A meeting of the Learning and Teaching Committee was held at 10:00 a.m. on Monday 8 August 2011 via videoconference in room 2.06, Bray Centre (N54), Nathan campus; room 1.04, The Chancellery (G34), Gold Coast campus; and room 2.27, Information Services Building, Logan Campus.

Lea-Anne Stafford
Secretary

PRESENT:
Chair – Professor Sue Spence
Dr Kevin Ashford-Rowe
Professor Gillian Bushell
Professor Nick Buys
Ms Rebecca Curran
Mr Jesse Fieldwebster
Associate Professor Glenn Finger
Dr Campbell Fraser (Acting Dean, L&T – GBS)
Ms Kathy Grgic
Dr Robyn Hollander
Dr Cathy Jenkins
Associate Professor Wendy Loughlin

Invited
Associate Professor Heather Alexander (for agenda Items 5.0 and 12.0)
Ms Karin Barac (for agenda item 5.0)
Mr Ganesan Rao (for agenda item 5.0)
Ms Catherine Hodgson (for agenda item 5.0)
Ms Nicole Wall (for agenda item 5.0)
Mr John Bourke (for agenda item 5.0)

Secretary – Ms Lea-Anne Stafford

1.0 CONFIRMATION OF MINUTES

1.1 The minutes the 3/2011 meeting of the Learning and Teaching Committee were taken as read and confirmed.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

2.0 ASSESSMENT POLICY

2.1 The University's current Assessment Policy states ‘Where a student believes that an error has been made or an injustice done in respect of the grade awarded for a course, the student may request a review of the grade’.

2.2 The Chair, University Assessment Committee advised that a reconsideration of the review of grade provisions and proposed changes are as a result of the significantly increasing number and type of student requests for review of grade.

2.3 In discussing provisions for a review of grade in the new Assessment Policy, the University Assessment Committee recommended a change the provision to, ‘Where a student can make a credible case to support a claim that an error has been made in respect of the grade awarded for a course, the student may request a review of the grade;’ therefore a review on the basis of an 'injustice' would be no longer possible.
Instead a review would be possible on the basis of an error occurring in the compilation of the overall grade from component assessment items, eg. a mathematical error or non-inclusion of the marks from a piece of assessment, or incorrect weighting of marks.

2.3 Given that a review of grade is to be based on error only, the University Assessment Committee was of the view that the requirement for a grievance about an assessment grade to be considered by the Course Convenor, the Dean (Learning and Teaching) and then appeal to the University Appeals Committee, is a lengthy process for determining whether an arithmetic, weighting or aggregation error has occurred. An alternative two-step process was proposed:

i) 'Course Convenor - Request a review of grade by the Course Convenor, as provided for in the Assessment Policy. If on review a change of grade is proposed the Course Convenor makes a recommendation to the Dean (Learning and Teaching) to award the revised grade'.

ii) 'Dean (Learning and Teaching) - if still dissatisfied appeal to the Dean (Learning and Teaching).

2.4 Learning and Teaching Committee noted that in following the above two-step process, the Dean (Learning and Teaching)'s decision is final on this matter, and that amendment has been made since the University Assessment Committee's 4/2011 meeting.

2.5 As a result, changes have been made to the Policy on Student Grievances and Appeals, (2011/0002797) including updating the policy to reflect recent changes to the Student Charter. The Chair, University Appeals Committee has been consulted regarding these changes and is supportive of this development as it is likely to reduce the Appeals Committee's workload.

2.6 This decision has resulted in subsequent changes to Section 10 of the existing Assessment Policy, described in document (2011/0002796) provided with the agenda.

2.7 There were several views expressed about the inclusion of the course convenor as the first step of the recommended review of grade process. One member raised a concern about potential workload issues while other members remarked that course convenors were already dealing with such requests and keeping such decisions at the local level was preferable and expedited resolution of cases.

2.8 The Committee endorsed the notion that the outcome of a review of grade application could be either a lower or higher grade and noted that this should be incorporated into the Assessment Policy. Student members supported this view, commenting that it may provide a disincentive for unsubstantiated claims.

