A meeting of the Learning and Teaching Committee was held at 10.00am – 1.00pm on Monday 6 December 2010 and video-conferenced in Rooms N72-1.18, Glyn Davis Building, Nathan campus, and room 1.04, The Chancellery (G34), Gold Coast campus.

**PRESENT:**
- Professor Kerri-Lee Krause (Chair)
- Associate Professor Rod Barrett
- Mr Mark Bolton
- Associate Professor Peter Bernus
- Professor Gillian Bushell
- Associate Professor Glenn Finger
- Dr Robyn Hollander
- Dr Cathy Jenkins
- Mr Kahil Lloyd
- Associate Professor Reza Monem
- Dr Calvin Smith
- Professor Keithia Wilson
- Secretary: Ms Lea-Anne Stafford

**APOLOGIES:**
- Dr Kevin Ashford-Rowe
- Professor Pat Buckridge
- Professor Nick Buys
- Ms Kathy Grgic
- Associate Professor Wendy Loughlin
- Mr Sam Richards
- Professor Parlo Singh
- Professor Sue Spence
- Mr John Swinton

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<tr>
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<tbody>
<tr>
<td>CONFIRMATION OF ACTION SHEET (Agenda Item 2.0)</td>
<td>The action sheet for the 6/2010 meeting of the Learning and Teaching Committee, having been circulated, was taken as read and confirmed.</td>
<td>Taken as read and confirmed</td>
<td>Forward to CARMS</td>
<td>Committee Secretary</td>
</tr>
<tr>
<td>MATTERS ARISING FROM PREVIOUS MEETINGS (Agenda Item 3.0)</td>
<td><strong>4.1 Evaluations@Griffith</strong>&lt;br&gt;The Chair updated members on the issues raised at the October meeting about Evaluations@Griffith. Members noted the comments provided by Ms Emma Liversidge and also noted that a formal review was planned during which time specific issues raised by LTC members would be considered.</td>
<td>Noted</td>
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<td><strong>4.2 Academic Standing, Progression and Exclusion Policy</strong>&lt;br&gt;Revisions to the Academic Standing, Progression and Exclusion Policy were to proceed to the Academic Committee’s 6/2010 meeting as a</td>
<td>Noted</td>
<td>Place on agenda in early 2011.</td>
<td>Committee Chair and Secretary</td>
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</table>
consequence of the decision of the DVC (Academic) to approve an optional Amber Risk Assessment process and the Red Risk Assessment as meeting *ESOS Act* compliance. Members noted that Academic Committee had endorsed this decision and requested that Learning and Teaching Committee consider further policy development in consultation with the Chair, Academic Committee early in 2011.

**MEMBERSHIP**  
(*Agenda Item 3.0*)

The Committee moved a vote of thanks for the contributions of these outgoing members:
- Professor Pat Buckridge (Arts, Education and Law)
- Dr Robyn Hollander (as Dean, Learning and Teaching - GBS)
- Associate Professor Reza Monem (Business)
- Associate Professor Rod Barrett (Health)
- Mr Mark Bolton (Science, Environment, Engineering and Technology)
- Mr Kahl Lloyd (undergraduate student)
- Mr Samuel Richards (undergraduate student)

Committee members expressed their appreciation to Professor Kerri-Lee Krause for her strong leadership as Chair of LTC from April 2009 to December 2010 and acknowledged her significant contribution to the work of the Committee during that time.

Noted

Thank you letters to be sent to outgoing members.
Committee Secretary (action taken)

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**SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE**

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<tr>
<th>ASSESSMENT POLICY REVISIONS ARISING OUT OF THE ARTS, EDUCATION AND LAW GROUP RESTRUCTURE (<em>Agenda Item 6.0</em>)</th>
<th>Learning and Teaching Committee (LTC) considered proposed changes to the <em>Assessment Policy</em> (2010/0011599) to clarify the role of Deans (Learning and Teaching) across all academic Groups. From 1 January 2011, there will be four Deans (Learning and Teaching) who will act as Assessment Board Chairs. The Chair advised that significant changes are planned for</th>
<th>Resolution: The Learning and Teaching Committee, on the recommendation of the 8/2010 Assessment Committee (22 November), resolved to recommend to the Academic Committee the</th>
<th>Secretary to forward resolution and revisions to Secretary, Academic Committee</th>
<th>Committee Secretary (action taken)</th>
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the Assessment Policy during 2011 but as further development and consultation work is to occur, the current minor revisions ensure the policy to reflects organisational and governance changes.

| REVIEW OF ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES (Agenda Item 8.0) | Learning and Teaching Committee (LTC), at its October meeting, considered the recommendations arising out of the Academic Committee Review Report Griffith University (2010/0011553) and the Review of Academic Committee Proposed Implementation Plan 2011-2012 (2010/0011558).

