The 2/2012 meeting of the Learning and Teaching Committee was held at 10:00am – 12:30pm on Monday 30 April via video conference in room 1.04, The Chancellery (G34), Gold Coast campus and room 2.06, Bray Centre, Nathan campus.

Tasha Langham
Secretary

MINUTES

PRESENT:
Chair – Professor Sue Spence
Dr Kevin Ashford-Rowe
Professor Nick Buys
Rebecca Curran
Professor Glenn Finger
Professor Lorelle Frazer
Kathy Grigic
Associate Professor Robyn Hollander
Dr Michael Howes
Brittany Laidlaw
Associate Professor Don Lebler
Professor Alf Lizzio
Associate Professor Wendy Loughlin
Professor Keithia Wilson

Secretary – Tasha Langham

APOLOGIES:
Professor Gillian Bushell

INVITED
Peter Kurtz (for items 18.0 and 19.0)
Leigh Stevenson (for items 18.0 and 19.0)

1.0 CONFIRMATION OF MINUTES
1.1 The minutes the 1/2012 meeting of the Learning and Teaching Committee were taken as read and confirmed.

2.0 MEMBERSHIP

The Committee welcomed the following new members to the committee:

Associate Professor Don Lebler (Group Academic staff member - Arts, Education and Law)
Brittany Laidlaw (Undergraduate student representative)
Rebecca Curran (Postgraduate student representative)

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

8.0 GRIFFITH’S STUDENT RETENTION STRATEGY 2012 - 2014

8.1 The Learning and Teaching Committee considered Griffith’s Student Retention Strategy 2012–2014 and noted that it retains many of the strategies outlined in Succeeding @ Griffith (2006), but increases the focus on the extent and quality of implementation. The strategy makes it clear that implementation is not a choice, but a necessity and also recognises that in order to achieve results, significant investment is required from all levels and areas of the University.
8.2 In discussing this item, members noted and supported the seven key elements that form the strategy's framework:

- Enhance students’ preparedness for successful study
- Create an effective orientation and transition experience
- Increase personal contact and communication with, and advice to students
- Implement systems for early detection and early intervention of students at risk
- Enhance the quality of the learning experience
- Increase student engagement and quality of the campus experience
- A data-driven approach to planning, implementation, review and improvement of retention activities at all levels and areas of the University.

8.3 The introduction of a network of Personal Advisors to provide academic and pastoral support to students was seen of particular importance. Members agreed that the Advisors would play a fundamental role in enhancing student retention by providing personal contact and fostering a sense of ‘connectedness’ with the University.

8.4 A ‘sense of purpose’ was also seen as being very important in addressing attrition rates. It was suggested that connecting students more to their academic programs could achieve ‘a sense of purpose’ and that this could be facilitated through better definition of career goals and expectations and the use of more guest lecturers.

Resolution

8.5 The Learning and Teaching Committee endorsed the document Operation Student Success: Griffith Student Retention Strategy 2012 – 2014 (2012/0007770) and noted that the paper would be considered by Executive Group at its 9 May meeting.

9.0 GUIDELINES FOR STAFF ENGAGEMENT WITH LEARNING@GRIFFITH

9.1 The Learning and Teaching Committee (5/2011 meeting) considered a set of ‘Guidelines for Engagement with Learning@Griffith’ (2011/0002800) and proposed a number of changes particularly in relation to the role of the Course Convenor and other key group staff.

9.2 The Director, INS (Learning and Teaching) reviewed the document on the basis of feedback received and presented the revised and renamed document Guidelines for Staff Engagement with Learning@Griffith (2012/0007767) to the Committee for consideration.

9.3 Members were very supportive of the document, which guides staff on the recommended engagement level for all courses within Learning@Griffith to improve the quality of the student experience, especially given the impending upgrade of Learning@Griffith (see item 18.0).

Resolution

9.4 The Learning and Teaching Committee approved the revised Guidelines for Staff Engagement with Learning@Griffith (2012/0007767), for implementation from semester 2, 2012 and asked that they been sent to Academic Committee for noting.

9.5 The Learning and Teaching Committee asked the Director, INS (Learning and Teaching) to work with Deans (Learning and Teaching), Blended Learning Advisors and Curriculum Consultants to operationalize the practices described in document number 2012/0007767 and report back to the committee at a future meeting.
10.0 AMENDMENT TO ASSESSMENT POLICY

10.1 At the 3/2012 meeting, University Assessment Committee considered whether the present time periods within which a student may appeal an academic decision are appropriate and whether the appeals process would be a more efficient process if time periods were specified for each part of the process.

