PRESENT:
Chair – Professor Sue Spence
Professor Nick Buys
Professor Glenn Finger
Ms Kathy Grgic
Associate Professor Robyn Hollander
Dr Michael Howes
Professor Alf Lizzie
Associate Professor Wendy Loughlin
Professor Keithia Wilson

Secretary – Ms Tasha Langham

APOLOGIES:
Professor Gillian Bushell
Professor Lorelle Frazer
Dr Kevin Ashford-Rowe

INVITED
Associate Professor Heather Alexander (for agenda items 6.0 and 10.0)

1.0 CONFIRMATION OF MINUTES
1.1 The minutes the 6/2011 meeting of the Learning and Teaching Committee were taken as read and confirmed.

2.0 MEMBERSHIP
2.1 The Committee welcomed Dr Michael Howes to his first meeting as the Group representative for Science, Environment, Engineering and Technology (SEET). The Committee expressed its appreciation to Associate Professor Peter Bernus, as the previous SEET representative, for his contribution to the work of the committee.

2.2 The Chair welcomed Ms Tasha Langham as the committee’s new Secretary and expressed her appreciation to the previous Secretary, Ms Lea-Anne Stafford who has moved to another position within the University.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

3.0 THE GRIFFITH GRADUATE CAREER STRATEGY: 2011-2013
3.1 The Chair advised members that The Griffith Graduate Career Strategy: 2011-2013 (2012/0007754) presents an institutional framework and strategies for preparing our graduates for successful participation in the workforce. Increasing the employability and career outcomes of our graduates is a key aim of the University and achieving strong outcomes in this area is a key indicator of our performance.
3.2 The strategy provides a framework for realising the following goals outlined in Academic Plan 2011-2013:

- Griffith will offer a distinctive learning experience by providing students with identifiable work-integrated learning opportunities in all of its programs, and by preparing them to be global citizens.
- Improve graduate success in terms of full-time study or full-time work outcomes.
- Increase embedding of careers and employment content in all undergraduate programs, and specifically the inclusion of a career development module in the first year of at least one major program in each Group.
- Increase access for students to careers and employment workshops and online materials, ensuring that at least 70% of all final year undergraduates participate in such workshops.

3.3 In discussing this item, members noted that a sense of purpose was very important to first year retention and noted the success of programs with career development modules embedded in first year in achieving these outcomes. The Academic Registrar agreed to explore opportunities for further integration of career development modules into first year.

3.4 It was noted that program reviews provide the ideal opportunity to review current career development offerings and to embed them into the curriculum where they are missing or need further development. It was agreed to add the role of program reviews into the Griffith Graduate Career Strategy.

3.5 Members asked that the document be revised as follows and agreed to provide any further feedback to the Chair or the Academic Registrar:

- Under the first dot point of Section 3 Curricular and Co-Curricular Elements ‘first semester’ be added
- ‘First semester’ be added to the second strategy under the Implementation Plan so that it reads ‘Embed career development content in first semester, first year’

Resolution

3.6 The Learning and Teaching Committee resolved to recommend the Griffith Graduate Career Strategy: 2011-2013 as described in document number 2012/0007754 to Academic Committee for approval, subject to the revisions detailed in 3.4 and 3.5.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

4.0 2011 ANNUAL REPORT OF LEARNING AND TEACHING COMMITTEE AND WORK PLAN FOR 2012

4.1 The Chair advised members that a recommendation of the Review of Academic Committee and its sub-committees in 2010 was that committees consider in more depth the ‘review and improve’ parts of the PIRI cycle. At the Academic Committee work plan meeting for 2012, it was agreed that one way of enacting this recommendation was for each sub-committee to prepare an annual self-review document for consideration at its ‘parent’ committee within the first quarter of the following year.

