GRIFFITH UNIVERSITY
LEARNING AND TEACHING COMMITTEE

NOTICE OF MEETING
A meeting of the Learning and Teaching Committee will be held on Monday, 7 August 2006 at 10.00am in M10_5.01, Social Sciences Building, Mt Gravatt Campus.

Apologies may be recorded by telephoning Ms Trish Mac Elroy on extension 57884, or by emailing t.macelroy@griffith.edu.au.

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<td>• Use the left navigation bar to select the relevant committee site. Username is your staff number and password is the same as your Novell login. Call the Secretary on 57945 for advice or if experiencing difficulties.</td>
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DISTRIBUTION LIST

Committee Members

The Chair of the Committee who shall be the Deputy Vice Chancellor (Academic)
Professor John Dewar ex officio

Deans (one from each Group appointed by the Group Pro-Vice Chancellor)
Associate Professor Nick Buys (Health) Until February 2007
Professor Neil Dempster (Arts, Education and Law) Until February 2007
Professor Lorelle Frazer (Business) Until February 2008
Professor Lex Brown (Science and Technology) Until February 2008

Academic Staff (two from each Group, appointed by the Group Pro-Vice Chancellor)
Professor Paul Turnbull (Arts, Education and Law) Until February 2008
Dr Heather Alexander (Health) Until February 2008
Mr Dave Edwards (Science and Technology) Until February 2008
Dr Alf Lizzio (Health) Until February 2008
Professor Michelle Barker (Business) Until February 2008
Dr Rodney Stewart (Science and Technology) Until February 2008
Associate Professor Jay Younger (Arts, Education and Law) Until February 2007
Dr Joo-Gim Heaney (Business) Until February 2007

Students (one from each Group, comprising three undergraduate students and one postgraduate student)
Ms Carmen Vassallo Until February 2007
Ms Elizabeth Davies Until February 2007
Mr Dane Falvo Until February 2007
Ms Candace Barrett Until February 2007

Director, Griffith Institute of Higher Education
Professor Royce Sadler ex officio

Director, Flexible Learning and Access Services
Dr Michael Crock ex officio

Dean, Graduate Studies
Professor Joy Cumming ex officio

Director, Office of Human Resource Management or Nominee
Mr John Swinton ex officio

Chairperson of Programs Committee
Professor Sally Borbasi ex officio

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GRIFFITH UNIVERSITY

LEARNING AND TEACHING COMMITTEE

A meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 7 August 2006 in M10_5.01, Social Sciences Building, Mt Gravatt Campus.

Christine Grimmer
Secretary

AGENDA

1.0 APOLOGIES

Apologies may be recorded by contacting Trish Mac Elroy on extension 57884 or by emailing t.macelroy@griffith.edu.au.

2.0 CONFIRMATION OF MINUTES

The Action Sheet of the 5/2006 meeting has been circulated.

3.0 CHAIR’S REPORT

3.1 CARRICK FELLOWSHIPS

3.1.1 The new range of grant and award schemes announced by the Carrick Institute in 2005 includes the Carrick Fellowship scheme which has the goal:

"to advance learning and teaching in higher education by supporting leading educators to undertake strategic, high profile fellowship activities in areas that support the Mission of the Institute. Fellows are expected to develop a program that explores and addresses a significant educational issue; develop their personal skills and profile and to be ongoing advocates for excellence in learning and teaching. The fellowships will involve collaborative activities and the building of national and international partnerships. Carrick Fellows will become part of a national group of experts and leaders in learning and teaching in higher education. There are two programs in the Carrick Fellowship Scheme: Senior Fellowships and Associate Fellowships.

Senior Fellowship Program
Four Carrick Senior Fellowships are available. Senior Fellows will undertake a full time program of highly strategic fellowship activities over 1 year. Senior Fellows are expected to be outstanding scholars in their fields. The maximum funding available for each Senior Fellowship is $330,000.

