include this function.

Minor amendments have also been made to Section 9 Rights of Audience and Debate. The revised Constitution was approved by Academic Committee for immediate implementation and can be found on the Committees' website.

English Language Admission Pathways – Pearson Test of English (Academic)

International applicants, and domestic applicants for whom English is not their first language, are required to meet prescribed minimum proficiency standards in English language to be considered eligible for admission to Griffith programs.

The Pearson Test of English (PTE) (Academic) sub-scores, which are equivalent to Griffith's established IELTS (International English Language Testing System) scores and sub-score levels, have been approved (below).

Review Reports and Implementation Progress

Academic reviews are conducted by an independent review committee, comprising three members external to the University and one internal University member, to improve the academic planning and performance of an academic area and their constituent elements through a continuing cycle of self-assessment, benchmarking, critical reflection, forward planning and internal/external peer review.

A review of the **Department of Tourism, Sport and Hotel Management** was conducted in April 2013. Recommendations from the review included identifying the need to prioritise the development of a postgraduate curriculum that can be delivered flexibly and online, and which is suited to the Brisbane and online market. The Review Implementation Plan included strategies to: lift research performance; replace recently retired senior staff; and increase and maintain industry partnerships. Academic Committee recommended the Review Committee's Report and the Implementation Plan to University Council for consideration.

The Academic Committee also considered and recommended to University Council the **Griffith Law School** 18 Month Progress Report outlining the progress of implementation since their 2011 review.

IELTS		PTE (Academic)
6.0 (min 5.5 in each subtest)	maps to	54 overall (min 46 in all Communicative Skills)
6.5 (min 6.0 in each subtest)	maps to	61 overall (min 54 in all Communicative Skills)
7.0 (min 6.5 in each subtest)	maps to	68 overall (min 60 in all Communicative Skills)

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Official Academic Transcript and Cumulative GPA

Students who make an incorrect program choice on entering the University, and transfer to another Griffith program in which they perform at a high level, feel disadvantaged in seeking internship, scholarship opportunities and employment by holding an Official Academic Transcript at the career level and a cumulative GPA.

Programs Committee resolved to change the practice of generating the Official Academic Transcript and the GPA at the career level to the program level. The implementation of the program level Official Academic Transcript and GPA are dependent upon development work to enable system functionality.

Bachelor Degree Policy (AQF Level 7)

Revisions to the *Bachelor Degree Policy* were considered which would implement the Griffith Experience proposal and align the University's policy with the AQF Level 7 Bachelor degree learning outcomes descriptor.

The revised Policy has been referred to Group Boards for input and comment and will be considered at the September meeting of Academic Committee.

The Policy revisions and discussion paper are available from the Discussion Papers page on the AQF Implementation Support site.

AQF Update

AQF Impact on Programs Committee

Programs Committee will be meeting on a fortnightly basis from the end of August to ensure the large volume of program change submissions being generated as a result of the AQF will meet the November Academic Committee deadline. Upcoming dates are 29 August, 12 September and 26 September.

Issues under discussion

A draft *Australian Qualifications Framework (AQF) Transition Policy and Procedures* has been prepared which outlines the University's policies and procedures to assist with the transition to AQF compliance in relation to academic programs, enrolled students and academic policies. The policy was considered at the August meeting of the Postgraduate AQF Working Group and pending further feedback from the Group, will be disseminated for consultation.

The Working Group considered and endorsed the *Guidelines for Presentation of Justification of Research Components in Masters (Coursework, Research, Extended) and Bachelors with Honours*, prepared to explain and clarify the presentation of research components in program submissions for Masters and Bachelors with Honours programs.

The AQF WP adopted the *Preferred Models for Graduate Certificates, Graduate Diplomas and Masters Degrees* which sets out the preferred models for AQF Level 8 & 9 qualifications and what constitutes an academically defensible argument and other models for which an academically defensible argument may be mounted.

The guidelines and preferred models can be downloaded from the AQF Implementation Support site.

Research Committee 18 June 2013

Griffith University Research Impact Register
Griffith Enterprise is developing a Griffith University Research Impact Register under the coordination of the DVC (Research) Task Force. The Task Force is seeking the support of staff to identify projects that have generated impact which could be listed on the Register.

The aim is to document the social, environmental, cultural and economic impact that Griffith researchers have achieved from the 1970s until the present. The Task Force seeks to collate approximately 20 high impact stories by October 2013 and will create a webpage to publicise these. The Register, once initially populated, will be further developed incrementally.

The Impact Register is seen as a valuable tool for academic staff to consider the future impact of their research, to develop skills in conceptualising and articulating the community impacts of their research and to facilitate understanding of the difference between academic impact and community impact. The Task Force has commenced consultation with Deans, Research thorough Group research committees, involving Centre or Institute Directors as appropriate.

Changes for the Griffith School of Engineering
Research Committee accepted the proposal to disestablish three research centres with effect from 31 December 2013: Atmospheric Environment Research Centre; Centre for Infrastructure Engineering and Management; and Centre for Wireless Monitoring and Applications. The Committee endorsed the transfer of responsibility for research strategies and priorities to the Head of School with an appropriate transfer of current research centre funding to support strategic research initiatives.

Research Committee 16 July 2013

Outcomes ARC Linkage projects
Five projects from a total of 17 projects submitted by Griffith University have been funded through the ARC Linkage projects 2013 scheme. A/Prof Rundle-Thiele from Business, Prof Zimmer-Gembeck from Health, Prof Ross Homel, Prof Hughes and Prof Pietsch from AEL have been awarded a total of $1, 480,918. Five additional Griffith researchers all from SEET (A/Prof Burford, Dr Orr, A/Prof Sipe, Dr Wella and A/Prof Woolcock) were successful on another three grants submitted by other institutions opening opportunities for strong partnerships.

The outcomes of the ARC Linkage projects scheme have triggered interest and discussion of additional tools and support for applicants during the earlier stages of the proposals to increase Griffith's success rate in the next rounds of funding.

University Assessment Committee 15 July 2013

Gradebook and Electronic Assessment Handling Projects
University Assessment Committee is the project reference group for the Gradebook and Electronic Assessment Handling (EAH) Projects. The EAH project is to implement Turnitin for the purpose of electronic marking and text matching. The Gradebook project is seeking a replacement for the marks entry spreadsheet. At the 15 July meeting UAC agreed to the Blackboard Mark Centre as the proposed Gradebook solution.

2013
Upcoming Committee Meetings

Date	*Committee	Campus
5 August	UAC	N/GC/L
13 August	RC	GC
19 August	LTC	N/GC
23 August	UBC	N/GC
28 August	BGR	N/GC
29 August	IAC	N/GC
29 August	PC	N/GC
2 September	EEC	N/GC
5 September	AC	N
12 September	PC	N/GC/L
17 September	RC	MTG
25 September	BGR	N/GC
26 September	PC	N/GC

*AC – Academic Committee EEC – Educational Excellence Committee UAC – University Assessment Committee PC – Programs Committee RC – Research Committee BGR – Board of Graduate Research