2.9 It was noted that a range of supporting guidelines and communications would be prepared to facilitate implementation of Assessment Policy revisions. Members felt these would be important to educate University staff and students; to provide clarification of key terms such as 'special consideration' and 'review of grade' which have previously been a source of confusion for students; and ultimately reduce the number of unsubstantiated and inappropriate cases. The view was expressed that an assessment process underpinned by good moderation practice and clear standards would facilitate communication with students about their grades.

Resolution

2.10 The Learning and Teaching Committee, on the recommendation of the University Assessment Committee (4/2011, 18 July) resolved to:

a) recommend to the Academic Committee approval of the revised Assessment Policy as described in document 2011/0002796; and

b) recommend to the Academic Committee changes to the Policy on Student Grievances and Appeals as described in document 2011/0002797.
3.0 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION

3.1 The Deputy Vice Chancellor (Academic) tasked the Educational Excellence Committee in 2007 to consider the recommendations from The Pathways Model: Pathways to Indigenous inclusive teaching and learning practices – a Griffith Signature Experience funded project report developed by Phillip Rogers-Falk, with a view to determining which, if any of these could be meaningfully generalised to other academic elements in the University. The Pathways Model had, in turn, built on the work of the previous Griffith Indigenous Australian Studies Working Party, and their Final Report – Aboriginal and Torres Strait Islander Knowledges at Griffith (June 2005).

3.2 The outcome was a recommendation to the Learning and Teaching Committee for a whole-of-University approach to Indigenous Learning and Teaching Practices contained in the document Pathways to indigenous inclusive teaching and learning practices - Discussion paper (September 2007). This recommendation was subsequently approved by Academic Committee in March, 2008, resulting in the establishment of the Advisory Group and Working Group.

3.3 As one of the strategies being implemented to support the University’s Statement on Reconciliation (May, 2007), Griffith has made a commitment to the following broad goals relating to indigenous curriculum content:-

- to develop a culturally appropriate Aboriginal and Torres Strait Islander curriculum which is inclusive of Aboriginal and Torres Strait Islander studies, knowledges and perspectives, and to support its sensitive implementation in degree programs;
- to design culturally sensitive learning and teaching strategies and to train, develop and support academic staff in their use;

3.4 These goals remain current and much work has been done through the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Group. The group is supported by an ALTC grant with matched funding from the DVC (Academic). The ALTC grant is led by co-investigators, Dr Chris Matthews and Professor Keithia Wilson.

3.5 The revised terms of reference (2011/0002789) provided with the agenda propose an update to the membership of the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Advisory Group and the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Group. The proposal specifies positions or processes for nominations for membership, rather than names of individuals. These provisions were endorsed by members, including the addition of three Deans (Learning and Teaching) to the Advisory Group membership.

3.6 Members also endorsed the proposal that the approving authority for membership be the University’s Learning and Teaching Committee. It was noted there are no proposed changes to working party and advisory group functions.

Resolution

3.7 The Learning and Teaching Committee resolved to approve revised membership provisions of the Terms of Reference for the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Advisory Group and the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Group as described in document 2011/0002789 for immediate implementation

SECTION B: ACTION UNDER DELEGATED AUTHORITY

4.0 ENHANCING THE STUDENT EXPERIENCE THROUGH ENHANCING THE LEARNING AND TEACHING ENVIRONMENT – USAGE OF LECTURE CAPTURE

4.1 Goal 7 of the Academic Plan 2011-2013 commits the University: To enhance the physical, information, and support facilities, systems and resources to support the student experience
4.2 The use of lecture capture is one strategy to increase student access to program offerings and optimising the use of ICTs to enhance the student learning experience. To that end, Learning and Teaching Committee reviewed the Report on the Use of Lecture Capture in Semester 1, 2011 (2011/0002794).

4.3 Also considered was a report describing a review undertaken within the Griffith Business School (GBS) on the use of lecture capture.

