

# Committee Newsletter



Welcome to the first edition of the Committee Newsletter for 2016, 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), Internationalisation Advisory Committee (IAC), Programs Committee (PC), Research Committee (RC), Educational Excellence Committee (EEC), Board of Graduate Research (BGR), and the University Biosafety Committee (UBC). Some of these Committees meet monthly and others less frequently, this newsletter will be published from March 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](mailto:Tasha.Langham@griffith.edu.au).

## Transformation Through Griffith 2020

Dear Colleagues,

I hope that second semester has got off to a good start.

On August 2, the senior management group of the University came together for a forum to look at the challenges and opportunities presented by digital disruption, and how that will impact on our students and staff. A key challenge for us is to deliver student-centred preparation for life after university, at scale, equitably (including for students studying in the cloud), across five campuses, efficiently, and in a timely manner. Technology will present us with tools that will enable us to connect better with our students and support them through their time at Griffith and beyond.

Through its Griffith 2020 transformation agenda, the University aims to lead in this space and to ensure that we and our students are prepared and at the forefront of this transformation. We have just launched our LinkedIn strategy which gives students the tools to create a compelling LinkedIn profile to both build their personal brand and develop their professional networks. [The Griffith LinkedIn eModule](#) is now available for all students and staff on Learning@Griffith.

While placing students at the centre of everything that we do will not change, the transformation we are about to embark on is significant. It will involve major revitalisation and innovation across learning, teaching and engagement to achieve the aspirations of Griffith 2020, to ensure student success.

This is an exciting time for Griffith and I look forward to communicating regularly and working with you on Griffith 2020 priorities throughout the remainder of the year and beyond.

Best wishes,  
Debra



Professor Debra Henly  
DVC Academic

## Academic Committee 3/2016 meeting

### Policy Outcomes from Academic Committee

#### Cross Campus Consistency Guidelines

The Guidelines were last amended in 2005 to incorporate the requirement that there shall be only one course profile per course code. In accrediting the Griffith Model programs last year, it became apparent that greater levels of cross-campus consistency now exist at the level of majors and courses in programs with the same award title and learning outcomes offered at multiple campuses. The Guidelines have been revised to reflect this increased consistency in programs but also to continue to provide guidance where there are differences. Academic Committee delegated authority for future changes to the Cross Campus Consistency Guidelines to Programs Committee.

#### Research Centres and Institutes Policy

The new Policy has been developed in response to the need for a more flexible Policy that gives Directors more control over their environments and moves away from the prescriptive guidance required back in 2003, when the Policy was originally approved. This need has subsided over time as Centres and Institutes have matured with regard to expectations about cultural attributes and performance outcomes. The Research Centres Policy has been rescinded.

#### The Griffith Graduate

The Griffith Graduate has been revised to align with the University's employability agenda as part of the Griffith 2020 strategy. The attributes refer to graduate outcomes at the program level; contain simplified forms of evidence relating to each attribute, and reference workplace outcomes relevant to the employability agenda.

#### Higher Degree Research Policy

Revisions have been made to section 7.2.8 which sets out the standard required for research outputs provided as evidence in support of an application for entry into a higher degree research program. Further revisions are proposed in response to the Federal Government's changes to the Higher Education Research Data Collection (HERDC) Specifications whereby the collection of research publications data has been removed from the Specifications. In addition, amendments have been made to align approving authorities with amendments to the Schedule of Responsibilities and Authorisation for Research Training Matters, and include additional requirements for remote candidates.

### Assessment Policy

This Policy has been updated to address the responsibilities of proctors, examiners and Course Convenors in relation to ascertaining the identity of students for online courses.

**Academic Awards, Programs, Nomenclature and Abbreviations – Schedule of Abbreviations for University Awards** – revised to include abbreviation additions for Prior and Publication.

### Other Outcomes from Academic Committee

#### Constitutions

Academic Committee's Constitution has been amended to ensure that the electoral arrangements for academic staff and for undergraduate students are equitable. Previously Academic staff were only eligible to vote for members on Academic Committee if they were working full-time, whereas the Election of Members to University Committees Policy defines the Academic Staff roll as consisting of the academic staff of the University who are on current contracts of six months or more and who are employed at 50% or above.

The Board of Graduate Research Constitution has been amended to revise the membership and to include the Publication Assistance Scheme (PAS) in the list of scholarships that may be awarded by the Scholarship Committee and a nomenclature change from students to candidates.

The Research Committee Constitution has been revised to include nomenclature changes, addition of an Institute for Glycomics representative, and the inclusion of the Publication Assistance Scheme (PAS) in the list of scholarships that may be awarded by the Scholarship Committee.



## Academic Committee 3/2016 meeting

### Learning and Teaching Committee

#### Employability Framework

One of the key reasons for introducing the Griffith 2020 model was to improve the employment outcomes for graduates through the introduction of both curricular and extracurricular initiatives that focused on enhancing students' employability. Learning and Teaching Committee has been given the responsibility to oversee the further development of Griffith's Employability Strategy with the DVC(A), and promote graduate employability as a whole-of-university priority.