3.1.2 Griffith University has submitted two applications for Carrick Institute Senior Fellowships as follows:

Associate Professor Stephen Billett – Securing transition to effective practice: Integrating students’ experiences in higher education and practice based settings

Professor Michelle Barker – Culturally responsive pedagogy in Australian universities; Development and implementation of professional development programs and resources for academic staff
3.2 CARRICK INSTITUTE AWARDS

3.2.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

3.2.2 The DEST paper Our Universities: Backing Australia’s Future announced a significant enhancement of the AAUT (Australian Awards for University Teaching) to be implemented in 2006. Organisation and management of the awards shifted to the Carrick Institute this year, with a change of name from AAUT to CAAUT. Further changes include:

- The number of teaching and program excellence awards has expanded to 40 comprising 26 teaching awards across eight categories and 14 program awards across seven categories – the latter with the new name, “Awards for Programs that Enhance Learning”. In addition the scheme offers 210 Citations for contributions to student learning for which academic staff, general staff, sessional staff or institutional associates are eligible to apply.

Nominations for Awards for Teaching Excellence and Awards for Programs that Enhance Learning were to be received by the Carrick Institute no later than 14th July 2006. Winners will be announced in October, and celebrated at Parliament House, Canberra, in late November 2006.

3.2.3 Griffith submitted five Teaching Excellence and four Program Award applications as follows on July 14:

- Sam Di Mauro – Teaching Excellence (Humanities and the Arts)
- Dr Keithia Wilson – Teaching Excellence (Social Sciences, including Education)
- Phillip Rodgers-Falk – Neville Bonner Award
- Dr Dianne Dredge – Early career Award
- Dr. Bridget Cullen Mandikos and Dr Heather Douglas – Team Teaching Award
- U3A – Dr Rick Swindell
- Peer and Self Assessment (Professor Bruce. Burton, Mark. Freakley, Don. Lebler & Matt. Hitchcock)
- Circles of Change – Kym Macfarlane, Jenni Cartmel and Dr Karen Noble
- STARDS – Professor Antony Selvanathan, Profesor Saroja Selvanathan, Dr Suri Rajapakshe and Dr Patti Cybinski

3.3 FACULTY LEARNING AND TEACHING CITATIONS

3.3.1 The Faculty Learning and Teaching Citation (FLATC) process was introduced in 2005 to recognise and reward truly engaged teachers who are student-centred and respect students as active members of the Faculty’s learning community.

The 2006 round for Faculty Learning and Teaching Citations has commenced. Group Academic Services officers forwarded advice to Chairs of Faculty Boards on 27 June requesting them to invite Faculty staff to apply for Faculty Learning and Teaching Citations. Submissions are to be forwarded to Secretaries of Faculty Boards and are to comprise a two-page (A4) statement of claim and a
100-word citation. Submissions are due on 22 September 2006. The Faculty Learning and Teaching Citations (2005/0025008) guidelines are attached.

3.4 LEARNING AND TEACHING PERFORMANCE FUND

3.4.1 The Minister for Education, Science and Training, the Hon Julie Bishop MP, announced changes to the Learning and Teaching Performance Fund, at the annual conference of the Higher Education Research and Development Society of Australasia in Perth on 10 July.

3.4.2 The media release from the Minister suggests that the most significant change will be to allocate the $82 million available for 2007 on the basis of four broad discipline areas:

- science, computing, engineering, architecture and agriculture;
- business, law and economics;
- humanities, arts and education; and health.

3.4.3 The DEST website contains the June report from the Learning and Teaching Performance Fund advisory Group with the following recommendations for the 2007 round of funding:

**Recommendation 1:**
The 2007 Learning and Teaching Performance Fund should include ‘participation requirements’, which should be the same as the 2006 Stage One requirements, to determine universities’ eligibility to participate in the fund. To satisfy the requirements for 2007, universities should be invited to update the information they provided last year.

**Recommendation 2:**
The 2007 performance measures used in the allocation of the fund should continue to include an indicator of retention.

**Recommendation 3:**
The 2007 performance measures used in the allocation of the fund should include progress rates for all undergraduate students.

**Recommendation 4:**
The 2007 performance measures should include full-time employment and both full-time and part-time study as indicators of teaching and learning success.

**Recommendation 5:**
The 2007 fund should reward universities for their performance in the following discipline areas rather than at the whole of institution level:

- science, computing, engineering, architecture and agriculture;
- business, law and economics;
- humanities, arts and education; and health.

