AGENDA

1.0 APOLOGIES
1.1 Apologies should be sent to Tasha.Clarke@griffith.edu.au.

2.0 CONFIRMATION OF MINUTES
2.1 The CAM Faculty Board 9/2002 minutes have been circulated.
To be taken as read and confirmed.

3.0 PRO-VICE-CHANCELLOR'S (BUSINESS) REPORT
3.1 The PVC (Business) will speak to this item.

4.0 CHAIR'S REPORT
4.1 Associate Professor Christine Smith will speak to this item.

5.0 INTERNATIONAL COMMITTEE REPORT
5.1 Professor John Dewar will speak to this item.

6.0 BUSINESS ARISING FROM THE 9/2002 MEETING
Nil.

ORDERING OF THE AGENDA

SECTION I: MATTERS FOR DEBATE AND DECISION

7.0 1255 BACHELOR OF MARKETING
MINOR CHANGE SUBMISSION

7.1 The School of Marketing is proposing to offer a new elective ‘Entertainment and the Arts Marketing’ in the Bachelor of Marketing and the Bachelor of Commerce (Marketing major).

7.2 The School of Marketing currently offers a post-graduate course entitled “Sport, Entertainment & the Arts: Marketing Dynamics” 7213MKT which is popular with students. Some undergraduate students have indicated a desire to study the subject as part of their program. A number of staff members and PhD students in the School of Marketing have particular research interests in entertainment and arts marketing and two staff members have either worked in the entertainment industry in senior marketing roles or acted as consultants to the industry.
7.3 The proposed new course has been discussed with Dr Geoff Carter, Acting Head of School of Marketing and Management who indicated that his School might also be interested in offering this course to students on the Gold Coast campus. A copy of the submission (03/0050) is attached for reference.

7.4 The proposed program structure is detailed below:

### NATHAN CAMPUS

#### COMPULSORY CORE COURSES (70CP)

<table>
<thead>
<tr>
<th>Year</th>
<th>Sem</th>
<th>Catalog Nbr</th>
<th>Course</th>
<th>CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I,II</td>
<td>1004MGT</td>
<td>Business Information Systems</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>1003MKT</td>
<td>Introduction to Marketing</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>1001MGT</td>
<td>Management Concepts</td>
<td>10</td>
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<tr>
<td>1</td>
<td>I,II</td>
<td>2007PPP</td>
<td>Legal Issues for Managers (Semester II offering at LOGAN campus only)</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>1001ABF</td>
<td>Accounting Principles</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>1008ECS</td>
<td>Business Statistics</td>
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<td>1005ECS</td>
<td>Economics for Managers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>PLUS 10CP from the following FIRST YEAR ELECTIVE COURSES</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>1011IRL</td>
<td>Employment Relations</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>1016MGT</td>
<td>Business Communication</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>2004PPP</td>
<td>Government-Business Relations</td>
<td>10</td>
</tr>
</tbody>
</table>

#### PLUS MARKETING CORE COURSES (80CP)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>I</td>
<td>2004MKT</td>
<td>Consumer Behaviour</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>2034MKT</td>
<td>Market Research</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>2029MKT</td>
<td>Marketing Communication</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>2032MKT</td>
<td>Global Marketing</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>I</td>
<td>3006MMG</td>
<td>Services Marketing *</td>
<td>10</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

#### PLUS 20CP from the following MARKETING ELECTIVE COURSES

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I</td>
<td>2036MKT</td>
<td>Retail Marketing</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>2038MKT</td>
<td>Personal Selling &amp; Sales Management</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>2016MMG</td>
<td>Marketing Channels &amp; Retail Supply Chains ~</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>2023MKT</td>
<td>Retail Buying &amp; Merchandising</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>2037MMG</td>
<td>Shopping Mall Marketing &amp; Management ~</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>I</td>
<td>3040MKT</td>
<td>Interactive/Internet Marketing</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>II</td>
<td>3036MKT</td>
<td>Contemporary Retailing</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>II</td>
<td>3007MKT</td>
<td>Social Marketing: Applying Marketing for Social Change</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>II</td>
<td>3049MKT</td>
<td>Retail Operations &amp; Performance</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>II</td>
<td>3013MKT</td>
<td>Entertainment &amp; The Arts Marketing</td>
<td>10</td>
</tr>
</tbody>
</table>
Recommendation:

