A meeting of the Learning and Teaching Committee was held on Monday, 3 April 2006 in G18_3.02 (Graham Jones Centre) Gold Coast campus at 10.00am

ACTION SHEET

PRESENT:
Professor John Dewar (Chair)
Professor Stephanie Short
Professor Neil Dempster
Professor Paul Turnbull
Dr Heather Alexander
Mr Dave Edwards
Associate Professor Jay Turner
Professor Lorelle Frazer
Dr Michael Crock
Margaret Buckridge (for Royce Sadler)
Dr Joseph McDowall

APOLOGIES:
Professor Michelle Barker
Professor Lex Brown
Dr Alf Lizzio
Professor Royce Sadler
Professor Joy Cumming
Mr John Swinton

Secretary: Christine Grimmer
Karen van Haeringen

1.0 CONFIRMATION OF MINUTES

The Action Sheet of the 2/2006 meeting of the Learning and Teaching Committee, having been circulated, was confirmed.

<table>
<thead>
<tr>
<th>Name of Item</th>
<th>Brief Description</th>
<th>Action</th>
<th>Attachments</th>
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</thead>
<tbody>
<tr>
<td>3.0 CHAIR’S REPORT</td>
<td>At the 1/2006 meeting of the Learning and Teaching Committee, the Chair noted that there is a need to review and systematise the University's information about and management of academic integrity and associated issues including plagiarism, detection software, definitions, policies, information and communication.</td>
<td>The Chair will confirm membership of the Academic Advisory Committee and convene a meeting.</td>
<td>Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/0007002)</td>
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### 3.2 Carrick Leadership Grants


Griffith forwarded applications as follows:

- **Full application – National Disciplinary Workshops: Enhancing Leadership in teaching and learning in history** – Professor Wayne Hudson (Project Leader), $192,464.00
- **Expression of Interest Leading for effective partnering in clinical contexts** – Professor Debra Creedy, (Project Leader), $170,000.00

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### 3.3 Carrick Priority and Competitive Grants

The Deputy Vice Chancellor (Academic) convened a small advisory group to consider any potential applications from amongst those submitted for Griffith Grants for Learning and Teaching that might be developed into applications for Carrick Priority Program Grants (applications due May 10) or Carrick Competitive Grants (applications due April 20).

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### 3.4 Learning and Teaching Performance Fund

The DEST discussion paper *Learning and Teaching Performance Fund - Future directions* available on the DEST website at LTPF - *Discussion Paper - Future Directions* reviews the process for allocating funds for 2006. An invitation was extended for institutions to make submissions in response to the DEST discussion paper. Griffith’s submission to the discussion paper, *Learning and Teaching Performance Fund Response to the Discussion Paper*

