1.0 CONFIRMATION OF MINUTES

The minutes of the 3/2012 meeting of the Learning and Teaching Committee were taken as read and confirmed.

2.0 MATTERS ARISING FROM PREVIOUS MINUTES

2.1 Guidelines for Staff Engagement with Learning@Griffith

2.1.2 Members noted that The Guidelines for Staff Engagement with Learning@Griffith were approved at the 2/2012 meeting. The Director INS (Learning and Teaching) reported that he had been liaising with the relevant stakeholders to operationalise the practices.

2.1.2 It was agreed that The Guidelines for Staff Engagement with Learning@Griffith would be referred to the next Deans (Learning and Teaching) Forum for discussion.

2.2 Principles to Inform the Design of Learning and Teaching Space at Griffith University

2.2.1 Members were advised that the Principles had now been amended to ensure compliance with Work Place Health and Safety legislation and that INS would work with Campus Life to embed these principles in the design of learning and teaching space where feasible.
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

3.0 POLICY CHANGES AS A RESULT OF THE GRADING SCHEMA WORKING PARTY

3.1 Professor Michael Powell, Chair of the Grading Schema Working Party, gave members an overview of the paper *A Proposal to remove the Grading Category of Pass Conceded and to amend the University’s Policy Regarding Supplementary Examinations* as approved by the Executive Group. The Proposal contained the following five recommendations:

1. That from 2013 the University remove the Pass Conceded Grade (PC) as an administrative grade within the grading schema for undergraduate and postgraduate coursework programs.
2. That the University revise its supplementary assessment rules to adopt the policy provisions.
3. That the University revise its *Academic Standing, Progress and Exclusion Policy* to state that in order to be deemed to be in good academic standing an undergraduate student must maintain a cumulative GPA of 3.5 at the end of each semester.
4. That the University revise its *Academic Standing, Progress and Exclusion Policy* to state that a condition for exclusion is ‘failure in a course three times’ and administer this rule via PeopleSoft Student functionality.
5. That the current descriptive schema for grades which are representations of student achievement (HD, D, C, P, F) be replaced with a numeric grading scheme (7 – 1).

3.2 Members noted that recommendations 3 and 4 had been addressed with a revised *Academic Standing and Exclusion Policy* for 2013. Recommendations 1, 2 and 5 are being implemented through the revised *Assessment Policy (2012/0008047)*, *Governance of Assessment and Academic Achievement Standards (2012/0008049)* and *Credit Transfer Policy (2012/0008050)*. The Committee was required to consider these revisions for recommendation to the Academic Committee along with *A Proposal to remove the Grading Category of Pass Conceded and to amend the University’s Policy Regarding Supplementary Examinations*.

3.3 At the request of the Committee, the Deputy Academic Registrar agreed to prepare a brief summary document about the changes to accompany the revised policies to the September Academic Committee.

Resolution

3.4 The Learning and Teaching Committee resolved to recommend to Academic Committee:

- A Proposal to remove the Grading Category of Pass Conceded and to amend the University’s Policy Regarding Supplementary Examinations
- Assessment Policy (2012/0008047 – revised)
- Governance of Assessment and Academic Achievement Standards (2012/0008049)
- Credit Transfer Policy (2012/0008050)
- Academic Standing, Progress and Exclusion Policy (2012/0008039)

for implementation from 1 January 2013.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

Nil
4.0 IMPLEMENTING THE ASSESSMENT COMPONENTS OF OPERATION STUDENT SUCCESS: GRIFFITH’S STUDENT RETENTION STRATEGY

4.1 The University recently implemented Operation Student Success (2012-2014) as a comprehensive suite of strategies to support the success and retention of Griffith students. The Learning and Teaching Committee had before it a summary report Starting@Griffith 2012: Students’ Perceptions of Readiness based on the Starting@Griffith survey of our 2012 commencing and the document Enabling Student Success: Practice Principles and Minimum Standards in First Year Assessment which outlines a suite of strategies and practices that support the implementation of the Griffith retention strategy.

4.2 The Committee endorsed the principles and strategies proposed in the document Enabling Student Success: Practice Principles and Minimum Standards in First Year Assessment.

4.3 Assumed Knowledge

4.3.1 It was recognised that a number of first year courses are designed and taught based on the assumption that students possess baseline skills and knowledge. However, given the high levels of variability in commencing students capabilities early assessment of assumed knowledge is required to better support student success. The Committee endorsed the proposal that diagnostic tests of disciplinary assumed knowledge be employed for specifically targeted threshold courses. Implementation should commence in Semester 1, 2013. Appropriate courses should be determined by the Dean (Learning and Teaching) in consultation with the relevant Program Convenor. Deans (Learning and Teaching) should work with their Curriculum Consultants, Blended Learning Advisors and GIHE to develop these interventions.

4.3.2 The Committee endorsed the proposal that the Study Smart tutorial process be embedded as a required assessment component in relevant first year courses, decided by Program Convenor in consultation with the Dean (Learning and Teaching).