7.5 The CAM Faculty Board is asked to consider the proposed new elective offering.
For consideration and approval

8.0 NEW COURSE OUTLINE – 3013MKT ENTERTAINMENT AND THE ARTS MARKETING

8.1 The School of Marketing is proposing to offer a new course ‘Entertainment and the Arts Marketing’ as an elective within the Bachelor of Marketing and the Bachelor of Commerce (Marketing Major). A copy of the course outline is attached.

Recommendation

8.2 The CAM Faculty Board is asked to consider the proposed new Course Outline.
For consideration and approval

9.0 3149 GRADUATE CERTIFICATE OF EVENT MANAGEMENT
5406 MASTER OF EVENT MANAGEMENT
5407 MASTER OF EVENT MANAGEMENT WITH HONOURS

NEW PROGRAM SUBMISSION

9.1 The proposed new Master of Event Management is designed to appeal particularly to two groups; a) event practitioners with substantial industry experience and a desire to acquire a solid theoretical understanding of issues necessary to further develop their skills; and b) business graduates with a desire to acquire specific skills in the event management field. The proposed courses are structured such that students are required to take four prescribed courses (10 credit points each) offered by the School for the award of a Graduate Certificate of Event Management and eight prescribed courses for the award of a Master of Event Management. Students can extend this by continuing onto an Honours research program which will provide an opportunity for entry into a research higher degree program.

9.2 This program requires the creation of new courses to be developed in conjunction with the program proposal. All of the courses are new to the School; however, they draw heavily on expertise currently existing within the School. Many, as marked below (●), mirror existing courses taught in the Master of International Tourism and Hospitality Management. These courses will build on the same generic skill platform as existing courses, but will be augmented with content specific to the events industry. Other courses, marked below (▲) are entirely new, but build on teaching and research expertise of existing school staff members. The course, Special Event Technologies will be a specialist subject delivered by teaching staff from the theatre program in the School of Arts.

9.3 The complete program structure with semester by semester sequence of courses is given below for the programs without Honours. An exit point is provided after one semester for students to leave with a Graduate Certificate of Event Management.

<table>
<thead>
<tr>
<th>3149 Graduate Certificate of Event Management (40 CP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
</tr>
<tr>
<td>7023THM</td>
</tr>
<tr>
<td>7024THM</td>
</tr>
<tr>
<td>7025THM</td>
</tr>
<tr>
<td>7026THM</td>
</tr>
</tbody>
</table>
5406 Master of Event Management (80 CP including the 40CP listed for the Graduate Certificate of Event Management)

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7027THM</td>
<td>Event Research Methods●</td>
<td>10CP</td>
</tr>
<tr>
<td>7028THM</td>
<td>Strategic Event Development●</td>
<td>10CP</td>
</tr>
<tr>
<td>7029THM</td>
<td>Event Management Field Project</td>
<td>20CP</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7013THM</td>
<td>Dissertation●</td>
<td>20CP</td>
</tr>
</tbody>
</table>

The program structure for 5407THM Master of Event Management with Honours is given below.

5407 Master of Event Management with Honours (120CP)

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7023THM</td>
<td>Event Operations and Management▲</td>
<td>10CP</td>
</tr>
<tr>
<td>7024THM</td>
<td>Conference and Meeting Management▲</td>
<td>10CP</td>
</tr>
<tr>
<td>7025THM</td>
<td>Marketing and Public Relations●</td>
<td>10CP</td>
</tr>
<tr>
<td>7026THM</td>
<td>Special Event Technologies</td>
<td>10CP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7027THM</td>
<td>Event Research Methods●</td>
<td>10CP</td>
</tr>
<tr>
<td>7028THM</td>
<td>Strategic Event Development●</td>
<td>10CP</td>
</tr>
<tr>
<td>7030THM</td>
<td>Advanced Research Design and Analysis ▲</td>
<td>10CP</td>
</tr>
<tr>
<td>7031THM</td>
<td>Issues in Event Research</td>
<td>10CP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7021THM</td>
<td>Honours Dissertation</td>
<td>40CP</td>
</tr>
</tbody>
</table>