**Recommendation 6:**
The 2007 combined index should use equal weightings for all the seven indicators.

**Recommendation 7:**
The 2007 fund should use the same adjustment methodology as 2006, but the department should provide more information about the adjustment process, including in relation to the adjustments made for each university.

**Recommendation 8:**
For the 2007 fund the expert panel should be asked to review results based on data with low response rates.
Recommendation 9:
The 2007 fund should have recourse to an expert panel, comprising learned members of
the community whom collectively have sufficient understanding of statistics to be able to
understand the model and have expertise in teaching and learning.

Recommendation 10
The 2007 fund should have the following broad terms of reference for the expert panel –
1. Determine which universities should receive funding, ensuring that the results have
been derived fairly and consistently and recommending appropriate adjustments where
anomalies are found to exist
2. Provide feedback to individual institutions in respect of their results and prepare a
statement for public release about the overall outcomes for 2007

Recommendation 11
The results of the 2007 fund should be released with appropriate commentary from the
expert panel and the Minister

Recommendation 12
The department should undertake the following work to inform the future of the fund:
1. International measures of excellence in teaching and learning
2. Measuring excellence in teaching and learning – the best indicators
3. Improving the LTPF adjustment methodology

The full report is available at
http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/learnin
ning_teaching/ltpf/2007ltpf.htm#Discussion_Paper

3.5 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING

3.5.1 The 2006 round of the Griffith Awards for Excellence in Teaching has
commenced. Broadcast emails have been forwarded by the Deputy Vice
Chancellor inviting staff and students to forward nominations to the Secretariat.
Following the close of nominations on August 11, Secretariat will contact
nominees inviting them to apply for the appropriate award category.
Applications close on September 22 and Announcements will be made on world
Teachers Day at the end of October. Flyers for the two broad award categories
Excellence in Teaching and Innovation Across the Institution have been tabled.

4.0 REPORTS FROM LEARNING AND TEACHING SUBCOMMITTEES

4.1 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE – no meeting

4.2 EDUCATIONAL EXCELLENCE COMMITTEE -

4.3 LEARNING ENVIRONMENT COMMITTEE – no meeting

ORDERING OF THE AGENDA
At this point in the agenda, members may propose that any matter on the agenda, not included
in Section I, be so included.

SECTION I: MATTERS FOR DEBATE AND DECISION

5.0 GROUP OPERATIONAL PLANS
5.1 In April, the Deputy Vice Chancellor (Academic) requested Group pro-Vice Chancellors to forward Operational Plans for their Groups for 2007 by the third week of July.

5.2 Extracts from the Operational Plans for Health Group (2006.0007044) and Arts Education Law Group (2006/0007045) outlining Learning and Teaching progress reports and rolling plans against priorities and targets in the Strategic and Academic Plans are attached. Professor Marilyn McMeniman and Associate Professor Nick Buys will speak at the meeting to the extracts for Arts Education and Law Group and Health Group respectively.

**Recommendation**

5.3 The Learning and Teaching Committee is asked to consider the attached Group Operational plans for Arts, Education, Law Group (2006/0007045) and Health Group (2006/0007044)

6.0 **ACADEMIC INTEGRITY ADVISORY GROUP**

6.1 At the 1/2006 meeting of the Learning and Teaching Committee, the Chair noted that there was 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. The Learning and Teaching Committee considered the discussion paper, Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/0007002) and agreed to act on the recommendation in Point 2 (page 4) of the paper that:

> “the University makes use of a specialised academic advisory group (which may already exist, at least partly, in the form of some committee or working party) to provide definitions, models and advice on policy and procedures. This advisory group might consist of a representative from each Academic Group (4), a representative from GIHE (1), an IT specialist (1) and a representative from each of Academic Administration (1), Learning Services- Academic skills (1) and Griffith International (1).

> The tasks may include studies of the patterns of plagiarism across disciplines, tracking of the implementation of preventative measures, advice on the legal, cultural and accountability issues encountered, monitoring of the effectiveness of professional development and awareness-raising strategies, and reporting to the wider University community on progress.”

6.2 An Academic Integrity Advisory Group comprising representatives from Griffith Institute for Higher Education, Flexible Learning and Access Services, Learning Services – Academic Skills, and Griffith International, was convened. The Deputy Vice Chancellor (Academic) is Chairperson of this group.