4.4 The Director, INS (Learning and Teaching) introduced this item by highlighting the trend towards both increased lecturer usage of classroom capture and student demand. Over a given semester, usage tends to peak around week 7 and examination weeks.

4.5 The Committee noted lecture capture was designed as a tool to enhance lectures and not to replace them. This intention is supported by data in the GBS report which indicates that lectures are accessed mostly by those who attend lectures. Student members strongly supported increased usage of lecture capture and emphasised its value as a resource that supports revision of material covered in class. It was noted, however that some courses do not lend themselves to using this technology.

4.6 The Chair highlighted the GBS report recommendation to formally implement processes for lecture capture. The Committee suggested the creation of principles for the application of lecture capture across the University could be valuable to ensure its optimal use and facilitate change management. It was also suggested that further University investment in lecture capture technology through the Electronic Infrastructure Capital Plan would be well received by the University community.

4.7 The Committee expressed its appreciation to staff in INS (Learning and Teaching) and the GBS for their work in highlighting current usage and views around lecture capture.

Resolution

4.8 The Learning and Teaching Committee noted the increase in uptake of this learning and teaching service and resolved to continue discussions with Deans, Learning and Teaching about the development of principles for broad application across the University on the use of Lecture Capture; and to bring an item back to the Committee at a future meeting.

5.0 REVIEW OF THE ELECTRONIC INFRASTRUCTURE CAPITAL PLAN

5.1 Learning and Teaching Committee holds an advisory role in relation to the strategic development of educational resources, eg. physical spaces, technological and information, as best supports the implementation of the Academic Plan and its supporting strategies.

5.2 The Electronic Infrastructure Capital Plan (EICP) is the mechanism by which the University funds the improvements and enhancements to its electronic infrastructure. These funds are allocated to information services by the University on an annual basis and managed by the Pro Vice Chancellor (Information Services).

5.3 In order to manage the allocation of these funds and to ensure their appropriate expenditure, the PVC (INS) has established four Program Boards, focussed around: ‘support for learning and teaching’; ‘support for research’; ‘supporting University business’; and ‘underlying infrastructure’. Each Board is chaired by a relevant Griffith executive member and administered by a Project Office located within Information Services (INS).

5.4 The Supporting Learning and Teaching Portfolio Board is chaired by the Deputy Vice Chancellor (Academic) and the Learning and Teaching Committee is designated as the EICP Supporting Learning and Teaching Portfolio Board for the purpose of overall strategic management. This includes an annual review process whereby projects are
identified and advanced for funding consideration and commencement in the following year.

5.5 With this function in mind, the Chair and Director (INS), Learning and Teaching introduced the following papers:
   a) 2012 EICP Proposed Projects under the Learning and Teaching Portfolio; and
   b) Planning the EICP 2012-2014
   c) summary of projects proposed under the Supporting University Business Portfolio.

5.6 From the list of proposed projects, members supported EICP funding prioritisation for the further development of lecture capture and videoconferencing facilities. It was agreed that consultation with Deans (Learning and Teaching) would occur outside of the meeting to gain further advice on Group priorities.

5.7 The Committee suggested that Group Learning and Teaching Committees and Blended Learning Advisors could assist LTC and the Director (INS) Learning and Teaching to gather broader Group input to future EICP development. A proactive approach and suitable timeline will be devised to enable key learning and teaching stakeholders to contribute to this discussion in future EICP rounds. A clear description of the process and eligible activities, as well as a list of academic projects key to progressing the learning and teaching strategic agenda will be drafted to provide context and inform wider debate.

Resolution

5.8 The Learning and Teaching Committee noted the commencement of the development of the 2012-2014 EICP and resolved to ask the Director INS (Learning and Teaching) to liaise with the Deans (Learning and Teaching) to:
   a) review the lists of 'Supporting Learning and Teaching' and 'Supporting University Business' projects that had not been commenced on 2011
   b) comment upon the lists of 'Supporting Learning and Teaching' and 'Supporting University Business' projects scheduled to be undertaken over the life of the existing EICP (2012-2014)
   c) comment upon and prioritise the list of proposed new projects
   d) recommend any projects not currently listed for future consideration.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

6.0 DEVELOPMENT OF STANDARDS FOR LEARNING AND TEACHING SPACES

6.1 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”.