10.2 In discussing this item, members supported the revisions to Section 12.0 proposed by University Assessment Committee, but asked that the following revisions be made:

10.2.1 the reference to 14 days in Section 12.0 be changed to 10 working days to allow for Public Holidays and the Christmas/New Year break when the University is closed (if a variation to this time line was required due to extenuating circumstances it is crucial that students are made aware of this).

10.2.2 the second last paragraph in Section 12.0 be amended to read ‘Students will normally be notified of the outcome of the requested review of grade...’

10.2.3 the heading for Section 12.0 be changed to ‘Appeals Against Award of Final Grade’ as both staff and students are frequently confused between final grade and marks for individual pieces of assessment.

10.2.4 the Chair, University Assessment Committee was asked to check whether the first sentence in Section 12.0 ‘Students are encouraged to discuss with academic staff their performance in assessment items during a course’ appears in another section of this policy or a related policy. If it does, it should be removed from Section 12.0 of the Assessment Policy. If it does not, Assessment Committee should determine where in the Assessment Policy it should appear given that it relates to student responsibility in good assessment practice rather than appeals against grade per se.

Resolution

10.3 The Learning and Teaching Committee, on the recommendation of the 3/2012 University Assessment Committee, agreed to recommend the proposed changes to Section 12.0 of the Assessment Policy (2012/0007769) to Academic Committee for approval, for implementation in Semester 1, 2012.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

11.0 SUB-COMMITTEE SELF REVIEW ANNUAL REPORT AND WORK PLAN – EDUCATIONAL EXCELLENCE COMMITTEE

11.1 In considering the 2011 Annual Report of the Educational Excellence Committee and Work Plan for 2012 (2012/0012251) members noted that during Celebrating Teaching Week 2011 the Educational Excellence Committee had launched the Griffith Academy of Learning and Teaching Scholars. The Academy has had two meetings so far and is in the process of organising a series of staff training resources into learning and teaching practice.

Resolution


12.0 REVIEW OF STUDENT EVALUATION OF COURSES (SEC) ITEMS FOR FIT WITH GRIFFITH GRADUATE ATTRIBUTES

12.1 Dr Calvin Smith, GIHE attended the meeting to discuss his report Review of SEC items for fit with Griffith Graduate Attributes (2012/0007766). The document provides an analysis of current SEC items to establish fit with Griffith Graduate Attributes. Where a need for new items or revisions is identified, new items or revisions of existing items were proposed.
12.2 In discussing this item, members made the following comments:

12.2.1 The suggested new item under 5.2 Cultural Competence was the same as the suggested new item under item 5.1 Indigenous Awareness and Respect. It was recommended that the new item under 5.2 be reworded to 'This course increased my awareness of and respect for the values and knowledges of another culture Australian and Torres Strait Islander First Peoples.'

12.2.2 Item 4.1 Ethical Behaviour and Integrity should be separated out into two items to deal with academic and personal integrity and the suggested new item should be amended accordingly. The integrity issue should also be considered when the Graduate Attributes are next reviewed by the University.

12.2.3 Item 2.4 Team Skills - it was recommended that an additional item which focussed on the leadership of groups or teams be included.

Resolution

12.3 The Learning and Teaching Committee agreed that subject to the changes outlined above, to be completed by GIHE, the revisions to the Student Evaluation of Courses questionnaire, as detailed in the report Review of SEC items for fit with Griffith Graduate Attributes (2012/0007766), could be implemented immediately.

13.0 PRINCIPLES TO INFORM DESIGN/DEVELOPMENT OF PHYSICAL TEACHING SPACE

13.1 Under its constitution, the Learning and Teaching Committee is responsible for “providing advice on the strategic development of learning and teaching practices (pedagogy) and educational resources (physical spaces, technological and information) in support of The Griffith Academic Plan and its supporting strategies”.

13.2 The Principles to inform the design of learning and teaching space at Griffith University (2012/0007768) were prepared by the Director, INS (Learning and Teaching) for consideration by the Learning and Teaching Committee.