4.2 In discussing the 2011 Annual Report of Learning and Teaching Committee and Work Plan for 2012 (2012/0007751) members asked that:

- The ‘Review of domestic undergraduate preparatory programs for 2012’ be removed from Tasks undertaken in 2011 and added to the 2012 Work Plan.
- The word ‘complete’ be replaced with ‘continue’ under the fourth task for 2012 - Continue revision of Assessment Policy
c. Tasks relating to information services be grouped together under one overall strategy item

d. The development of a discussion paper on the framework of multiple sources of evidence in learning and teaching and how these might be implemented at Griffith to be added to the work plan

e. An item on the review and simplification of graduate attributes and the development of a communication plan be added to the work plan (GIHE to form a working party to compete this task)

f. Simplification of Griffith’s Learning and Teaching Principles be added to the work plan (students to be included in this process to ensure student language is incorporated)

g. Documentation of tasks currently undertaken and identification of potential areas to streamline administrative workloads be added under the review and clarification of role descriptors for Program and Course Convenors item

4.3 The Chair thanked the Secretary for consulting with members in the development of the 2011 Annual Report of Learning and Teaching Committee and Work Plan for 2012.

Resolution

4.4 Learning and Teaching Committee approved the recommendation of the 2011 Annual Report of Learning and Teaching Committee and Work Plan for 2012 (2012/0007751), to Academic Committee for approval, subject to the amendments detailed in 4.2.

5.0 SUB-COMMITTEE SELF REVIEW ANNUAL REPORT AND WORK PLAN – UNIVERSITY ASSESSMENT COMMITTEE

5.1 In considering the 2011 Annual Report of University Assessment Committee and Work Plan for 2012 (2012/0007752), Learning and Teaching Committee requested that University Assessment Committee develop threshold standards for consensus moderation when baseline data for Semester 1, 2012 becomes available. In addition members requested that University Assessment Committee develop a communication plan to clarify and disseminate information on consensus moderation to staff via their school committees.

Resolution

5.2 The Learning and Teaching Committee endorsed the 2011 Annual Report of University Assessment Committee and Work Plan for 2012 (2012/0007752).

5.3 The Learning and Teaching committee asked University Assessment Committee to develop threshold standards for consensus moderation when baseline data for Semester 1, 2012 becomes available and to develop a communication plan to clarify and disseminate information on consensus moderation to staff via their school committees.

6.0 REVIEW OF THE ASSESSMENT TYPES IN ELECTRONIC COURSE PROFILE SYSTEM (ECPS)

6.1 Associate Professor Heather Alexander, GIHE, has undertaken a review of the assessment types in the ECPS with a view to providing greater consistency in the use of assessment types by academics and greater clarity for students about assessment tasks. The University Assessment Committee considered this issue at its June (3/2011) meeting and considered feedback received from Group Boards at its October (6/2011) meeting.

6.2 Following the above consultation process, the University Assessment Committee considered the report Review of Assessment Type Codes for the Course Profile (2012/0008001) at its 1/2012 meeting. GIHE was asked to revise the document as a result of discussions at the 1/2012 meeting of University Assessment Committee.
6.3 Associate Professor Heather Alexander introduced the revised paper, *Review of Assessment Type Titles for the Course Profile (2012/0007757)* which proposes 17 assessment types (there are currently over 140 assessment types) and does not include participation as a separate assessment type.

6.4 Members noted that:

a. The second field that is currently available, that is, a free text field for the academic to insert the name of the assessment piece would be retained.

b. Academic staff would need to re-enter the titles for the first time.

c. Additional fields will be needed to cover:
   - Group vs individual assessment
   - School vs central examinations
   - Self assessment as a component of the assessment (most assessments could potentially include this)

(The Chair asked that ‘formative vs summative’ be included in this list)

d. Where an assessment task combines a presentation with a written task, or the production of an object with a written report, these could either: be separated into two main tasks; or a decision made on the main aim of the assessment and the assessment entered under the main type.

6.5 In discussion of this item, there was some concern about the removal of participation as an assessment type. Members were advised that whilst participation had been removed under assessment, it can still form part of the course profile i.e. attendance/participation can be a course requirement. Members noted that participation could also be included under the Log of Learning Activities and asked that the descriptor be revised to make this explicit.

6.6 The committee expressed its appreciation to all involved in the review of the assessment types in the course profile system and in particular, Associate Professor Heather Alexander.