6.2 The draft discussion paper (2011/0002795) prepared by the Director, INS (Learning and Teaching), Dr Kevin Ashford-Rowe, entitled Principles and practices to inform the design of learning and teaching space at Griffith University was provided to generate discussion about the strategic development of Griffith’s physical educational resources.

6.3 Members recalled that the Committee had held this item over from the previous meeting requesting that the revised version of the discussion paper take into account the full range of learning spaces at Griffith. These changes will be incorporated into the final paper along with other suggestions from members.

6.4 Dr Kevin Ashford-Rowe spoke to this item, seeking further feedback from members to refine the proposed standards document. The Chair highlighted the scale and frequency
of technology developments as challenges to be considered when designing standards for formal and informal learning spaces. It was suggested that slightly different principles may be appropriate for formal and informal spaces. It was noted that some lecture theatres are used for external activities and it may be useful to address this within a standards document.

6.5 In discussing the conditions that support optimal use of learning spaces, it was suggested that a greater degree of timetable flexibility would assist teachers to use flexible learning spaces. An increase in the number of tables in learning spaces was also seen as desirable.

Resolution

6.6 The Learning and Teaching Committee resolved to:
   a) provide the above advice to support the development of standards to inform and manage the technology resources within the physical learning and teaching environments in a way that enhances the student experience
   b) ask the Director, INS (Learning and Teaching) to draft a succinct version of the principles in consultation with the Dean, (Learning and Teaching), SEET, and Dr Robyn Hollander, for consideration at a future meeting.

7.0 MATTERS ARISING FROM PREVIOUS MEETINGS

7.1 Evaluations@Griffith – Optional Question Bank
   Questions in the Optional SEC/SET Question Bank endorsed by the Learning and Teaching Committee at its May meeting have now been clustered according to question type. Members noted the revised question bank provided with the agenda.

8.0 CHAIR’S REPORT

The Chair reported on the following items:

8.1 Outcomes of Australian Learning and Teaching Council (ALTC) Reward and Recognition Schemes
   Members congratulated successful ALTC grant, citation and award recipients listed in the summary document provided with the agenda.

8.2 Griffith Academy for Learning and Teaching Scholars
   The Chair provided an update on the implementation of the new Academy for Learning and Teaching Scholars, one form of recognition and support for Griffith’s outstanding teaching scholars who have been recognised nationally. The Academy will be launched during Celebrating Teaching Week as part of a high profile event. The Griffith Institute for Higher Education will provide administrative support. Professor Keithia Wilson as a previous Prime Minister’s teaching award winner has been appointed inaugural chair.

8.3 First Year Experience Renewal Working Party
   As part of Academic Plan 2011-2013 there is a commitment to renew Griffith’s first year experience activities. Members noted that due to some overlap in terms of reference between the existing First Year Experience Working Party and the Identifying Students at Risk Working Party, it has been decided to merge the two groups into one working party.
   The Chair advised that Professor Alf Lizzio will chair the new First Year Experience Renewal Working Party, comprised of Deans, Learning and Teaching, the Academic Registrar, the First Year Experience Coordinator, Chair, Educational Excellence Committee, Director, Student Services (for HEPPP reference) and the Director, INS (Learning and Teaching). Administrative support for the Working Party will be provided by the Griffith Institute for Higher Education.
The Chair expressed her appreciation to the Chairs of the two existing groups for work undertaken to date.

8.4 Annual and Five-Year Program Reviews

The Chair, Programs Committee provided an update on the actions undertaken via Programs Committee to monitor the quality and performance of Griffith programs through the annual and five-year review processes. Members noted that LTC has a stake in these processes as it has been tasked with reviewing the implementation of graduate attributes and examining the criteria for annual and five-year reviews.