9.4 The new Masters degree proposal (03/0049) fosters innovation and promotes multidisciplinary education, which are in accordance with another core value within the Griffith University Mission statement of bringing together disciplines and internationalisation for the enrichment of the state, national and international community. Furthermore, the program is flexible in that full-time students who exit after the successful completion of the:
- first semester will be awarded the Graduate Certificate of Event Management;
- second semester will be awarded the Master of Event Management; and
- third semester will be awarded the Master of Event Management with Honours.

Recommendation

9.5 The CAM Faculty Board is asked to consider the New Program Submission and make a recommendation to Education Committee.

For consideration and recommendation.

10.0 REVIEW OF NICHE DEGREES REPORT

10.1 In response to the commitment in the Griffith Project that the niche degree strategy would be reviewed the Deputy Vice-Chancellor (Teaching and Learning) established a review committee, chaired by Professor Neil Dempster to prepare a report on this topic.

10.2 The report of the Niche Degree Review Committee has now been finalised and is available for consultation on the University’s web site (The Key Issues Facing Griffith University http://www.gu.edu.au/vc/key_issues/niche_strategy.html). A copy of the document is attached.

10.3 The review contains eight recommendations, which aim to redress the current situation where the number of degree programs offered by the University is growing and the average intake across the programs is shrinking. 24% of UG programs admit fewer than 10 EFTSU and 45% admit fewer than 20 EFTSU.
Recommendation:

10.4 The CAM Faculty Board is asked to consider the attached paper ‘Review of Niche Degrees Report’ and provide feedback to the Secretary of Academic Committee by March 14, 2003.

For consideration

11.0 POLICY OF STUDENT CENTRED EDUCATION

11.1 Since 2000, the University has been struggling to define Griffith’s distinctiveness as a student centred research and teaching university. In early 2000 the Teaching and Learning Excellence Committee forwarded the paper Student Centred Learning – Implications for Academic Policies and Structures to Deans for discussion at Faculty Boards with Heads of Schools and Group PVCs. Following this consultation process a Statement On Student Centred Learning was prepared in the middle of 2000 and circulated throughout the University for comment. The paper was discussed at the February 2001 Academic Committee with mixed reactions. TLEC considered a summary of comments received to the draft discussion papers and the Academic Committee’s comments, resolving to clearly define student centred education in the Griffith context and detail how student centred education is to be enacted at the University.

11.2 To undertake this task a small working group was formed in February 2002. This working group provided a number of reports and discussion papers throughout 2002, which the Teaching and Learning Excellence Committee used to refine its own views about what a statement on student centred education should encompass.

11.3 At its 1/2003 meeting the Teaching and Learning Excellence Committee considered the attached Policy on Student Centred Education and agreed to circulate it for comment.

11.4 This statement on student centred education will form the basis of the University's Teaching & Learning operational plan and therefore Faculty Teaching and Learning Management Plans. The adoption of a Policy on Student Centred Education establishes a clear strategic direction for teaching and learning at Griffith.

Recommendation:

11.5 The CAM Faculty Board is asked to consider the attached paper ‘Policy on Student Centred Learning’ and return comments to the Secretary of the Teaching and Learning Excellence Committee by Monday 28 April.

For consideration

12.0 REVIEW OF THE STUDENT CHARTER

12.1 The University Charter (95/0243) was established in 1995 as a means of establishing reasonable expectations and responsibilities for both students and the University (within the University context) and was designed as a statement of goodwill.