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<tr>
<th>Action</th>
<th>Notes</th>
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<tr>
<td>No action required until results announced.</td>
<td>Leadership for Excellence in Learning and Teaching Program (2005/ 0035293)</td>
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<td>Head of Secretariat to confer with Deputy Vice Chancellor (Academic) re potential applications for Competitive and Priority Grants</td>
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<td>No action required</td>
<td>Brief extract summarising concerns expressed in the submissions and options for alternatives (2006/0007026)</td>
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[www.griffith.edu.au/committees](http://www.griffith.edu.au/committees)
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<tr>
<th>3.5 CELEBRATING TEACHING GALA FUNCTION</th>
<th>(2006/0007025) was attached for the information of the Learning and Teaching Committee. The chair noted the successful completion of Celebrating Teaching Gala Function.</th>
<th>No action required</th>
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<tr>
<td>5.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING</td>
<td>A “Griffith Grants for Learning and Teaching” scheme for 2006 was established and promoted to university staff in November 2005, primarily to support innovative approaches to learning and teaching consistent with the Griffith Academic Plan through a three level scheme comprising Strategic Grants, Signature Grants and I(Individual) Grants. Applications for the grants scheme closed on Friday 24 February were ranked earlier than expected and in time for consideration at the April 3 meeting of the Learning and Teaching Committee. The Learning and Teaching Committee at its 3/2006 selected successful applications for Strategic and Signature Grants. The Chair requested the Secretary of the Learning and Teaching Committee to: Compose emails advising successful and unsuccessful applicants of the outcomes of deliberations. Compile feedback on unsuccessful applications Request Committee members to send their ranking for I Grants based on recommendations from Faculty Boards and in order of merit to the Secretary for preparation of a final list of successful applications. Compile feedback for unsuccessful applicants for I Grants</td>
<td>Griffith Grants for Learning and Teaching Scheme (2005/0035269)</td>
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<td>6.0 E-LEARNING STRATEGY TERMS OF REFERENCE</td>
<td>During October 2005, the Information Services Division was reviewed under the External Review of Support Service Divisions policy. The review panel made a number of recommendations including Recommendation (3) that: “Griffith build an e-Learning &amp; teaching Plan to underpin the University Learning and Teaching Plan by end 2006 for implementation in 2007.” The Learning Environment</td>
<td>The Learning and Teaching Committee recommended to Academic Committee the draft Terms of Reference for an E-Learning strategy at its 2/2006 meeting The Panel Reviewing Griffith University Information Services Division 10 – 14 October 2005 (2006/0003767) Terms of Reference for an e-Learning Strategy (2006/0002261)</td>
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<td>Committee requested the Secretary to draft Terms of Reference for an e-Learning strategy (2006/0002261)</td>
<td>The Learning and Teaching Committee recommended Group constitutions for Learning and Teaching Committees for Multi and Single Faculty Groups to Academic Committee for approval at its 2/2206 meeting.</td>
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<td>Committee agreed that the terms of reference should be developed around a framework of:</td>
<td>Group structures and accountabilities of senior academic managers at Griffith University: A proposal (2005/0035291). A Proposal for revision to Undergraduate Scholarships (2006/0007021). Faculty Learning and Teaching Committee (for multi-Faculty Groups) Constitution (2006/0007030) Group Learning and Teaching Committee (for single Faculty Groups) (2006/0007029)</td>
<td></td>
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<td>✓ Innovation ✓ Implementation &amp; ✓ Sustainability</td>
<td>7.0 GROUP AND FACULTY LEARNING AND TEACHING COMMITTEES - CONSTITUTIONS</td>
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<td>The Phillips KPA review of Griffith Research Centres Report identified problems flowing from the current variability in The University’s structural arrangements and senior management roles in Groups. Change has been implemented requiring Groups to conform to one of two standard structural templates - a single faculty Group template, and a multi-faculty Group template. Changes were tabled and approved at the December 2005 meeting of Council. Accordingly, Committee Constitutions and membership have been amended.</td>
<td>8.0 COURSE OUTLINE PROJECT - FINAL REPORT AND EXTENSIONS TO THE SYSTEM</td>
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<td>The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 1, 2005. The Course Outline Requirements policy directed Course Convenors to prepare Course Outlines for semester 1, 2006 using the Course Outline template, for publication on the Course Outlines website by the first week in February 2006. The Deputy Vice Chancellor (Academic) advised that the Course Outline system would include the facility for identification of courses which</td>
<td>Deferred to 4/2006 meeting</td>
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<td>Course Outline Project: End of Project Report.(2006/0007028). Capturing Research based Learning and Aboriginal and Torres Strait Islander Content Status for Courses (2006/0007027)</td>
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are ATSI-focussed (curriculum content designed as a stand-alone course and addresses ATSI issues/knowledges as primary focus), or ATSI-specific (curriculum content embedded in a course within a broad subject or topic eg. Native Title as part of Property Law context) and requested that an extension to the course outline system to capture this content in courses be developed.

The definition of Aboriginal and Torres Strait Islander Course Content was circulated for discussion.

