GRIFFITH UNIVERSITY

LEARNING AND TEACHING COMMITTEE

NOTICE OF MEETING

A meeting of the Learning and Teaching Committee will be held on Monday, 6th February 2006 in N16_1.22, Macrossan, Nathan Campus at 10.00am.

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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### Significant Committee Events

- The Educational Excellence Committee meets on Monday 13 February 2006
- The Learning Environment Committee meets on Monday 20 February 2006
- The Griffith Celebrating Teaching Gala Function will be held on 14 March 2006

### Deadlines

- Applications for Griffith Grants for Learning and Teaching due on Friday 24 February 2006

### Committee QuickPlace Web Address

- [https://qplace02.domino.gu.edu.au/QuickPlace/sec-university-committees/Main.nsf/](https://qplace02.domino.gu.edu.au/QuickPlace/sec-university-committees/Main.nsf/)

  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.
GRiffith university
Learning and Teaching Committee Agenda 1/2006
6 February 2006

GRIFFITH UNIVERSITY
LEARNING AND TEACHING COMMITTEE
AGENDA

DISTRIBUTION LIST

Committee Members

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

Deans (one from each Group appointed by the Group Pro-Vice Chancellor)
Professor Stephanie Short (Health) Until February 2007
Professor Neil Dempster (Arts, Education and Law) Until February 2007
Professor Bill Shepherd (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 2007
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
Professor Lorelle Frazer (Business) Until February 2007

Students (one from each Group, comprising three undergraduate students and one postgraduate student)
Ms Carmen Vassallo Until February 2006
Mr Adam Young Until February 2006
Mr Josh Campbell Until February 2006
Ms Elizabeth Davies Until February 2006

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
Dr Joseph McDowall ex officio

Secretary: Ms Christine Grimmer (extension 57945)
Other Copies
Corporate Archives & Record Management copy (attachments)
Binding copy (attachments)
Working copy (attachments)
Spare copy (attachments)
AGENDA

1.0 APOLOGIES

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

2.0 CONFIRMATION OF MINUTES

The minutes of the 4/2005 meeting have been circulated and taken as read.

3.0 CHAIRPERSON’S REPORT

The Chair will report on matters of interest to the committee.

3.1 CHANGE OF MEMBERSHIP OF THE LEARNING AND TEACHING COMMITTEE

3.1.1 The chair of the Learning and Teaching Committee received a recommendation from the Pro Vice Chancellor of the Arts, Education and Law Group, Professor Marilyn McMeniman that, as the portfolio of Deputy Director (Teaching and Learning) QCA for 2006 and 2007 is held by Associate Professor Jay Younger, it is appropriate that she be representative for QCA on the Learning and Teaching Committee for 2006 rather than Mr Paul Jolly. Professor McMeniman expressed her thanks to Paul Jolly for his service on the Committee on behalf of the AEL Group. Professor Patrick Weller is also ending his term of office on the Learning and Teaching Committee.

3.1.2 On behalf of the Committee, the Chair wishes to thank Mr Paul Jolly and Professor Patrick Weller for their valuable contributions to the Learning and Teaching Committee and its predecessor, the Teaching and Learning Excellence Committee, during their respective terms of office.

3.2 QTAC OUTCOMES FOR 2006

3.2.1 The Chair will report.

3.3 FIRST YEAR COORDINATOR POSITION

3.3.1 The Deputy Vice Chancellor (Teaching and Learning) circulated a notice (2005/0035286) advising of the University’s intention to appoint a senior member
of academic staff to coordinate the Griffith First Year Experience for the academic years 2006 - 2007. Expressions of interest were invited from Senior Lecturers and above for a 50% appointment to the position of First Year Experience Coordinator in the office of the Deputy Vice Chancellor (Teaching and Learning) commencing in January 2006.

3.3.2 The role of the First Year Experience Coordinator is responsible for overseeing the first year experience for Griffith's commencing students, in particular the development of effective approaches and innovative programs that target commencing students, resulting in improved retention, improved completion rates and successful graduate outcomes. The Coordinator is expected to work closely with students, academics and support service staff, and will be an ex officio member of Orientation and Engagement Committee and Learning and Teaching Committee.

3.3.3 The Chair is pleased to announce that Dr Alf Lizzio has been appointed to the position of First Year Experience Coordinator.