6.3 The Advisory Group met on three occasions, and considered all recommendations contained in the discussion paper. These have been taken into account in preparing the attached revised Academic Misconduct Policy. The following notable changes have been made:

- The Policy has been renamed the Academic Integrity Policy;
- definitions of the various forms of academic misconduct have been included;
- the obligations of the University and of Faculties have been clarified;
- roles and responsibilities of individuals, office bearers and Assessment Boards have been incorporated into the policy.

6.4 The Advisory Group makes the following recommendations to the Learning and Teaching Committee outlined in the attached Memorandum re Academic Integrity Policy(2006/0007042):

1. that the revised policy be approved
2. that action be taken as necessary to appoint faculty academic integrity officers and develop university and faculty resources to support academic staff and provide a single point of access for the policy, guidelines, practices, and learning resources;
3. that the University embark on a pilot project, with selected faculties, to trial an electronic system of plagiarism detection;
4. that the University investigate options for record-keeping on a database accessible to those staff who have responsibility for administering the policy.
5. that the Learning and Teaching Committee retain the Academic Integrity Advisory Group as a sub-committee, with current representation, to review and monitor the policy and to report on the incidence of academic misconduct each semester.

Recommendation

6.5 The Learning and Teaching committee is asked to approve the attached Academic Integrity Policy (2006/0007043) and the recommendations outlined in item 6.5 above.

7.0 E-LEARNING STRATEGY

7.1 The Information Services Division was reviewed under the External Review of Support Service Divisions policy during October 2005. A Key recommendation of the Review Panel, in relation to E-learning at Griffith was as follows:

Recommendation 1

That Griffith build an e-Learning and Teaching Plan to underpin the University Learning and Teaching Plan by end 2006 for implementation in 2007.

7.2 At its 2/2006 meeting the Learning Environment Committee adopted the attached Terms of Reference for an e-Learning Strategy (2006/0007036) and the Chair, Learning Environment Committee developed in response to those Terms of Reference the attached draft Griffith e-Learning Strategy (2006/0002263).

7.3 A preliminary discussion of the draft Griffith e-Learning Strategy was undertaken by the Learning Environment Committee with Professor Diana Laurillard on 20 June, and the following suggestions were made:

✓ Update the market research undertaken at the time of The Review of Flexible Learning about the learning needs of our various student markets, domestic, international, undergraduate and postgraduate etc. and the relevant drivers for academic and general staff. (issues of the student experience & student support)
✓ Make more explicit the infrastructure implications eg. the Digital Repository and future investments in infrastructure. (issues of infrastructure & technical standards)
✓ Consider the workload, recognition & reward schemes for staff engaged in e-
   learning. (issues of human resource management & capacity development)
✓ Make more explicit the need to manage change in approaches to learning used by
   academic staff across the University (issues of pedagogy, curriculum design &
   development)
✓ Access and harness the knowledge and experience of our staff who have been e-
   learning leaders and innovators. (issues of human resource management &
   capacity development)

7.4 The Learning Environment Committee at it’s 4/2006 meeting revised the draft e-
Learning Strategy in light of these comments and resolved to forward to the Learning
and Teaching Committee the Griffith e-Learning Strategy (2006/0007759) for
consideration. Following feedback from members a Draft Attachment A, Griffith
University E-learning Strategy – Towards Implementation was developed.

7.5 At its 5/2006 meeting, the Learning and Teaching Committee recommended that the
Draft Attachment A, Griffith University E-learning Strategy – Towards Implementation
document be revised to distinguish between activities that are already in operation and
indicate future directions for implementation.

Recommendation

7.6 The Learning and Teaching Committee is asked to recommend to Academic Committee
for approval at its September meeting, the revised E-Learning Strategy (2006/0007038)
and revised Attachment A, Griffith University E-learning Strategy – Towards
Implementation (2006/0007039)

8.0 COURSE EVALUATION REPORT

8.1 At its 4/2006 meeting, the Learning and Teaching Committee, received the final report
for the Course Outline Project for consideration. In particular, the meeting considered
the recommendations of the report. Discussion of matters related to
Recommendations 1 and 2 (below) remained unresolved.