4.3.3 The Committee recommended that a more systematic approach to the challenge of assumed knowledge and student preparation was required. In this regard, a systematic program of bridging courses targeting disciplinary assumed knowledge (e.g., mathematics) was proposed as a useful strategy to aid retention.

4.4 Formative Assessment

4.4.1 The Committee endorsed the introduction of formative assessment in first year courses to provide timely feedback to students of their progress. It was agreed that it is preferable for such an activity to occur before week 4. There was discussion as to whether a small mark should be awarded or whether it should be purely used as another diagnostic tool for identifying students who need to access additional learning supports.

4.4.2 The provision of criteria and exemplars to support commencing students’ understanding of assessment standards was strongly supported. The University Assessment Policy endorses this strategy.

4.4.3 It was acknowledged that the introduction of formative assessment in first year courses is a significant cultural change which requires a change management strategy. It was suggested that GIHE develop a University wide workshop on formative assessment as part of the strategy.

4.4.4 It was further acknowledged that full implementation of this strategy will require a 2 year timeframe.
4.5 **Academic Recovery**

4.5.1 The Committee endorsed the introduction of academic recovery interventions in relation to students’ performance on first-year assessment. There was discussion of the importance of this in supporting student success and retention.

**Resolution**

4.6 The Learning and Teaching Committee resolved to:

- Endorse the proposed suite of principles and strategies, including the introduction of formative assessment in first year courses;
- Request that University Assessment Committee draft a guideline ‘Student Assessment in the First Year at Griffith’ which should be referenced in the Assessment Policy under Section 3.0;
- Request that an assessment type of ‘diagnostic tool’ be added to the Electronic Course Profile System to capture programs/courses that utilise this instrument; and
- Request the convening of a Bridging Courses Working Party to develop a proposal for Learning and Teaching Committee on a bridging courses strategy and implementation plan. Membership of this Working Party will include: Academic Registrar, Director GIHE, Deans (Learning and Teaching).

**SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION**

5.0 **SERVICE LEARNING ELECTIVE**

5.1 Ms Carol-Joy Patrick, Coordinator Service Learning attended the meeting to provide an update on the service learning elective.

5.2 Members noted that student retention within this course was an issue (the course lost around one third of its enrolment before week 4) especially for those students with a GPA of less than 4. Suggestions to ameliorate the retention rate included the provision of more detailed information to students prior to the commencement of semester about the expected workload, learning contracts and managing self-directed learning.

5.3 The Committee thanked Ms Patrick for her presentation and invited her to provide an update on the progress of this course in the first half of 2013.

6.0 **GRIFFITH IT 2020 STRATEGY**

6.1 A broad consultation process is underway, including opportunity for student and staff submissions, focus groups, interviews, workshops and consultation with external thought leaders. These will culminate in a final draft of Griffith’s IT 2020 Strategy for Executive Group’s consideration in October. The Strategy will be loosely modelled on Indiana University’s 2009 IT strategy. Griffith’s IT 2020 strategy is informed by Griffith’s 2020 aspirations and is founded upon an understanding of the current Griffith IT environment and emerging IT trends.

6.2 The Learning and Teaching Committee provided the following feedback on the first draft of Griffith 2020: Aspirational Visions:

- Although it is unlikely that most students will not have their own device by 2020, it is very important to ensure that those students who are not in a position to purchase their own device are provided for.
- Need to rethink how we teach in order to maximise the potential of available IT - integration of pedagogy and technology.
• Whilst recognising the importance and value of IT, it must never compromise the student experience.
• Technology (i.e., personal devices) may save students money as they can download their books, rather than buying the traditional hard copies.

7.0 ROLE OF THE FIRST YEAR LEADER

7.1 The draft Role of the First Year Leader was tabled at the meeting for discussion. Members were concerned about wording in Section 2.0 Appointment of the First Year Leader relating to how the time commitment to this role is taken into account by the Head of School/Department when allocating workload and suggested that the following amendment be made to the draft document, as it better reflected the work undertaken in this role:

The time commitment involved in the role will be considered as contributing to teaching service and taken into account by the Head of School/Department in determining the staff member’s teaching academic workload.

Resolution

7.2 It was agreed that the suggested changes to the Role of the First Year Leader be incorporated into the ongoing consultation process regarding this role.

8.0 CHAIR’S REPORT

Nil

9.0 GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE) REPORT

Nil

10.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

10.1 Educational Excellence Committee

Nil

10.2 University Assessment Committee

The minutes of the 5/2012 and 6/2012 meeting were noted.

10.3 Aboriginal and Torres Strait Islander Inclusive Curriculum Development and Implementation Advisory Group

Nil

10.4 First Year Experience Working Party

Nil
11.0 MEETING DATES - 2012

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Minutes confirmed by:

Professor Sue Spence, Chair  
22 October 2012  
Date