3.4 CARRICK INSTITUTE LEADERSHIP GRANTS

3.4.1 The chair will report.

3.5 STUDENT SUCCESS IN EXTERNAL SCHOLARSHIPS AND AWARDS

3.5.1 The Learning and Teaching Committee has the responsibility of overseeing implementation of a strategy for achieving the KPI under the Student Quality Strategic Goal – to achieve student success in external scholarships or awards.

3.5.2 The Deputy Vice Chancellor (Teaching and Learning) has requested that the Educational Excellence Committee monitor the progress of the University and the Groups towards the strategic goal of improving the quality of the student body, specifically the progress on the indicator: Student success as evidenced by significant external scholarships or awards.

The Educational Excellence Committee is requested to:

(1) Make a recommendation to the Deputy Vice Chancellor (Teaching and Learning) on the set of significant external scholarships or awards which should be the subject of the KPI, together with the targets for each scholarship.

(2) Provide advice on and monitor the strategies which are put in place at University level and Group level to achieve the targets.

(3) Put in place a process to monitor the progress towards the targets, specifically to collect data on numbers of applicants and winners for each of the designated scholarships, and report on progress towards the KPI targets to the Learning and Teaching Committee.

3.5.3 The Deputy Vice Chancellor (Teaching and learning) has written to the Group Pro Vice Chancellors asking them to nominate the scholarships and awards relevant to their areas for the information of the Educational Excellence Committee by March 1, 2006 (2006/0007001).

For Noting
3.6 CELEBRATING TEACHING GALA EVENT

3.6.1 Members of the Learning and Teaching Committee are advised that the gala Celebrating Teaching function to recognise and celebrate Griffith University’s outstanding teachers has been scheduled for March 14, 2006 from 6.00pm to 8.00pm at the Queensland Conservatorium. Winners and staff receiving Certificates of Commendation in the Griffith Awards for Excellence in Teaching, winners of Faculty Learning and Teaching Citations and staff receiving Dean’s Certificates of Commendation will receive their certificates at this ceremony.

3.6.2 The Celebrating teaching booklet, CD, Powerpoint presentation, and certificates are currently in production through the Secretariat. The theme for the event is 'Recognising Reflective Learning -Transforming Knowledge into Professional Capability'.

For noting

3.7 COURSE OUTLINE PROJECT: MONITORING IMPLEMENTATION

3.7.1 The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 2, 2005. The Course Outline Requirements policy directs Course Convenors to prepare Course Outlines for semester 1, 2006 using the Course Outline template, for publication on the Course Outlines website by the first week in February 2006.

3.7.2 The Course Outline Project communication plan details the range of planned communication activities to ensure staff readiness for the new course outline process. Academic staff have had the opportunity to attend repeat seminar sessions focussed on the Course Outline template and system in December and January.

3.7.3 Attached, for the information of the Learning and Teaching Committee, is an implementation progress report (2006/0007005) summarising all communications and events set out in the communication plan, plus communications and events added following endorsement of the plan. Where there has been progress on an item, this has been indicated in the document.

3.7.4 The table below is a snapshot of Course Outline submissions and publications as at Friday 21 January 2006.

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Course Outlines</th>
<th>Course Outlines Submitted</th>
<th>% Course Outlines Submitted</th>
<th>Course Outlines Published</th>
<th>% Course Outlines Published</th>
</tr>
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<tbody>
<tr>
<td>January 21, 2006</td>
<td>2450</td>
<td>736</td>
<td>30.0%</td>
<td>318</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
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

4.0 ACADEMIC INTEGRITY

4.1 At the 3/2005 meeting of the Learning and Teaching Committee, Professor Bill Shepherd, in speaking to the Business group's Review of its Annual Program Monitoring Report, commented that the matter of academic integrity and more specifically plagiarism was one of the most challenging issues for his Group. In response, the Chair noted that a discussion paper on Academic Integrity would be prepared for the consideration of the Learning and Teaching Committee in 2006.

4.2 The Committee has before it the discussion paper, Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/007002), for its consideration.

4.3 The paper recommends in Point 2. University-wide implementation, on page 4

“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.”