Resolution

6.7 The Learning and Teaching Committee, on the recommendation of the University Assessment Committee (1/2012, 6 February) approved the recommendations detailed in *Review of Assessment Type Titles for the Course Profile (2012/0007757)* in relation to assessment types for implementation in Semester 2, 2012.

7.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET)

7.1 The Educational Excellence Committee conducts an annual, systematic review of the current GAET Awards process. Recommended changes were considered in light of feedback from the Vice Chancellor and Deputy Vice Chancellor (Academic), GAET Selection Panels, GAET Applicants, and the changing national context.

7.2 The goals of the GAET Award system have been to:

a. Reward effective learning and teaching practice at Griffith

b. Support institutional priorities and change strategies

c. Support the development of quality applications for the DEEWR awards scheme

7.3 The Chair of Educational Excellence advised members of the recommended changes for the 2012 round as outlined below:

a. Application Presentation - change the font from Arial to Times New Roman to align with the national guidelines

b. Excellence in Research Supervision Award - minor revision of criteria by re-naming one of the existing criteria, as well as making it optional for applicants (to increase the number of applications for this award category, given that there were no applications in the 2011 round).
Resolution

7.4 The Learning and Teaching Committee, on the recommendation of the Educational Excellence Committee (6/2011, 28 November), approved revisions to the Griffith Awards for Excellence in Teaching for 2012 as described in document 2011/0004017.

8.0 COURSE REVIEW AND IMPROVEMENT REPORT (CRIR)

8.1 The CRIR was implemented in Semester 2, 2009 to replace the old Course Evaluation Report (CER) and was renamed to fit the University’s Plan, Implement, Review and Improve (PIRI) model of quality assurance and improvement. The fundamental difference between the old CER and the CRIR is that the CRIR is designed to facilitate what is called ‘closing the student feedback loop’ whereby students are informed about actions taken as a direct result of their expressed views about a course. While the ‘feedback loop’ is completed via the ‘student feedback’ section of the Course Profile, all Course Convenors are encouraged to complete a CRIR after receipt of SEC feedback for professional development purposes and as a means of contextualising SEC data. Course convenors may also be requested by the Head of School to prepare a CRIR, where SEC data indicate there may be issues of concern.

8.2 At its 25 November meeting, the Evaluation Advisory Group reviewed the CRIR and suggested to the Deputy Vice Chancellor (Academic) that the name of the form be changed to Course Improvement Plan (CIP) and that the form be revised to include a more concrete reference to academic development (scholarship of learning and teaching).

8.3 The revised and renamed Course Improvement Plan (2012/0007753), which has been reviewed by GIHE in light of the revisions suggested by the Evaluations Advisory Group, was considered by Learning and Teaching Committee.

8.4 In discussing the item, members noted that whilst the document was not compulsory for academic staff to complete, it was an excellent tool to trigger reflection in aspects of evidence and staff should be encouraged to submit their CIP’s as part of their performance review and/or applications to Griffith’s Excellence in Teaching Awards.

8.5 Members in general were supportive of the changes suggested to the form and asked that consensus moderation be included and a few minor edits be made.

Resolution

8.6 The Learning and Teaching Committee approved the revisions to the Course Review and Improvement report, including a change in its name to Course Improvement Plan, as described in document number 2012/0007753, subject to the amendments described in 8.5.

9.0 ASSESSMENT SUBMISSION AND RETURN PROCEDURES

9.1 The Chair, University Assessment Committee introduced this item and advised that the recent changes to the Assessment Policy have necessitated the development of a procedure to deal with assessment submission and return.

9.2 The Assessment Submission and Return Procedures (2011/0002503) is a catalogue of the existing methods the University has endorsed for the secure submission and return of assessment items, from which Schools and Course Convenors can select their preferred approach. The procedure highlights this flexibility by indicating that from this catalogue Schools may identify which methods are preferred for their courses by establishing a written School procedure. It also continues to allow Course Convenors flexibility within the School procedure by specifying in the Course Profile the methods of submission and return to be used at the individual course level.
9.3 The Chair, University Assessment Committee advised that the Assessment Submission and Return Procedures document had been revised in response to Group Board feedback and that each Group have change management plans in place.

