A meeting of the Learning and Teaching Committee was held at 10:00 a.m. on Monday 4 April 2011 via videoconference in room -1.18, Glyn Davis Building (N72), Nathan campus; room 1.04, The Chancellery (G34), Gold Coast campus; and room 2.27, Information Services Building, Logan Campus.

MINUTES

PRESENT:
Chair – Professor Sue Spence
Associate Professor Peter Bernus
Professor Gillian Bushell
Professor Nick Buys
Ms Rebecca Curran
Mr Jesse Fieldwebster
Associate Professor Glenn Finger
Professor Lorelle Frazer
Professor Kerri-Lee Krause
Associate Professor Wendy Loughlin
Professor Keithia Wilson

Invited for Agenda Items 7.0 and 8.0
Professor Michelle Barker (for agenda item 6.0)
Dr Linda Shallcross (for item 6.0)
Ms Karen van Haeringen (for item 6.0)

Secretary – Ms Lea-Anne Stafford

1.0 CONFIRMATION OF MINUTES

1.1 The minutes the 1/2011 meeting of the Learning and Teaching Committee were taken as read and confirmed.

2.0 MEMBERSHIP

The Committee warmly welcomed new postgraduate student member Mr Jesse Fieldwebster. Mr Fieldwebster is enrolled in the Master of Environmental Engineering at the Nathan campus.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

3.0 REVISED STUDENT CHARTER

3.1 The Student Charter (2005/0025006) was established in 2005. It aims to promote active engagement of all members of the University in achieving Griffith’s mission. It also explains the obligations and responsibilities of all Griffith University staff and students as they interact in the University context.

3.2 The Academic Registrar outlined the consultation process undertaken to review and improve the Student Charter via the Student Liaison Group and Learning and Teaching Committee. Proposed amendments aim to simplify the language used in the policy and create direct links and therefore better access from the Student Charter to relevant policies, processes and supports. A draft Student Charter (2011/0002765 – a clean and tracked changed copy was provided with the agenda.
3.3 It was noted that Student Liaison Group members were very positive about the proposed revisions, commenting it would serve as a valuable springboard to specific policies, processes and support services. They liked the genuine tone of the document and were supportive of the following mechanisms for promoting the Student Charter.

- provide to commencing students; make accessible from the Griffith Portal and reference in the DVC (Academic) email to all commencing students.
- Include the Charter in the Forms and Policies section of the Griffith web site for easy location.
- prepare a briefer paper version to be located in all Griffith libraries.

3.4 Learning and Teaching Committee supported the proposed revisions subject to revising section 2.1 to emphasise timely submission of assessment tasks. Members commented that the revised Charter was clear and concise. The Committee supported the above promotional ideas from the Student Liaison Group along with additional mechanisms for promoting the Charter to both students and staff, including: physical copies placed in residence, student diary entries, student portal notifications, investigation of improved web searching, GIHE induction programs and first year advisor orientation activities.

3.5 Members recommended consultation occur with the Office of Human Resource Management regarding the potential need for broader consultation about Student Charter revisions.

Resolution

3.6 The Learning and Teaching Committee, on the recommendation of the 1/2011 Student Liaison Group (25 March) resolved to recommend to the Academic Committee the approval of the revised Student Charter incorporating the amendment described in paragraph 3.4 above and in revised document 2011/0002770.

4.0 GRIFFITH ACADEMY OF LEARNING AND TEACHING SCHOLARS

4.1 In November 2009, the Deputy Vice Chancellor (Academic) requested the Griffith Institute for Higher Education (GIHE) and the Educational Excellence Committee investigate the establishment of an academy or college of excellence/distinguished scholars at Griffith.

4.2 Since then, Educational Excellence Committee members, the Dean, Student Outcomes and Director, GIHE, Learning and Teaching Committee, Deans, Learning and Teaching and the Executive Group have contributed to the development of the, Griffith Academy of Learning and Teaching Scholars.