Members noted that the following constitutions had been revised the basis of October LTC meeting debate, LTC sub-committee advice, and the advice of the Griffith Executive:

a) Learning and Teaching Committee (2010/0011561)
b) University Assessment Committee (2010/0011603)
c) Educational Excellence Committee (2010/0011563).

LTC members concurred with Review Report recommendations that disestablished the Student Orientation and Engagement Committee and the Learning Environment Committee. It was noted that members of these sub-committees at their 26 October 2010 meetings also endorsed the recommended disestablishment of their committees effective 31 December 2010.

The Chair of Educational Excellence Committee (EEC) commented that there were some additional items for inclusion in the EEC functions regarding Griffith grant and award schemes. Members agreed that the Chair would give executive approval to revisions to the EEC constitution to capture these key functions and forward them to the Chair of Academic Committee and Executive Group for consideration.

As the next step, the above set of constitutions, proposed

| | approval of the Assessment Policy as described in 2010/0011599.

| Resolution: | The Learning and Teaching Committee (LTC) resolved to:


b) on the recommendation of the Student Orientation and Engagement Committee (4/2010, 26 October meeting), approve the disestablishment of the Student Orientation and Engagement Committee (2009/0005767) from 31 December 2010.

c) endorse revisions to the following constitutions as sent to Executive Group for consideration and recommend to Academic Committee for implementation from 1

| Chair, EEC; Chair, LTC Secretary, LTC (action taken) | Revise EEC Constitution and forward to Chair, Academic Committee and Executive Group for consideration.

Forward all constitutions to Chair, Academic Committee and Executive Group for consideration.

Forward advice to Chair, Academic Committee, of approval of committee disestablishment for Student Orientation and Engagement Committee and Learning Environment Committee
EEC revisions, and Academic Committee’s constitution and those of its other sub-committees will be presented to the 8 December meeting of Executive Group for consideration and recommendation to the December Academic Committee and then Council in March 2011.

January 2011:
- Learning and Teaching Committee constitution as described in 2010/0011561;
- Educational Excellence Committee constitution as described in revised document 2010/0011605 that clarifies EEC’s function in coordinating Griffith grant and award schemes;
- University Assessment Committee constitution as described in 2010/0011603.

LEARNING AND TEACHING COMMITTEE REPORT ON ITS ACTIVITIES IN 2010 (Agenda Item 9.0)

Members noted a report on the activities undertaken by the Learning and Teaching Committee during 2010 (2010/0011601).

Members noted that the report documents the key issues addressed in relation to Learning and Teaching Committee functions as set down in the current constitution.

Resolution:
The Learning and Teaching Committee noted the annual report of its activities as described in 2010/0011601 and resolved to forward it to the Academic Committee for noting.

Forward to Secretary, Academic Committee

Committee Secretary (action taken)

SECTION B: ACTION UNDER DELEGATED AUTHORITY

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<td>Nil</td>
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SECTION C: OTHER RECOMMENDATIONS AND REPORTS TO PERSONS/COMMITTEES OTHER THAN THE PARENT COMMITTEE