12.2 The Teaching and Learning Excellence Committee (TLEC 8/2002 meeting), together with representatives of the Student Liaison Group, reviewed the Student Charter in late 2002. Various revisions are recommended in the attached Student Charter document (02/0420 - changes tracked) and a number of issues raised at the TLEC meeting are listed below:

- the addition of the full range of policies and plans referred to in the document should be listed at the beginning of the policy, including a link to relevant higher degree documentation;
where a specific policy, plan or procedure is referenced in the Charter, that it is referenced to the appropriate internet site to provide quick and easy access;

that the Student Charter should be distributed widely and understood by both students and staff as the gateway to many of the University’s policies; and

in section 3.3 (point 4) where the Charter indicates that feedback is to be given to students who provide evaluative comments on their courses, TLEC suggests that this may be achieved via mechanisms such as notes posted on Blackboard which identify the issues raised by students and the steps in place to address them.

12.3 The Teaching and Learning Excellence Committee now seeks the comments and endorsement of Faculty Boards and other relevant University elements on proposed revisions to the Student Charter to ensure that the Student Charter is reflective of the University community as a whole.

Recommendation:

12.4 The CAM Faculty Board is asked to consider the attached paper ‘Review of the Student Charter’ and provide comments to the Secretary of the Teaching and Learning Excellence Committee by 21 March 2003.

For consideration

SECTION II: ITEMS REQUIRING RATIFICATION OF EXECUTIVE ACTION

13.0 PROGRAM CONVENORS

13.1 Faculty Board is asked to ratify the Chair’s executive action in approving the following Program Convenors for 2003:

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Name</th>
<th>Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1012</td>
<td>BA Psychology</td>
<td>Dr Frances O’Callaghan</td>
</tr>
<tr>
<td>1014</td>
<td>B Psychology</td>
<td>Dr Frances O’Callaghan</td>
</tr>
<tr>
<td>2004</td>
<td>B Psychology with Honours</td>
<td>Mr Russell Roberts</td>
</tr>
<tr>
<td>4010</td>
<td>Graduate Diploma of Psychology</td>
<td>Mr Russell Roberts</td>
</tr>
<tr>
<td>1105</td>
<td>B International Business</td>
<td>Dr William Case</td>
</tr>
<tr>
<td>1106</td>
<td>B International Business/B Commerce</td>
<td>Associate Professor Leong Liew</td>
</tr>
<tr>
<td>1147</td>
<td>BA In Asian and International Studies / B Commerce</td>
<td>Dr John Butcher</td>
</tr>
<tr>
<td>2025</td>
<td>BA with Honours in Asian and International Studies</td>
<td>Professor Colin Mackerras</td>
</tr>
<tr>
<td>2019</td>
<td>B International Business with Honours</td>
<td>Professor Colin Mackerras</td>
</tr>
<tr>
<td>1038</td>
<td>B Commerce in Banking, Finance and Risk Management</td>
<td>Dr Mohammad Tahir</td>
</tr>
<tr>
<td>5059</td>
<td>GCert/GDip/Master of Banking and Finance</td>
<td>Dr Mohammad Tahir</td>
</tr>
<tr>
<td>1001</td>
<td>B Commerce in Financial Planning and Investment</td>
<td>Ms Peta Stevenson-Clarke</td>
</tr>
<tr>
<td>5059</td>
<td>M Financial Planning</td>
<td>Mr Pak Auyeung</td>
</tr>
</tbody>
</table>

For ratification
14.0 2001 BACHELOR OR INTERNATIONAL FINANCE HONOURS
SPECIAL PURPOSE SUBMISSION

14.1 The Chair has executively approved a request from the School of Accounting and Finance to replace the course 6001ACF Dissertation with 6015ACF dissertation in the Bachelor of International Finance program for introduction in Semester 2, 2003.

14.2 6011ACF was introduced in 2000 as a 40CP Dissertation course as the School only offered a 30CP dissertation course in the Bachelor of Business Honours. Based on a program review in 2001, the 6015ACF Dissertation (40CP) was approved for offer in the Bachelor of Business Honours. The School would like to maintain one 40CP dissertation course for both programs, 6015ACF.