4.3 Members recalled that at the 6/2010 meeting (November), the Committee gave in-principle approval to establish the Griffith Academy of Learning and Teaching Scholars (2011/0002767) and asked the Educational Excellence Committee to oversee further development of the proposal, taking account of Learning and Teaching Committee comments before returning it to a future meeting.

4.4 Learning and Teaching Committee accepted the paper before it, endorsing the establishment of the Griffith Academy of Learning and Teaching Scholars (2011/0002757).

Resolution

4.5 The Learning and Teaching Committee resolved to recommend to the Academic Committee the establishment of the Griffith Academy of Learning and Teaching Scholars as described in 2011/0002767.
SECTION B: ACTION UNDER DELEGATED AUTHORITY

5.0 GROUP LEARNING AND TEACHING CITATIONS AND GRIFFITH AWARDS FOR EXCELLENCE IN LEARNING AND TEACHING GUIDELINES

5.1 Members recalled a discussion paper that was tabled at the last meeting by the Chair of the Educational Excellence Committee (EEC) about proposed changes to the Griffith Awards for Excellence in Teaching (GAET) Guidelines. Members gave in-principle support to those changes and asked the EEC to rework the Guidelines for presentation to the LTC at a future meeting.

5.2 EEC (21 March) considered an issues paper prepared by the Secretariat that included the revisions given in-principle support and some additional suggestions designed to simplify the document, and the operation of the Griffith Learning and Teaching Citation and Awards schemes. The Deans (Learning and Teaching), the Chair of EEC and a representative from Griffith Institute for Higher Education have been involved in preliminary consultation about the proposals set down in the paper.

5.3 The Chair of EEC, Professor Keithia Wilson introduced the Issues Paper and Recommendations (2011/0002766), the 2011 timetable and proposed 2012 timetable for Griffith's learning and teaching reward and recognition schemes, advising that the proposals mark a transition year for Griffith. In light of the abolition of the Australian Learning and Teaching Council (ALTC), it is seen as vital that Griffith maintains its emphasis on teaching by recognising and rewarding its good teachers both locally and at the University level. Ms Karen van Haeringen, Head of the Secretariat, was welcomed to the meeting for this item.

5.4 Members noted the key changes include a revised nomination process for the excellence in teaching GAET award categories utilising the Student Evaluation of Teaching (SET) and an online nomination form. There is an increase in the number and value of awards under the program and team award category: an increase from 1 to 3 program awards and an increase in the value of those awards from $3,000 to $4,000. These changes aim to boost interest from the many programs being undertaken at Griffith, including more interest from more professional staff.

5.5 Learning and Teaching Committee supported the recommendations described in the Issues Paper including the following:

- Incorporate the Group Learning and Teaching Citations (GLTC) and GAET schemes into the one document to highlight the developmental approach to reward and recognition at Griffith.
- That surplus funds from 2010 are to be added to the 2011 budget for the Citations and Awards schemes to enable Groups to maintain the current number of citations that can be awarded as well as increase the monies for the Awards scheme.

5.6 The following additions and amendments were suggested to the revised guidelines:

- Inclusion of a new program and team award category on the enhancement of learning and/or the student experience.
- While self- or peer nominations can be received via the online nomination form. All student nominations will occur through the Student Evaluation of Teaching (SET) process.

5.6 Members discussed the method by which different class sizes were accounted for and the way that staff will be informed of their student nominations via the SET.

Resolution

5.7 The Learning and Teaching Committee resolved to:

a) approve the recommendations set down in the Issues Paper 2011/0002766, subject to the revisions described in paragraphs 5.5 and 5.6 above;
b) ask that the Group Learning and Teaching Citation Guidelines and the Griffith Learning and Teaching Awards Guidelines be revised into one document in line with Committee decisions and presented to the Chair of LTC for executive approval prior to the next meeting.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

6.0 MATTERS ARISING FROM PREVIOUS MEETINGS

6.1 Griffith Grants for Learning and Teaching
Members recalled they gave in principle support to revisions to the Griffith Grants for Learning and Teaching Scheme. On the basis of figures comparing methods of allocating Tier 2 Group-based grants, it has been determined that available funds will be allocated equally across Academic Groups for Tier 2 Group-based grants. Guidelines are currently being revised and will be presented at a future meeting.