An Employability Committee will be established as a sub-committee of Learning and Teaching Committee to review the current Employability Framework with the intent of broadening the scope of the Framework to include a clearer governance structure, KPI's and measures, and to include those core dimensions that are missing from the current Framework.

#### Self-Review of Learning and Teaching Committee

A key outcome of the recent self-review of the Committee was the decision to re-establish the University Assessment Committee as a sub-committee of Learning and Teaching Committee to provide advice on the conduct of assessment.

#### Postgraduate English Language Enhancement (PELE)

Between 2008 and 2010, the Griffith English Language Enhancement Strategy (GELES) was developed, providing a whole-of-institution, evidence-based approach to enhancing the academic English language competence of students with English as an additional language (EAL). While the original GELES provided in-course English language enhancement to undergraduates, it did not provide in-course support for postgraduate coursework students.

Following a successful two year trial, the Postgraduate English Language Enhancement (PELE) will be implemented as an additional component of GELES, embedded in postgraduate coursework programs comprising a substantial number of EAL students, and funded by each Academic Group through an allocation of tuition fees.

PELE will be implemented in Trimester 2, 2017 to allow adequate time for courses to be identified and relevant systems and processes to be amended accordingly.

### 2016 OLT Strategic Priority Commissioned grants

Griffith University is a partner, represented by Karen van Haeringen in the following 2016 Strategic Priority Commissioned Project, which the OLT announced in May 2016 as part of the 2016 Innovation & Development Grant and Strategic Priority Commissioned Work grants.

Following the 2015 MyMaster contract cheating scandal, it has become apparent that there is a significant problem with university students using online cheat sites to complete assessments. While authenticity is a recognised feature of good assessment practice, its potential for nurturing academic integrity has not been adequately explored. To determine if and how authentic assessment may be used to address contract cheating, this project will conduct two national surveys (one of students and one of teaching staff) to examine the relationship between assessment design and cheat site use. Furthermore, the project will analyse three large, Australian datasets which demonstrate the types of assessments most commonly contracted out to third parties. The findings will enhance sector understanding of this critical issue, and will be used to develop an evidence-based framework, resources, and national professional development tour that demonstrate the potential for authentic assessment, and assessment design more broadly, to address contract cheating in Australian higher education. amendments.



## Academic Committee 3/2016 meeting

### Research Committee

#### Outcomes of ARC Linkage projects and Laureate Fellowships

At the May meeting the Chair reported on the outcomes of the latest round of ARC Linkage Projects and Laureate Fellowships announced earlier in the month.

Griffith submitted a total of 25 ARC Linkage Projects for funding commencing in 2016. A total of 6 projects were funded, two from GBS (A Prof K. Townsend, Prof A. Brown) and four from Sciences (Prof M. Burford, Dr S. Sankarasubramanian, Prof R. Stewart). In addition, four Griffith researchers were part of successful teams awarded Linkage grants submitted through other institutions: Prof R. Connolly, Prof A. Hofmann and Prof C. Lemckert from Sciences, and Dr S. Davies from GBS. Griffith's success rate for the round was 24% which was below the national average of 31.1%. Total ARC funding awarded to Griffith was \$1,388,464.

The University submitted three applications to the ARC Laureate Fellowships 2016 round. Professor Paul Taçon from the Griffith Centre for Cultural Research was awarded one of 16 ARC Australian Laureate Fellowships. These highly prestigious awards are made to researchers of outstanding international standing. Professor Taçon's project "Australian rock art history, conservation and Indigenous well-being" received \$2,553,690 over five years.

### Remaining Meeting Dates for 2016

Academic Committee (AC),  
Learning & Teaching Committee (LTC),  
Internationalisation Advisory Committee (IAC),  
Programs Committee (PC),  
Research Committee (RC),  
Educational Excellence Committee (EEC),  
Board of Graduate Research (BGR), and the  
University Biosafety Committee (UBC)

Date	Committee	Campus
4 Aug	PC	N / GC / L
11 Aug	IAC	N / GC
16 Aug	RC	N
18 Aug	AC	GC
24 Aug	BGR	N / GC
1 Sep	PC	N / GC / L
5 Sep	EEC	N / GC
13 Sep	RC	MTG
15 Sep	AC	N
19 Sep	LTC	N / GC
21 Sep	BGR	N / GC
6 Oct	PC	N / GC / L
10 Oct	EEC	N / GC
11 Oct	RC	N / GC
26 Oct	BGR	N / GC
3 Nov	PC	N / GC / L
8 Nov	RC	N
17 Nov	AC	GC
	IAC	N / GC
21 Nov	LTC	N / GC
1 Dec	PC	N / GC / L
7 Dec	BGR	N / GC
8 Dec	AC	N

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