Recommendation

4.4 The Learning and Teaching Committee is asked to recommend to Academic Committee the discussion paper Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/007002) and the establishment of an Academic Advisory Group comprised of the following; a representative from each Academic Group (4), a representative from GIHE (1), an IT specialist (1) a representative from Academic Administration (1), a representative of Learning Services- Academic skills (1) and a representative of Griffith International (1) to provide definitions, models and advice on policy and procedures related to academic integrity.

5.0 RESEARCH-BASED LEARNING

5.1 The Academic Plan 2 sets priorities and targets that 70% of programs will show identifiable components of work-integrated learning and research-based learning by 2010. At the 3/2005 meeting of the Learning and Teaching Committee, members discussed a definition of research-based learning (RBL) and the challenges of meeting such targets and identifying and assessing that courses meet the definition of RBL. The definition (2005/025029) was approved by a majority of the committee by a flying minute.
5.2 The Learning and Teaching Committee was asked to consider a proposal for extension of the course outline system to capture research-based learning in courses, *Course Outline System: Proposed extensions to capture Research-Based Learning* (2005/0035294).

5.3 The proposal recommended that radio buttons indicating the research-based learning status of the course be added to the course outline system requiring Course Convenors to indicate whether or not the course incorporates a research-based learning component. In submitting Course Outlines for publication, Course Convenors will be required to indicate whether or not the course incorporates a research-based learning component after assessing the course against the categories and criteria set out in the *Definition of Research-Based Learning*, and selecting the appropriate radio button.

5.4 The committee discussed the proposal and related strategies for measuring and reporting on the content of research-based learning in courses and programs. Dr Lyn Holman attended the meeting and noted that the process will require that Program Convenors deal with the implementation as a first stage and then report back to the Learning and Teaching Committee on their experience and any problems. It was suggested that the initial implementation could be regarded as an investigation from which benchmarks could be developed.

5.5 The committee discussed a schedule for implementation and reporting and noted the following:

- While overall data will only be available after two semesters, data might be collected earlier by requesting a School or program to pilot the system using the proposed extension on the course outline system. It was suggested that the School of Arts Media and Culture may trial the reporting system, as it will be reviewed shortly.
- The Deputy Vice Chancellor (Teaching and Learning) noted that robust data is required by Council as soon as possible. It was further noted that the process would be lengthened if the definition was to be sent to Faculty Boards.
- The Chair noted that as the reporting is on Programs, it will be incorporated into Annual Program Monitoring reports for the Strategic Plan.

5.6 There was general agreement from the Committee that the definition should be sent to Portfolio Deans for consideration and feedback and that the Chair and Head of the Secretariat should give some thought to how this will be implemented.

5.7 The Chair, after further consideration, recommended that the process for capturing research-based learning in the course outline system be further adapted so that entries do not default to “no RBL” and that course convenors be required to select either that the course “has RBL” or “does not have RBL”.

**For Recommendation**

5.8 The Learning and Teaching Committee is asked to:

1. Consider feedback from the Deans on the proposed extension to the *Course Outline System: Proposed extensions to capture Research-Based Learning* (2005/0035294).

2. Recommend a final version of the extension to the course outline system to Academic committee for approval.
6.0 COMMUNITIES OF PRACTICE

6.1 Academic Plan 2, in describing strategies for bringing focus to the signature experience of Engaging Disciplines, outlines the establishment of communities of practice as a strategy for fostering interdisciplinary approaches to curriculum design as well as a mechanism for problem-based professional development in and across disciplines.

6.2 The Learning and Teaching Committee has sponsored the development of a number of communities of practice as a strategy for promoting best practice in learning and teaching in and across disciplines. Communities of Practice have now been established in the following areas:

- Cultural Diversity
- Mentoring
- Student Learning Portfolios
- Human Service and Health Practice with Aboriginal and Torres Strait Islander Peoples

6.3 Coordination and support for establishment for Communities of Practice at Griffith is provided by the Deputy Vice Chancellor (Teaching and Learning) through the Secretariat, however the goal is for there to be a mechanism for communities of practice to develop naturally and for such communities to become self-sustaining. In order to assist with establishment and maintenance of a larger number of communities, Guidelines for the Establishment of Communities of Practice at Griffith (2006/0007004) have been developed.

For Consideration

6.4 The Learning and Teaching Committee is asked to consider the attached guidelines. Guidelines for the Establishment of Communities of Practice at Griffith (2006/0007004.)