In 2011 program reviews have been undertaken in a consolidated manner. As an outcome of considering issues arising out of 2011 program reviews, Deans, Learning and Teaching have been asked to provide a full schedule for 5 year reviews (aligned with external reviews) and a Deans, Learning and Teaching report will accompany Group reports to identify issues arising. By early 2012, a complete review schedule and improved process will be developed in light of what has been learned during the 2011 round. The Chair reminded members that where a program review highlights a pattern of low enrolments and where there is no key strategic reason to continue a program, Groups ought to reconsider its continuation.

Members acknowledged the value of the data summary reports provided by GIHE to Groups in facilitating program review activities.

8.5 Evaluations Advisory Group

The Chair briefed the Committee on the matters arising out of the recent Evaluations Advisory Group meeting. It was noted that consultations are ongoing with the School of Medicine to address Medicine-specific evaluation issues. Additional optional SEC and SET questions are being developed on problem based learning. Further discussion is to take place around access to evaluation outcomes and in particular for program convenors to assist them to fulfil their program review responsibilities.

8.6 Other Learning and Teaching Activities

The Chair advised members of the following plans:

- A Course Convenor Working Party is to be established to re-consider the role of the Course Convenor. The Evaluations Advisory Group identified a number of issues for course convenors in the conduct and review of SEC that will need to be investigated around supervision responsibilities. It was noted that a number of important issues for course convenors have also been identified through the Program Leader Task Force.

- A strategic group will be convened to consider the University’s framework for student success and communication approach. It will be chaired by the Deputy Vice Chancellor (Academic) and will include the Director, GIHE, Academic Registrar, Pro Vice Chancellor (Administration), Pro Vice Chancellor (INS), Deans, Learning and Teaching and Group Pro Vice Chancellor representation.

9.0 GRIFFITH INSTITUTION FOR HIGHER EDUCATION (GIHE) REPORT

9.1 GIHE staff member, Associate Professor Heather Alexander, briefed members on a range of learning and teaching activities being undertaken in the Student Outcomes area, including the following:

a) Griffith has provided a response to the TEQSA discussion paper on, “Developing a framework for teaching and learning standards in Australian higher education and the role of TEQSA”;

b) Griffith has participated in the ALTC Project, ‘Lessons from the Promoting Excellence Initiative (PEI)’. This project aims to identify the leadership and implementation challenges that were faced by the PEI leaders and to feature as exemplars those initiatives that have had the most positive impact within an institution; Three candidates from Griffith participated in interviews and focus groups. Project findings will be discussed at a future Educational Excellence Committee meeting.
c) Higher Education Research and Development Society of Australasia (HERDSA) Conference 2011, held 4-7 July – The Conference was highly successful, attracting 445 registered delegates from 115 countries; Member noted the TEQSA invitational summit held alongside the conference;

d) Career Development Learning (CDL) and Work-Integrated Learning (WIL) – GIHE is currently in recruitment for a WIL academic who will work with Groups in achieving targets; a paper on CDL is currently being developed for consideration by the DVC (Academic) and key stakeholders;

e) Senior Years Project – members were reminded of the round table session on Capstone courses being held on Friday 26 August. A communication has recently been circulated to Groups, Heads of School and Program Convenors about in-curriculum and co-curriculum activities for current graduands.

f) The Program Leaders’ Task Force is continuing to develop a draft role statement and issues paper that can be circulated for broader University consultation.

g) At a future meeting, after consultation at Group Boards, LTC will be presented with a revised list of Assessment type codes for consideration.

10.0 PRESENTATION – PROGRESS TOWARDS IMPLEMENTATION OF THE BLENDED LEARNING STRATEGY

10.1 The Learning and Teaching Committee, under in its constitution, has a formal quality assurance role to monitor the implementation of the Blended Learning Strategy, as a supporting strategy to the Griffith Academic Plan.