14.3 The revised program structure is detailed below:

**Compulsory Courses**

<table>
<thead>
<tr>
<th>Year</th>
<th>Sem/s</th>
<th>Code</th>
<th>Course</th>
<th>CP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>6010APY</td>
<td>Issues in Quantitative Research</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I</td>
<td>6014ACF</td>
<td>Honours Research Methods</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>6001ACF</td>
<td>Theory of Finance</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II</td>
<td>6004ACF</td>
<td>Empirical Finance</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>I,II,Y</td>
<td>6011ACF</td>
<td>6015ACF Dissertation</td>
<td>40</td>
</tr>
</tbody>
</table>

For ratification

15.0 1034 BACHELOR OF BUSINESS
MINOR CHANGE SUBMISSION

15.1 The 4/2002 School of Accounting and Finance Committee recommended the change of course titles for four core courses in the Public Sector Financial Management major, as follows:

3201ACF Public Sector Performance Measurement and Control to **Public Sector Performance Management and Control**;

3202ACF Public Sector Financial Accounting and Auditing to **Public Sector Financial Reporting and Auditing**;

3203ACF Contemporary Issues in Public Sector Financial Management to **Issues in Public Sector Financial Management**;

3204ACF Public Sector Finance to **Public Sector Economics and Finance**.

15.2 The School believes that the current titles better reflect the content and current interest in this major.

15.3 Additionally, several of the courses within the Commercial Computing major have been assigned a specific year level in order to satisfy degree requirements.

15.4 Changes are to be implemented in 2003.

For ratification
16.0 BACHELOR OF HOSPITALITY MANAGEMENT
NEW PROGRAM CONCEPT PROPOSAL

16.1 Faculty Board is asked to ratify the Chair’s executive action in approving a New Program Concept Proposal for a Bachelor of Hospitality Management from the School of Tourism and Hospitality Management.

For ratification

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

17.0 ANNUAL PROGRAM MONITORING 2001/2002

17.1 A number of reports are still outstanding from CAM Faculty Program Convenors (having been due on 30th November 2002). Heads of School are asked to follow up where relevant.

For noting

18.0 TAFE/VET QUALIFICATIONS – CREDIT TRANSFER / ARTICULATION

18.1 To maintain Griffith’s strong links with the VET Sector and facilitate the development of maximum credit transfer arrangements, the Vice-Chancellor signed a Memorandum of Understanding between TAFE Queensland and Griffith University to provide a framework to guide the development of credit transfer arrangements. This MOU provides for a GU evaluation team nominated by the Dean to consult with TAFE to achieve consensus and endorsement of a mapping process via which Training Package units of competency are mapped to University course content elements.

18.2 CAM Program Convenors have been working with TAFE Qld since February 2002 to achieve the goal of the MOU and have completed a set of documentation to assist this process (see attached). The mapping exercise and guidelines will be used as a basis for any award of credit transfer/articulation agreements with Private Providers.

18.3 The following documents have been forwarded to the Credit Transfer Officer and are attached for noting:

- Credit Transfer/Articulation Guidelines
- Results of Mapping Process (CAM courses to TAFE/VET units)
- No. of CAM students awarded credit in 2002 from TAFE/VET.

For noting

19.0 QUALITY ENHANCEMENT GRANTS

19.1 The University is currently undertaking preparation for a quality audit by Australian Universities Quality Agency (AUQA) (www.gu.edu.au/quality). Quality Enhancement Funding is available this year to address gaps or weaknesses in existing policies or processes.

19.2 Applications must involve more than one element, and must have applicability to other areas of the University.

19.3 Elements are invited to apply for up to $20,000 for Quality Enhancement Grants to be funded in 2003.
19.4 This year there will be two application rounds for Quality Enhancement Grants, this current round, and an additional round in second semester, following the Trial Quality Audit. The second round will enable areas to apply for funding to assist with the implementation of improvements following the Trial Quality Audit.

19.5 Applications should be succinct and made on the application form with any supporting statements and documents attached. Application Guidelines and Application Form are attached.

19.6 Applications should be forwarded to the Office of Planning and Quality, Bray Centre, Nathan Campus, by Friday 28 March 2003. Successful applicants will be advised by the end of April 2003.