13.3 The committee requested that information be included regarding the principles related to studio teaching and also asked that the principles be amended to ensure compliance with Work Place Health and Safety legislation – i.e. chairs on wheels are not allowed in laboratories.

Resolution

13.4 The Learning and Teaching Committee approved the Principles to inform the design of learning and teaching space at Griffith University, subject to the changes detailed above, as described in document 2012/0007768, for implementation in semester 2, 2012.

13.5 The Learning and Teaching Committee requested that an implementation plan relating to this item be developed by the Director, INS (Learning and Teaching) and presented at a future meeting.

14.0 CONSENSUS MODERATION

14.1 At the last meeting, Learning and Teaching Committee asked University Assessment Committee to develop threshold standards for consensus moderation when baseline data for Semester 1, 2012 became available and to develop a communication plan to clarify and disseminate information on consensus moderation to staff via their school committees.

14.2 Members noted that at the 3/2012 meeting, the University Assessment Committee had considered a draft communication plan on consensus moderation, data on consensus moderation collected from the Electronic Course Profile System (ECPS) together with an analysis of that data at group level (2012/0008027), prepared by Dr Duncan Nulty, GIHE.
14.3 Members also noted the importance of collaboration between the Secretariat and GIHE to support communication and that the Head, Secretariat and Dr Duncan Nulty would be attending upcoming Group Board meetings for the purpose of briefing Chairs of Assessment Boards about how to conduct consensus moderation processes in the context of the end of semester Assessment Board meetings.

14.4 In discussing the data, it was acknowledged that there were several levels of consensus moderation and that most academic staff were already undertaking some form of moderation. Further development of consensus moderation practices will be required over the next two years to fulfil the requirements of the Provider Standards, compliance with which will be monitored by TEQSA.

Resolution

14.5 The Learning and Teaching Committee noted the data on consensus moderation analysed at Group level and collected via the Electronic Course Profile System (ECPS) (2012/0008027) in semester 1, 2012.

15.0 PROPOSAL TO DISBAND EXISITING WORK INTEGRATED LEARNING (WIL) WORKING PARTY AND FORMATION OF A WIL NETWORK (COMMUNITY OF PRACTICE)

15.1 The Work Integrated Learning (WIL) Working Party was formed in 2009, in response to the increasing need for input about WIL policy and directions. At a recent meeting of the outgoing and incoming chairs of the working party, it was recognised that the working party, in its current form, had outlived its usefulness and was no longer serving the needs of Learning and Teaching Committee or WIL practitioners.

15.2 It was proposed that the current working party be disbanded and a new group, known as the WIL Network, be formed and recognised by Learning and Teaching Committee. The structure of this new group will be informal and based on models of a community of practice. The group will be chaired by Dr Jennifer Cartmel, with Matthew Campbell as Deputy Chair. These positions will alternate as per the previous practice with the working party.

Resolution

15.3 The Learning and Teaching Committee approved the disestablishment of the Work Integrated Learning Working Party.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

16.0 CHAIR’S REPORT

16.1 As an outcome of the Vice Chancellor’s paper Griffith 2020 – The Next Step, the Deputy Vice Chancellor (Academic) has been asked to chair two working parties to examine the signature experience of a Griffith student in a ‘student centred research university’ and to review Griffith’s program profile.

16.2 The Chair is working on a paper defining Griffith’s online strategy. It is anticipated that the first draft will be available to members in July.

16.3 The University is examining the outcomes of its English language strategy. The report will be submitted to this Committee for comment after it has been considered by the Executive Group.
17.0 GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE) REPORT

17.1 The Director, GIHE, Professor Alf Lizzio updated Committee members on learning and teaching activities being undertaken with GIHE’s involvement since the last meeting.

17.2 The Committee was informed that the Program Convenor review process was progressing well and that the process to look at the role of the Course Convenor would commence shortly.

17.3 Revisions to the Course Improvement Plan document were nearly complete and the updated document would be brought back to an upcoming meeting for further comment.

18.0 LEARNING AND TEACHING SYSTEMS UPDATE

18.1 Leigh Stevenson, Manager Learning & Teaching Systems attended the meeting to give members an update on the Learning@Griffith Upgrade and Lecture Capture Upgrade Projects.

18.1.1 Learning@Griffith Upgrade Project
The Blackboard system is due to be upgraded from v8.4 to v9.1. This upgrade will provide significant user interface and functionality improvements, along with a more robust underlying software platform.