10.3 The revised Strategy comprises a reduced number of goals and strategies; aligns the three Blended Learning (BL) Strategy modes with the location and learning modes for the University’s course offerings; includes information about international student involvement in blended learning; and incorporates key elements of the previous flexible learning policy. The Strategy also established the role of Blended Learning Advisor located within each Academic Group.

10.4 In conjunction with the BL Strategy, the BL Implementation Plan 2009-2011 (Revised May 2009) was also adopted with three main goals:

i) to systematically embed blended learning approaches in the teaching and learning activities of all programs by 2011, including the provision of support to staff and students;

ii) to develop a campus environment capable of supporting blended learning;

iii) to extend the University's quality assurance framework to support blended learning approaches.

10.5 To support these initiatives the Groups produced their own Group Blended Learning Implementation Plans detailing the strategies to be implemented to realise the objective of high quality blended learning curricula and student engagement, as well as respond to the strategic directions of the University.

10.6 Within this context, members welcomed Blended Learning Advisors to the meeting to provide a brief report on key blended learning achievements and issues arising out of their academic areas.
6.6.1 Arts, Education and Law (AEL), Ms Karin Barac – 2011/0002790

Recent achievements in the AEL Group include the development of a cohesive Group approach to blended learning and implementation of the Group LTC and learning and teaching forums to enhance formal and informal communication structures. Benefits have also been gained through the development, monitoring and promotion of the Group Workplan process in consultation with INS (Learning and Teaching). Other achievements are improved staff and sessional capacity building, as evidenced by an increase in Learning@Griffith usage by staff; and improved sessional SEC scores. A significant challenge is the scale of the AEL Group.

6.6.2 Griffith Business School (GBS), Ms Catherine Hodgson – 2011/0002791

Significant blended learning gains for GBS have been made in the implementation of the Lecture Recording initiative; the use of Grade Centre and associated tool usage; the Advanced Group Management tool developed to assist management of large and joined classes; and improved clarity around use of SafeAssign. Many hours of staff development and support have been provided and there is increasing demand for the 21 purchased Sony Bloggies (personal video cameras) for student presentations.

6.6.3 Griffith Health (HTH), Mr Ganeshan Rao – 2011/0002792

Achievements for HTH are evidenced by improved processes to support program, course and workplan development, and improved engagement with and consistency of course design in Learning@Griffith. A range of ICT solutions have been developed for use across the Group, including eClinical Portfolios, the reMarks PDF trial and a range of other products that support blended learning enhancements. These have been designed to enable application within and beyond HTH. Professional development support in the area of learning and teaching grants has proven valuable for the Group.

6.6.4 Science, Environment, Engineering and Technology (SEET), Ms Nicole Wall – 2011/0002793

Achievements for SEET have been realised through focussed staff and sessional capacity building activities as evidenced by an increase in Learning@Griffith and other ICT tool usage. The development and trialling of two emerging technologies has been instrumental in enhancing student engagement. One of these technologies, jPoll, an online mobile polling solution, has gained interest from other Groups and institutions. The Augmented Reality Project to be trialled with forensic chemistry students will enable virtual collection of clues and specimens for analysis in a laboratory setting. Other positive outcomes have been seen through workplan development and ongoing resource development to support teacher use of ICTs. An increase in suitable computing resources in teaching spaces would significantly improve uptake of developed blended learning ICT tools.

10.7 Blended Learning Advisors liaise and share strategies and tools regularly and work closely with Curriculum Consultants in addressing Group learning and teaching priorities. Learning and Teaching Committee members who have had involvement with their Group Blended Learning Advisors spoke of the benefits they had experienced through interaction with staff in the role and the significant gains for engagement and inter-Group collaboration. One member suggested that a challenge to achieving further positive outcomes is the potential for Blended Learning Advisors to be caught up in day-to-day operational issues experienced by lecturing staff. Deans (Learning and Teaching) agreed to consider this issue in consultation with the Director, INS (Learning and Teaching).
Resolution

10.8 The Learning and Teaching Committee noted the reports from Group Blended Learning Advisors and resolved to ask the Chair to report progress on implementing the Blended Learning Strategy to the Academic Committee.