For noting

20.0 INTERNATIONAL CONFERENCE TRAVEL GRANTS – 2003

20.1 The Dean, Postgraduate Education has advised that applications are invited from PhD students for travel grants under the International Conference Travel Grants scheme for presentation of papers at conferences outside Australia and New Zealand in 2003.

20.2 The value of the Grant will be maximum $3000. Recipients will be required to acquit expenses against the Grant awarded and provide a Report on outcomes of the Conference to the Dean of their Faculty and Dean, Postgraduate Education.

20.3 Applications for Grants will be invited at least twice each year. A Grant shall only be awarded to an enrolled and confirmed PhD student. A Grant shall not be awarded retrospectively.

20.4 An application for an International Conference Travel Grant should be prepared on the required form, available from the Office of the Dean, Postgraduate Education. The applicant will be required to provide a documented record of acceptance of an offer to present a research paper, related to their research topic, at an international research conference. A research paper may include creative works equivalents.

20.5 Applications will require endorsement of support from the Supervisor and Head of School. The Dean, Postgraduate Education will seek comment on eligible applications from the Dean of the relevant Faculty.

20.6 Depending on the number of applications received, a selection panel appointed by the Dean, Postgraduate Education may consider the applications for Grants and advise on ranking of applications. Criteria of selection will be:

- Quality of the application, including abstract of the conference paper.
- Research standing of the conference, including whether refereed or not.
- Progress of the student in the course of their current enrolment. Preference may be given to applicants in the later stages of candidature.
- Prospective outcomes of the conference presentation (eg likelihood of publication in refereed proceedings or refereed journal or equivalent).
- Format of presentation. Grantees must be the senior author of co-authored papers. Preference may be given to oral presentation over poster, round table etc.

20.7 Applications are now invited for the next round of grants and should be submitted to the Dean, Postgraduate Education by noon, Friday 21 March 2003.

For noting
21.0 2003 GRIFFITH UNIVERSITY TEACHING GRANT ALLOCATIONS

21.1 2003 is a transitional year for teaching and learning funding as the Deputy-Vice-Chancellor (Teaching and Learning), in conjunction with the Teaching & Learning Excellence Committee reviews the allocation of funds to teaching and learning priorities and strategies. As a result, some changes have been made to the distribution of funds historically allocated to the Griffith University Teaching Grant (GUTG) allocations for 2003 only.

21.2 In 2003, $405,000 has been allocated by the Deputy-Vice-Chancellor (Teaching and Learning) for Griffith University Teaching Grants (GUTG). Each Pro-Vice-Chancellor will receive a proportion of these funds to be distributed amongst Faculties in the following manner:

a) $105,000 is to be evenly divided between each Academic Group ($35,000 per group) as the University's contribution to teaching elements for the development and/or offering of a teaching and learning induction program for sessional teachers; and,

b) $300,000 is to be allocated to Groups, based on 2002 student load, for distribution to Faculties for teaching projects which fall into one or more of the following categories:

Category A:
For individuals or teams within one organisational unit/teaching element, where the project specifically addresses one or more priority areas outlined in Griffith's Strategic Plan 2003-2007;

Category B:
For innovative and practical approaches to the provision of student support services that assist the learning of Australian and/or International students.

21.3 Specific details regarding the disbursement of 2003 GUTG funds are outlined below.

21.4 Induction Program for Sessional Staff New to Teaching - $10,000

21.4.1 In the process of reviewing the University's teaching and learning strategies in preparation for the forthcoming quality audit, it was identified that the University did not have in place a basic orientation to teaching for its teaching staff. One initiative designed to address this need is the introduction of a teaching and learning induction program for all sessional staff new to teaching. This initiative was recommended by the Teaching and Learning Excellence Committee and approved by the Academic Committee.