Recommendation 1: Publication Deadline
That the Learning and Teaching Committee review the Course Outline
publication deadlines set out in the Course Approval and Evaluation Policy
within the next two years with a view to establishing earlier publication
deadlines for Course Outlines.
Rationale
One of the institutional strategies, according to the literature, that can facilitate
student success in higher education is improving student decision-making by
providing as much course information as possible in a timely manner.
Earlier publication is proposed in response to strong student feedback
regarding the value of access to detailed course information, well in advance
of the commencement of each semester, to assist enrolment decision-making
and plan studies in line with work and family commitments.

Recommendation 2: Course Evaluation
That the Learning and Teaching Committee review the Outline for a Course
Evaluation Report and consider strategies to improve staff awareness of the
University’s course and teaching evaluation requirements, as set out in the
Course Approval and Evaluation Policy.
Rationale
Evaluation is essential to continuous quality improvement. Feedback received by the Course Management Change Management Group indicates a low level of Course Convenor awareness of evaluation requirements, particularly the requirement that a Course Evaluation Report be prepared and made available to students via a course’s Learning@Griffith website. 

Course Convenors, in accordance with the Course Approval and Evaluation Policy, are required to review the course after each offering, modifying the Course catalogue entry and the Course Outline as appropriate.

8.2 Members expressed concerns and views in relation to the above two recommendations including the following:

- pre Christmas access to course outlines is highly desirable for students
- a member suggested that making such reports public might inhibit honest appraisal
- a member felt that the reports should be available to students but not to the public
- there is no process to link Evaluation Reports to assessment Boards
- There is no time for reflective evaluation of courses
- A member commented that the evaluation is about the course not the teacher
- Several members commented that the "loop is not closed" that is - course evaluation reports should be available at Assessment Boards along with student assessment results.
- A member suggested that student should gather Evaluation Reports at the same time as assessment.
- There was a suggestion that Heads of Schools should have a rolling schedule for evaluations

8.3 The Chair requested that GIHE prepare a discussion paper addressing the issues raised in Recommendation 2. The discussion paper Reports Arising from Student Evaluations of Courses and Teaching (2006/0007040) has been prepared by GIHE and is tabled for discussion.

Recommendation

8.4 The Learning and teaching Committee is asked to consider the discussion paper Reports Arising from Student Evaluations of Courses and Teaching (2006/0007040).

9.0 CARRICK GRANTS & GRIFFITH LEARNING AND TEACHING GRANTS

9.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

9.2 The document lists the five major funding priorities of the Institute for 2006-2008. These comprise:

1. A Grants Scheme – Priority Projects Program, A Competitive Grants program, A Leadership Capacity Building program
2. Discipline Based activities
3. A Resource Identification Network
4. The Carrick Fellowship Scheme
5. The Carrick Awards for Australian University Teaching
9.3 Guidelines for Carrick Institute Grants were circulated late in 2005 with due dates in March, April and May.

9.4 A Griffith Learning and Teaching Grants Scheme (Griffith Grants for Learning and Teaching Guidelines) was launched late in 2005 primarily to support innovative approaches to learning and teaching consistent with the Griffith Academic Plan 2 and also to identify candidates for the Carrick Institute’s proposed Grants scheme.

9.5 Feedback from staff on the Griffith Grants Scheme indicates that the timing of the 2005 round presented some problems including clashes with deadlines for ARC Grants. Further there is some doubt about the capacity of the current scheme to identify potential candidates for Carrick Grants.

9.6 The Learning and Teaching Committee is asked to review the timelines and priorities of the Griffith Grants for Learning and Teaching in relation to the Carrick Grant Scheme and to consider possible strategies for identifying projects for Carrick Grants as outlined in the paper Changes to Griffith Grants for Learning and Teaching (2006/0007041) and the revised Griffith Grants for Learning and Teaching Guidelines (2006/0002264).

For Recommendation

9.7 The Learning and Teaching Committee is asked to recommend the revised Griffith Grants for Learning and Teaching Guidelines (2006/0002264) to Academic Committee for approval at its September meeting.

SECTION 11: MATTERS FOR RATIFICATION OR EXECUTIVE ACTION

nil

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

nil

10.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 4 September in room N54_2.02, Bray Centre, Nathan Campus.