The project will evaluate and provide a recommendation to ICTS Management on internal versus external hardware hosting options, prepare the new L@G environment and manage the transition of users and content to the new system prior to start of Semester 1, 2013.

18.1.2 Lecture Capture Upgrade Project
The Lecture Capture system software (Lectopia) will be upgraded to Echo System v4, which is a later (re-named) version of the application. The upgraded solution will provide a number of improvements such as improved user interface, searchable indexing (OCR) of text from imagery, visual chapter navigation, improved video quality, and a rebuilt system architecture designed to optimise processing and delivery performance as well as cope with the expected growth created by moving to an “opt-out” recording model.

It is intended that the room booking system will be integrated with the Lecture Capture system so that when staff book learning and teaching space, the lecture will be automatically recorded and made available to students via L@G, unless the staff member chooses to “opt out” from the process when booking the room.

18.2 Members were encouraged to provide feedback on the upgrades directly to the Manager, Learning and Teaching Systems.

19.0 STUDENT WIRELESS ACCESS 2012 DESIGN AND IMPLEMENTATION PLAN

19.1 Peter Kurtz, Manager, Network & Communication Services advised the Committee that student and staff wireless service usage has continued to increase each year since 2004 to the point where at the end of 2011 the wireless service provided access to over 60,000 students and staff wireless unique S Number logins. In 2011, 63,743 people used the service as compared to 38,249 in 2010, a 66% increase. Given the current trend, the expectation is that wireless might support over 75,000 people in 2012.

19.2 To address this demand, Griffith’s wireless network has grown organically by increasing coverage based on user feedback and responding to poor coverage reports. The quality and the extent of the University’s wireless service coverage has been limited by the amount of Electronic Infrastructure Capital Plan funding.
19.3 The 2012-13 Wireless upgrade project will aim to lift the current wireless network from “best effort” to the next level “enterprise grade” by deploying high-density wireless solutions into high use student areas such as libraries, lecture theatres, student laboratories and communal areas such as coffee shops.

19.4 The wireless design for 2012-2013 has been formulated from the student IT Survey 2009, client feedback via other channels, and the wireless service congestion and usage metric. The wireless design will: improve congested areas by implementing a high destiny wireless coverage; extend current coverage and provide consistent and quality service through the installation of new standard wireless access points.

19.5 Members were asked to provide any specific feedback on areas to be addressed to the Manager, Network & Communication Services.

20.0 **MY GRADES – GROUP CHANGE MANAGEMENT PLANS**

20.1 New provisions in relation to student privacy have been adopted under the revised Assessment Policy. As part of the strategy for implementing these privacy provisions, Groups were asked to facilitate the appropriate use of My Grades in Learning@Griffith.

Resolution

20.2 The Learning and Teaching Committee noted the Group change management plans, including communication and education strategies for adoption of the use of ‘My Grades’ in Learning@Griffith in Semester 1, 2012.

21.0 **INNOVATIVE RESEARCH UNIVERSITIES (IRU) – DATA FOR SCHEMES ADMINISTERED BY THE OFFICE FOR TEACHING AND LEARNING**

21.1 Members noted the PowerPoint presentation compiled by the IRU on success rates of its member institutions – Newcastle, Charles Darwin, Griffith, James Cook, Flinders, La Trobe, and Murdoch – in the national learning and teaching award schemes during 2006-2011.

Resolution

21.2 The Learning and Teaching Committee noted that whilst Griffith performed better than the IRU PowerPoint indicates the accuracy of data relating to performance of other universities cannot be guaranteed. As a result, it was agreed that this presentation should not be used as an authoritative source of data.

22.0 **REPORTS FROM SUB-COMMITTEES/ WORKING PARTY**

22.1 **EDUCATIONAL EXCELLENCE COMMITTEE**

The minutes of the 1/2012 meeting were noted.

22.2 **UNIVERSITY ASSESSMENT COMMITTEE**

The minutes of the 1/2012 and 2/2012 meeting were noted.

22.3 **ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION ADVISORY GROUP**

Nil.
22.4 FIRST YEAR EXPERIENCE WORKING PARTY

Nil.

23.0 MEETING DATES - 2012

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Minutes confirmed by:

Professor Sue Spence, Chair

18 June 2012

Date