21.4.2 Sessional teachers play a key role in the delivery of courses at undergraduate and postgraduate levels at Griffith University. From 2003, it is a condition of employment for all sessional teachers who are new to university teaching to undertake a short teaching and learning induction program organised either through GIHE (Griffith Institute for Higher Education) or their School. In semester 1, 2003 Schools are encouraged to pilot sessional induction programs but full implementation must occur by semester 2, 2003. Faculties may implement this policy by:

a. offering a School or Faculty based teaching and learning induction programs
b. participating in the GIHE program
c. working with GIHE to develop a school/faculty based program.
21.5 Griffith University Teaching Grants - $300,000

21.5.1 The attached 2003 GUTG guidelines and application form (03/0018) detail the funds distributed to each Group and the conditions under which staff may apply for 2003 Teaching Grant monies.

21.5.2 Group Pro-Vice-Chancellors hold responsibility for the timeframe in which 2003 Teaching Grant funds are allocated so that teaching and learning priorities can be established at the Group level in consultation with Deans. For example, Pro-Vice-Chancellors may wish to release some Teaching Grant funds prior to the commencement of teaching in Semester 1, 2003 where warranted and disseminate the remaining funds in March 2003 as outlined on the 2003 GUTG application form.

21.5.3 Please note that there are some revisions to the GUTG guidelines. In particular, TLEC strongly encourages funds to be directed towards projects which contribute towards teaching and learning processes across an Academic Group with an emphasis on projects which may potentially benefit the wider University community in addition to a Faculty or Group.

21.6 Any queries about the introduction and administration of the sessional induction program and/or 2003 Teaching Grant allocations should be directed to Lea-Anne Stafford, Secretary to the Teaching and Learning Excellence Committee on extension 57096 or via email on L.Stafford@griffith.edu.au.

For noting

22.0 GRIFFITH RESEARCH GRADUATE SCHOOL

22.1 The Dean, Postgraduate Education has recently circulated a paper of the proposed establishment of a Griffith Research Graduate School (GRGS). A copy of the paper is attached for reference.

22.2 The Griffith Research Graduate School aims to provide high quality research training through research higher degree programs at standards of excellence measured by external assessment by researchers of international standing. It will do so through:

- Admission of candidates with demonstrated research capability
- Provision of scholarship support to a high proportion of candidates
- Management of candidature progress through high quality administrative support to candidates and their supervisors
- In conjunction with other academic and corporate elements, co-ordination of centralised support services, including generic skills training and support (eg statistical services, information access, oral and written communication) and professional development opportunities
- Maintaining efficient and accessible communication channels serving the needs of RHD students
- Administration and monitoring of assessment standards, including management of dissertation examinations
- Policy development for improvement of research training and RHD programs
- Provision of budgetary advice to the DVC on the allocation of financial resources to support RHD programs and research training
- Provision of advice to the University on space and infrastructure needs for research training
- Liaison and collaboration with other universities and research institutions in Australia and internationally for the advancement of research.
22.3 The GRGS will have the following stakeholders:

- RHD candidates
- Academic elements providing research training
- Other University elements, eg GUIC, OR
- Student representative bodies (eg GUPSA, GCAP)
- External communities, including major sponsors of research training, eg DEST, ARC, industry partners, other universities and research institutions in Australia and beyond

22.4 The discussion paper has been considered by Executive Group and now requires wider consideration prior to presentation at RAPS for formal consideration and recommendation to Academic Committee.

22.5 The proposal applies to the admission, candidature and examination of RHD students only. It seeks to formalise existing structures and establish a distinctive profile for the University’s significant commitment to being a high quality research training institution.

22.6 The development of graduate schools for coursework programs, as flagged in The Griffith Project, does not form part of this proposal.

For noting

23.0 OTHER BUSINESS

24.0 MEETING DATES IN 2003

15 April (please note change of date)
16 May
20 June
18 July
15 August
19 September
17 October
21 November (to be rescheduled)

Venues and campuses have yet to be confirmed.
Distribution list:

Professor John Dewar - Pro-Vice-Chancellor (Business)
Deans of the Business Group
Heads of Schools of the Business Group
Acting Director, GSM (Nathan)
Director, Masters Courses – GSM (Gold Coast)

Ms Tasha Clarke (Acting Secretary)

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Ms Robyn Stephens, Manager, Learning Programs (GSM)
Ms Mary Hassard, Credit Transfer Officer