### 9.0 ROLE OF THE COURSE CONVENOR

Academic staff, in implementing the new course outline system, have drawn to the attention of the Deputy Vice Chancellor (Academic) a potential confusion about the extent to which information about assessment should be included when completing the course outline template, in order to comply with University policy on what is required in terms of communication about the criteria to be attached to all assessment items and to the description of standards.

The Head of Secretariat advises that the confusion may be resolved by a new version of The Role of the Course Convenor (2005/0000479) which includes a reminder to Course Convenors that more detailed information about assessment is to be provided to students via Learning@Griffith as per the instructions on the existing Griffith course outline template.

### 10.0 DEFINITION FOR ABORIGINAL AND TORRES STRAIT

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<tr>
<th><strong>ISLANDER KNOWLEDGES</strong></th>
<th>Working Party at its 5/2003 meeting to recommend strategies to promote the engagement of Aboriginal and Torres Strait Islander students and the Aboriginal and Torres Strait Islander community, as well as engage the wider community in Aboriginal and Torres Strait Islander issues. A definition of the courses which are ATSI-focussed (curriculum content designed as a stand-alone course and addresses ATSI issues/knowledges as primary focus), or ATSI-specific (curriculum content embedded in a course within a broad subject or topic eg. Native Title as part of Property Law context) was tabled by the Chair.</th>
<th>as detailed in (2005/0007564)</th>
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<tr>
<td><strong>11.0 DEFINITION FOR WIL</strong></td>
<td>The Learning and Teaching Committee was requested to develop definitions and targets for work-integrated learning and research-led learning to support priorities and targets in the Academic Plan 2 that 70% of programs will show identifiable components of work-integrated learning and research based learning by 2010. A revised <em>Definition of Work Integrated Learning</em> (2006/0002262) expressing links to the Program Catalogue was attached for the consideration of the Committee.</td>
<td>The Learning and Teaching Committee recommended the revised definition of Work Integrated Learning to Academic Committee for approval at its 2/2206 meeting.</td>
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<td><strong>12.0 GRIFFITH E-LEARNING (GEL) FELLOWSHIP</strong></td>
<td>At its 1/2005 meeting, the Learning Environment Committee asked the Secretary to investigate the Innovative Teaching and Educational Technology (ITET) Fellowship at the University of NSW with a view to developing E-Learning Fellowships at Griffith. The ITET Fellowship is a six-month full-time fellowship for academic and other staff involved in supporting teaching</td>
<td>No action required Griffith E-Learning (GEL) Fellowship, (2006/0002259)</td>
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and learning.

A revised draft Griffith E-Learning (GEL) Fellowship (2006/0002259) was discussed by the Learning and Teaching Committee at its 2/2006 meeting and forwarded to Academic committee for approval at its 1/2006 meeting.

Academic Committee approved the Griffith E-Learning (GEL) Fellowship (2006/0002259) subject to an amendment that the timing of the workshop presentation be changed to indicate that each of the Fellows, after completion of their project, will be required to undertake a presentation and workshop, as part of the Griffith E-Learning Showcase, held in November of each year.

13.0 DEFINITION OF RESEARCH-BASED LEARNING

The Research-Based Learning definition (2006/0002251) and the document proposing extensions to the Course Outline System to capture the research-based learning status of a course (2005/0025036), seek to provide a mechanism for its measurement against targets expressed in the Strategic Plan and the Academic Plan.

It is proposed to implement the initiative in Semester 2 2006. Schools/Departments and Faculties will need to be informed of the change.

The Academic Committee resolved to approve the definition of Research-Based Learning (2006/0002251) for inclusion in Academic Plan 2.

No action required

Research-Based Learning definition (2006/0002251)

extensions to the Course Outline System to capture the research-based learning status of a course (2005/0025036),

The next meeting of the Learning and Teaching Committee will be held on Monday, 8th May 2006 at 10.00am in N54_2.02 Bray Centre, Nathan campus.
Confirmed: …………………………………………………………….

(Chair)

Date: ……………………………………………………………