SECTION II: MATTERS REQUIRING RATIFICATION OR EXECUTIVE ACTION

nil

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

7.0 HONOURS POLICY & RELATED DEGREE POLICIES

7.1 The Working Party to Review the Structures of the Honours and Coursework Degrees was convened to review the structure of the honours degree and its relationship to the Bachelors and Masters degrees to provide a more effective approach to research training; including identification of the signature experience for honours.

7.2 At the 1/2005 meeting of the Working Party it was agreed that the key outcomes be:

- Amendments to the four policies - Structure and Requirements of Degrees Awarded by Griffith University, Bachelors Degree Policy, Honours Programs – Requirements and Administration, and the Policy for the Award of Masters Degrees other than the Master of Philosophy plus other related policies.
- Discussion paper with supporting arguments for change within each of the policies, and a
- List of non-policy issues that require further consideration and action.
7.3 At its 2/2005 meeting, the Working Party considered the four policies and recommended changes. The policy now deals only with end-on Honours programs and includes the provisions relating to embedded Honours, reflecting that the Bachelors degree is awarded with Honours to students who meet specific requirements or conditions of achievement.

7.4 A summary of the changes is included in the document Discussion Paper on Reviewing the Structure of the Honours Degree and its Relationship with the Bachelors and Masters Degree (2005/0035305), which was circulated via Quickplace prior to the meeting. The Learning and Teaching Committee was asked to consider the discussion paper, summary of changes and the policies.

7.5 Dr Lyn Holman attended the meeting to speak to the policies:
   - Bachelors Honours Degree Policy (2005/0035308)
   - Structure and Requirements of Degrees awarded by Griffith University (2005/0035309)
   - Bachelors Degree Policy (2005/0035307)
   - Policy for the Award of Masters Degrees other than the Master of Philosophy (2005/0035306)
   - Role of the Honours Convenor (2005/0025031)

7.6 Dr Holman noted that the revised policies are major structural program documents with significant changes that make them more usable and up to date, and which are both linked to and reflective of changes in the Academic Plan. Very broadly, changes include:
   - Provision of larger generic programs with individual testamurs.
   - Failure in a course or courses implying failure in the Honours program overall
   - Changes in the Bachelors program to reflect requirements of the Academic Plan for stronger degree programs
   - Masters programs to include nested awards such as credit, honours and Masters with Distinction

7.7 The Chair requested that the nomenclature be amended from 1st class, 2nd class, and 3rd class Honours Degrees to - Honours 1, Honours 11A or 11B, and Honours 111.

7.8 The five policies and the discussion paper detailed in items 7.5 and 7.6 above have been forwarded to Faculty Boards with the request to provide feedback for presentation to the April meeting of the Learning and Teaching Committee.

8.0 REPORT FROM COURSE MANAGEMENT CHANGE MANAGEMENT GROUP

8.1 The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 2, 2005. The Course Outline Requirements policy directs Course Convenors to prepare Course Outlines for semester 1, 2006 using the Course Outline template, for publication on the Course Outlines website by the first week in February 2006.

8.2 The Course Outline Project communication plan details the range of planned communication activities to ensure staff readiness for the new course outline process. Academic staff had the opportunity to attend repeat seminar sessions focussed on the Course Outline template and system in December and January.

8.3 Attached, for the information of the Learning and Teaching Committee, is an implementation progress report (2006/0007005), summarising all communications and events set out in the communication plan, plus communications and events added
following endorsement of the plan. Where there has been progress on an item, this has been indicated in the document.

For noting

9.0  GRiffith signature experience project reports

9.1 Project reports on the Griffith Signature Experience 2004 Funding Scheme (2006/0007003, 2006/0007006 and 2006/007007) are attached for noting.

For noting

10.0 sub-committees of learning and teaching committee reports

10.1 educational excellence committee –

• No meeting in current interval

10.2 learning environment committee –

• No meeting in current interval

10.3 student orientation and engagement committee

10.3.1 The Chair of the Student Orientation and Engagement Committee, Dr Alf Lizzio, will provide a brief update on activities of that Committee leading up to Orientation 2006.

11.0 next meeting

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 6th March 2006 in M10_5.01 (Social Sciences Building), Mount Gravatt Campus.