7.0 CHAIR’S REPORT
The Chair reported on the following items:

7.1 Australian Learning and Teaching Council (ALTC) Success – 2006 - 2010
For the first time in 2010, the ALTC produced a comprehensive statistical report for all of its programs. In the recent ALTC newsletter (located on the Committee Team Place) statistics for 2010 were released for all ALTC schemes comprising Citations, Awards, Grants, Fellowships, and Discipline Scholars. The spreadsheet provided with the agenda incorporates 2009 and 2010 data. Members noted that Griffith ranked second nationally in total ALTC monies received and first in Queensland. The Chair expressed her appreciation to all those involved in preparing, developing and submitting ALTC applications; in particular she recognised the work of staff from GIHE and the Secretariat in achieving this success. Also before the Committee was an ALTC 2010 Grants Report and summary paper documenting funded projects.

7.2 Course Profile System
Three market days stalls were run during Semester 1, 2011 orientation week to increase awareness of course profiles and to seek feedback from students about their experiences accessing and using them. The flyers provided to students on the day were noted by members.

Feedback received from students at the market days was entirely positive and students indicated that they were aware of course profiles; knew how to access and print them and found their current form valuable. One academic staff member who had initially been dissatisfied with the new course profile revised her opinion after further training and support. Formal evaluation of the new system was also obtained from school learning and teaching committees and student focus groups.

Proposed system enhancements in 2011 will include improvements to the course profile review and approval process, the ability to capture all central examination requirement information within the Course Profile System, the creation of an embedded term calendar, and additional reporting for curriculum initiative tracking information.

7.3 Student Evaluations – Question Bank
The Chair updated members on the new approach to adding questions to the Student Evaluations question banks. Members noted that an email communication was sent by the Chair to all staff on 21 March 2011 to advise them of the inability to add personally-designed questions.
Resolution
The Learning and Teaching Committee resolved to ask the Chair to work with the Deans Learning and Teaching to revise the question bank for implementation and present to the next meeting of LTC for endorsement.

7.4 Learning and Teaching Committee Work planning
A work plan meeting was held between the Chairs and representatives of Academic Committee and its sub-committees on 22 March to discuss the key business of each Committee during 2011. It also discussed implementation of recommendations of the 2010 Review of Academic Committee and its sub-committees. The Chair provided a verbal update to members on the outcomes of this meeting.

7.4 Other Matters
The Chair informed members that her recent involvement in an Australian Universities Quality Agency (AUQA) Audit reinforced to her the need for Griffith to focus on the quality of implementation of its learning and teaching strategies across the institution. Evidence the University has implemented, and that staff are aware of key priorities around graduate attributes, internationalisation of the curriculum, standards, work-integrated learning, and service learning will be assessed under the new Tertiary Education Quality and Standards Agency (TEQSA) regulatory framework.

8.0 DEAN, STUDENT OUTCOMES AND DIRECTOR GRIFFITH INSTITUTION FOR HIGHER EDUCATION (GIHE) REPORT

8.1 The Dean, Student Outcomes and Director, GIHE, Professor Kerri-Lee Krause, updated members on a range of learning and teaching activities being undertaken through her portfolio.

8.2 Members were advised that graduate attributes, student success in curricula and co-curricular activities, internationalisation of the curriculum, career development learning, service learning and work-integrated learning (WIL) are priority areas in which GIHE will undertake activities in 2011.