11.0 STUDENT RETENTION

11.1 The Academic Registrar presented the findings of the Outbound Campaign – A survey of Discontinuing Students. The Outbound Campaign involved a telephone survey of students who were enrolled in Semester 1, 2010 and who were expected to return in Semester 1, 2011 but who had not returned by census date (27 March 2011) to ascertain reasons for discontinuing their studies.

11.2 Survey results indicate that discontinuation was due mainly to external reasons such as financial, family and work issues. Members were advised that further interrogation of QTAC data is needed regarding student transfers to other institutions and the particular programs into which they enrol.

11.3 While members felt the data obtained via the telephone survey was useful for identifying reasons for leaving once the student had already left the University, they suggested that telephone interventions designed to retain first-year students, with a particular focus on key pre-and early-enrolment timeframes and students at risk, was likely to have a greater impact on retention. The Academic Registrar advised members of the timing of current personal telephone contact with students before enrolment period and up to census date.

Resolution

11.4 The Learning and Teaching Committee noted the findings of the Outbound Campaign Survey of Discontinuing Students.

12.0 STARTING@GRIFFITH SURVEY DATA

12.1 The Starting@Griffith survey, administered since 2005, is designed to inform ongoing review and design of orientation and transition programs at Griffith, as part of the University's strategy to “continue to enhance the quality of the first year experience...” and meet its strategic goal of providing an excellent student experience.

12.2 Learning and Teaching Committee members had before them results of the Starting@Griffith 2011 Survey: Key Scores for Griffith, Academic Groups & Campuses, produced by the Dean, Student Outcomes in May 2011, and an overview of commencing student feedback.

12.3 Associate Professor Heather Alexander of the Griffith Institute for Higher Education introduced this item by describing the analysis activities and reports prepared and provided as a trial to staff in Griffith Health. The Dean, Learning and Teaching (Health) confirmed the value of receiving these reports and of distributing them to schools to facilitate Group discussion around assessment and curriculum matters.

12.4 The Committee was pleased to note that orientation feedback received had been generally very positive.

12.5 Groups were invited to contact Associate Professor Alexander for further data. Associate Professor Alexander advised that she would undertake the following activity to enhance the value of Starting@Griffith survey results:

a. continue working with GIHE staff to further extract qualitative data;

b. consult with the Academic Registrar regarding Improving Student Experience Program data on students’ enrolment experiences; and
12.6 The Learning and Teaching Committee noted the Starting@Griffith 2011 Survey results and resolved to ask Associate Professor Alexander to undertake consultation activities described in paragraph 12.5 above.

13.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

13.1 EDUCATIONAL EXCELLENCE COMMITTEE

The minutes of the 3/2011 meeting were noted.

13.2 UNIVERSITY ASSESSMENT COMMITTEE

The minutes of the 3/2011 and 4/2011 meetings were noted.

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

Members noted that the Co-chair of the Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Working Party will provide a verbal update at a future meeting.

13.4 GRIFFITH WORK-INTEGRATED LEARNING WORKING PARTY

The action sheet of the meeting held on 23 May 2011 was noted.

13.5 STUDENTS AT RISK WORKING PARTY

The Academic Registrar provided a verbal report on the outcomes of this group to date. Members noted this work would now feed into the work of the First Year Experience Working Party.

14.0 NEXT MEETING

14.1 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.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Campus</th>
<th>Venues</th>
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<tr>
<td>10 October</td>
<td>Nathan / Gold Coast / Logan</td>
<td>Glyn Davis Building N72_1.18 / Business 3 G06_3.60 / Information Services L03_2.27</td>
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<tr>
<td>7 November</td>
<td>Nathan</td>
<td>Bray Centre N54_2.02</td>
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Minutes confirmed by:

Professor Sue Spence, Chair

Date: 10 October 2011