9.4 Members raised concern regarding the wording of Section 1.0 Responsibility for Assessment Items and asked that the sentence requiring schools to have appropriate written procedures in place be reworded. Suggestions included ‘The Course Convenor should clearly inform students regarding the way in which assessment items are to be submitted and returned.’

Resolution

9.5 The Learning and Teaching Committee, on the recommendation of the University Assessment Committee (6/2011, 24 October), approved the Assessment Submission and Return Procedures (2011/0002503) for implementation in Semester 1, 2012, subject to the revisions outlined above.

10.0 TEACHING STANDARDS FRAMEWORK

10.1 The Chair advised the committee that the Universities Australia (UA) Standing Group on TEQSA, and its working party on Teaching and Learning Standards, was seeking feedback on the draft Teaching Standards Framework (document number 2012/0007764). It has been proposed that if the document receives the support of the sector, it will serve as the basis of UA's future interaction with the TEQSA Standards panel on this issue.

10.2 The deadline for Griffith's response to UA is Friday 2 March 2012.

Resolution

10.3 The Learning and Teaching Committee was asked provide feedback to Associate Professor Heather Alexander on the Teaching Standards Framework, as described in document number 2012/0007764 by Wednesday 29 February 2012.

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

Nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

11.0 CHAIR’S REPORT

11.1 The Chair advised members the University had been busy replying to a number of discussion papers released recently by the Federal Government, including: the Higher Education Base Funding Review; Development of Performance Measurement Instruments in Higher Education; Review of the Australian Graduate Survey; and Assessment of Generic Skills.

11.2 At the recent Senior Staff Retreat, the Vice Chancellor had announced that the University would be rebranding itself as a ‘student centred research university’ and that a working party to be established to examine the signature student experience.
12.0 GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE) REPORT

12.1 The Director, GIHE, Professor Alf Lizzio updated Committee members on learning and teaching activities being undertaken with GIHE’s involvement since the last meeting. The Committee was informed that the professional development courses offered so far in 2012 had been well attended.

13.0 PRESENTATION – GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE)

13.1 The Director, GIHE, outlined his vision for GIHE and took members through the consultation paper *Griffith Institute for Higher Education (GIHE) Partnering for Griffith's Success as a Student-Centred Research University.*

13.2 Members were encouraged to provide feedback to the Director, GIHE, on the consultation paper and noted that an operational plan will be developed for GIHE and its strategic portfolios. It was agreed that the revised paper and the operational plan would be discussed at a future meeting.

14.0 ONLINE ASSIGNMENT SUBMISSION, MARKING AND RETURN PROJECT

14.1 The Online Assignment Submission, Marking and Return project was initiated late in 2010 within the organisational context of the review of the University Assessment Policy. The project trialled the electronic marking tool, ReMarks. This software facilitates a seamless process for online submission, marking and return of student assessment and the functionality supports consensus moderation in assessment. Trials were conducted with a selection of academic staff and schools in Semesters 1 and 2 of 2011.

Resolution

14.2 The Learning and Teaching Committee noted the results of the trial as detailed in the report Online Assignment Submission, Marking and Return Trial (2012/0008002).

15.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

15.1 EDUCATIONAL EXCELLENCE COMMITTEE

The minutes of the 6/2011 meeting were noted.

15.2 UNIVERSITY ASSESSMENT COMMITTEE

The minutes of the 7/2011 meeting were noted

15.3 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION ADVISORY GROUP

The minutes of the 1/2011 meeting were noted.

15.4 FIRST YEAR EXPERIENCE WORKING PARTY

Nil.
16.0 **2012 MEETING DATES**

16.1 Meeting dates for 2012 appear below. Meetings are scheduled from 10.00am to 1.00pm. The first and final meeting of the year will be face-to-face at the Nathan campus or Gold Coast campus with the remaining four meetings held via videoconference.

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<td>27 February</td>
<td>Gold Coast</td>
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<td>30 April</td>
<td>Nathan / Gold Coast</td>
<td>N54_2.06 / G34_1.04</td>
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<td>18 June</td>
<td>Via videoconference</td>
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<td>27 August</td>
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Minutes confirmed by:

**Professor Sue Spence, Chair**

30 April 2012