8.3 An audit will be undertaken to identify current career development learning activities at Griffith. Links between WIL, service learning, and career development learning will be investigated to clarify how these initiatives manifest themselves across the student lifecycle.

8.4 In relation to the first year experience, members were informed of the positive outcomes achieved in relation to semester 1 orientation; the working party to be convened to raise the profile of the first year advisor (FYA) role; and the 2011 focus on the senior student experience.

8.5 The Program Leaders initiative continues in 2011 in recognition of their valuable role across initiatives such as WIL, internationalisation of the curriculum and assessment. LTC members commented on the importance of program leaders understanding their responsibilities regarding these key curriculum initiatives. It was noted that the Role of the Program Convenor document will be reviewed in light of ongoing discussions.

8.6 The Dean, Student Outcomes and Director, GIHE updated the Committee on an Australian Learning and Teaching Council assessment standards project. Griffith is one of eight universities involved in a national project to peer review final year capstone courses across eight disciplines. The project aim is to develop a model that can be applied across the higher education sector.

9.0 PRESENTATION – INTERNATIONALISATION OF THE CURRICULUM

9.1 Professor Michelle Barker was welcomed to the meeting to inform members about Level 1 of the Internationalisation of the Curriculum project; launch the Good Practice Guide on Internationalisation of the Curriculum (IoC); and describe the use of the 'help files' on IoC
within the Course Profile System. Dr Linda Shallcross was also welcomed to the meeting for this item.

9.2 Professor Barker made a presentation on the major outcomes of the IoC Project including resources such as a website and the Good Practice Guide. In particular, Appendix 1 of the Good Practice Guide is designed to help staff address within their course the core IoC Griffith graduate attribute, “able to operate in culturally diverse and international environments”, and to assist them to respond to the IoC question in the course profile system curriculum tracking tool. LTC members discussed the development work undertaken on the IoC curriculum tracking tool in the course profile system.

9.3 As the project finishes at the end of June 2011, work is also underway to embed IoC graduate attributes at the program level. To that end, Professor Barker is investigating the inclusion of IoC as standard within program development and review activities. It was noted that a goal of the current Student Enrolment Improvement project is to achieve course to program mapping which will enable more accurate reporting of program-level IoC attributes.

9.4 In discussing the Good Practice Guide, members made the following suggestions:
   a. group the strategies identified in the conceptual model in appendix 1 into themes (eg. WIL, blended learning) to improve clarity
   b. it would be useful to make reference to current universities language alliance arrangements
   c. include further details about exchange programs; international-research informed/evidenced teaching
   d. it would be valuable to encourage flexibility that would enable more students to study a language other than English while completing their degrees, for instance through the Diploma of Languages.

9.5 The Chair expressed her appreciation to Professor Barker for her outstanding work on the IoC initiative and alerted members to the implementation challenges ahead.

10.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

10.1 EDUCATIONAL EXCELLENCE COMMITTEE

The action sheet of the 1/2011 meeting was noted.

10.2 UNIVERSITY ASSESSMENT COMMITTEE

The action sheet of the 1/2011 meeting was noted.

10.3 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT & IMPLEMENTATION WORKING PARTY

Nil.

11.0 NEXT MEETING

11.1 The remaining 2011 Meeting Schedule appears below. All meetings are held on Mondays from 10.00am – 1.00pm. The first and last meeting will be face to face and the remaining meetings will be video-conferenced between the Gold Coast, Nathan and Logan campuses.

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<tr>
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<tr>
<td>30 May</td>
<td>Nathan / Gold Coast / Logan</td>
<td>Bray Centre N54_2.06 / The Chancellery G34_1.04 / Information Services L03_2.27</td>
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<td>10 October</td>
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<td>Glyn Davis Bldg N72_-1.18 / Business 3 G06_3.60 / Information Services L03_2.27</td>
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<td>7 November</td>
<td>Nathan</td>
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Minutes confirmed by:

Professor Sue Spence, Chair

30 May 2011