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<tr>
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<tr>
<td>THE STUDENT CHARTER (Agenda Item 7.0)</td>
<td>Learning and Teaching Committee (LTC) members had before them a draft revised Student Charter (2010/0011566). Members noted a range of suggestions from the Student Liaison Group to make the current policy more accessible, visible and user friendly. In reviewing the Student Charter, LTC members supported the comments of the Student Liaison Group and contributed the following comments to support further policy development:</td>
<td>The Learning and Teaching Committee resolved to provide its advice to the Academic Registrar to facilitate further redevelopment of the Student Charter as described in 2010/0011566 prior to consideration by the Academic Committee</td>
<td>Provide minute extract to Academic Registrar.</td>
<td>Committee Secretary (action taken)</td>
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<td>• members debated the intent of the Charter and concurred that its purpose could be made more clear. In particular, LTC queried whether it meant to convey; • various Committee members expressed their support for the continuation of its current title: The Student Charter; • While a number of members gave their support for the policy in its current form, others suggested it could be more concise and some language simplified or defined, eg. in the Mission in section 1; • Members suggested stronger web and physical campus presence to increase accessibility. The inclusion of a brief version of the Charter as part of student offer and induction materials was also supported, as was its incorporation into staff induction programs; • It was agreed that student accessibility to other relevant policies and supports could also be improved via more direct links from the Charter. It would also serve to place the expectations described in the Charter in context. LTC members agreed the Charter itself should not incorporate additional procedural or policy content but facilitate students’ access to relevant policies and supports; • LTC suggested that reference to achieving the Griffith graduate attributes could be a valuable inclusion in the</td>
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Charter and may engender more ‘pride’ in being a Griffith student;
- Some typographical errors were identified with the paragraph numbering and some minor amendment proposed in Section 2.0.
- There was some discussion about incorporating an expectation about respect between students and respect for difference. It was agreed to incorporate a reference to the good faith in which students and staff ought to approach their relationships;
- Members noted the Charter contains a mixture of generalist terminology (eg. ‘reasonable access’), and along with more specific points that may present challenges when attempting to create specific links to related policies.

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

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<tr>
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<td>CHAIR’S REPORT (Agenda Item 4.0)</td>
<td>The Chair reported on the following items</td>
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<td>a) 2010 ALTC Strategic Priority Projects Recipients</td>
<td>Members congratulated Professor Kerri-Lee Krause (project co-leader with Professor Geoff Scott, UWS) for her receipt of a Strategic Priority Project entitled, <em>A sector-wide model for assuring final year subject and program achievement standards through inter-university moderation</em>. This is a joint project with the University of Western Sydney, Charles Darwin University, Australian National University, The University of Melbourne, La Trobe University, Macquarie University and Queensland University of Technology. The Project is supportive of Griffith’s strategic directions and places Griffith well nationally for discussions on standards issues. Project updates will be provided to LTC in 2011.</td>
<td>Noted</td>
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<td>b) ALTC Project: Funding for Teaching Teachers for the Future</td>
<td>Members were informed of Griffith’s partnership with the</td>
<td>Noted</td>
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ALTC and other agencies on a project funded by the national ICT Innovation Fund. Funding has been given to build the capacity of pre-service teachers in ICTs. Our involvement in this project aligns well with Griffith’s blended learning approach to assisting academics with ICT. Associate Professor Glenn Finger is likely to be the University contact and will provide updates to the LTC in 2011.

The Chair expressed her pride in Griffith’s national learning and teaching achievements during 2010 and her appreciation to all members and those they represent on these achievements.

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<tr>
<th>Educational Excellence Committee – Sub-committee Reports (Agenda Item 10.1)</th>
<th>Nil.</th>
<th>Noted</th>
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<tr>
<td>Learning Environment Committee – Sub-committee Reports (Agenda Item 10.2)</td>
<td>Nil.</td>
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<td>Student Orientation &amp; Engagement Committee – Sub-committee Reports (Agenda Item 10.3)</td>
<td>Nil.</td>
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<td>Assessment Committee – Sub-committee Reports (Agenda Item 10.4)</td>
<td>The action sheet of the 7/2010 Assessment Committee meetings was noted.</td>
<td>Noted</td>
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<td>Aboriginal and Torres Strait Islander Inclusive Curriculum Development and</td>
<td>Nil.</td>
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The Learning and Teaching Committee noted the 2011 meeting schedule for the Learning and Teaching Committee. Meetings will be held from 10.00 am – 1.00 pm and held face-to-face at the first and last meetings of the year. All remaining meetings will be video-conferenced across the Nathan campus and Gold Coast campuses.

Confirmed: ___________________________  Date: 7 March 2011

(Chair – Professor Sue Spence)