The 3/2012 meeting of the Learning and Teaching Committee was held at 10:00am – 12:30pm on Monday 18 June via video conference in room 1.04, The Chancellery (G34), Gold Coast campus and room 2.06, Bray Centre, Nathan campus.

Tasha Langham
Secretary

MINUTES

PRESENT:
Chair – Professor Sue Spence
Professor Gillian Bushell
Professor Nick Buys
Professor Glenn Finger
Professor Lorelle Frazer
Ms Kathy Grgic
Associate Professor Robyn Hollander
Associate Professor Don Lebler
Professor Alf Lizzio
Professor Keithia Wilson

Secretary – Tasha Langham

APOLOGIES:
Dr Kevin Ashford-Rowe
Ms Rebecca Curran
Dr Michael Howes
Ms Brittany Laidlaw
Associate Professor Wendy Loughlin

INVITED
Mr Stephen Bishop (for items 3.0 and 10.0)
Ms Karen van Haeringen and Mr Brett Ryan (for item 2.0)

1.0 CONFIRMATION OF MINUTES

1.1 The minutes of the 2/2012 meeting of the Learning and Teaching Committee were taken as read and confirmed.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE

2.0 CHANGING STUDENT EVALUATIONS TO STUDENT EXPERIENCE

2.1 At the 1/2012 Academic Committee, it was suggested that our internal student evaluation surveys should be renamed to align with the national terminology of ‘student experience’.

2.2 Ms Karen van Haeringen, Head of the Secretariat and Mr Brett Ryan, Survey Manager, Office of Planning & Financial Services attended the meeting to provide members with an overview of the policy and practical implications of the nomenclature change.

Resolution:

2.3 The Learning and Teaching Committee agreed to recommend the proposed changes to the Student Experience of Courses (SEC) and Teaching (SET) policy (2012/0007787) to Academic Committee for approval, subject to minor revisions requested at the meeting.

2.4 It was further agreed that any other policies and procedures, within the approving authority of this Committee and where wording needed to be revised as a result of this change, would be executively approved by the Chair, Learning and Teaching Committee.
SECTION B: ACTION UNDER DELEGATED AUTHORITY

3.0 THE ELECTRONIC INFRASTRUCTURE CAPITAL PLAN 2013-2015

3.1 In the absence of the Director (INS), Learning and Teaching, Mr Steve Bishop, Associate Director (INS), Enterprise Information Systems attended the meeting to give an overview of the Electronic Infrastructure Capital Plan 2013-2015.

3.2 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).

3.3 The Learning and Teaching Committee was asked to make recommendations regarding projects for possible inclusion on the 2013-2015 EICP. These recommendations will be compiled into a final list to be reported back to the next meeting of the Learning and Teaching Committee on 27 August 2012 for its consideration.

3.4 It was noted that two potential projects have already been identified from previous consultation with Learning and Teaching Committee and will need to be considered as a part of this process, they are:

- implementation of an enterprise ePortfolio capability; and
- implementation of additional technology to support consensus based moderation processes including online assignment submission, handling, marking and return.

Resolution:

3.5 The Learning and Teaching Committee agreed to make recommendations to the Director (INS) Learning and Teaching by 30 June 2012 about projects, and their recommended prioritisation, to best support the University in meeting its Strategic Plan targets for learning and teaching in the development of the 2013-2015 EICP.

4.0 COURSE IMPROVEMENT PLAN

4.1 At the 1/2012 Learning and Teaching Committee members provided feedback on an initial revision to the current Course Review and Improvement Report (2012/0007788). A subsequent consultation process with Deans (Learning and Teaching) and Curriculum Consultants produced another version which was considered at the meeting.

4.2 This revised and renamed Course Improvement Plan (CIP) (2012/00077865) seeks to achieve a number of purposes:

- clearly signal to staff that a range of evaluative data (in addition to student feedback) be legitimately considered in reviewing a course;
- provide an opportunity for staff to comment on or contextualise feedback on their course;
- provide a mechanism for discussion between a convenor and school management regarding practical/contextual considerations that may be affecting course performance;
- provide a means to identify professional learning/development or course support needs;
- provide a mechanism to record any formal agreements between convenor and supervisor; and
- provide a balanced structure/set of questions that can be completed 'without much fuss' by convenors whose courses are performing well, but also provide sufficient scaffolding to prompt 'reasonable reflection' about courses that may require significant attention.
4.3 It was noted that a University policy regarding the collation, storage and reporting of these CIP data in a TEQSA context and strategies for supporting Course Convenors in the review and improvement of their courses needed to be developed. It was agreed, that as an interim measure, completed CIP forms should be submitted to Corporate Records and Archive Management for storage until such time as an alternative storage system was decided.

Resolution:

4.4 The Learning and Teaching Committee approved revisions to the Course Improvement Plan as detailed in document number (2012/0007785) and asked the Director, GIHE to prepare a communication from the Deputy Vice Chancellor (Academic) regarding the new form.

5.0 GOVERNANCE OF ASSESSMENT AND ACADEMIC ACHIEVEMENT STANDARDS

5.1 A recent exercise in cross checking the Governance of Assessment and Academic Achievement Standards (2012/0011251) with the sign off sheet attached to the Course Marking and Grade Moderation Report revealed an anomaly. In order to remedy this, an extra line has been added to the schedule to specify that sign off for the grade is from the Chair of the School Assessment Board, but approval is from the School Assessment Board.

Resolution:

5.2 The Learning and Teaching Committee, on the recommendation of the 3/2012 Assessment Committee, approved the revisions to the Governance of Assessment and Academic Achievement Standards (2012/0011251).

6.0 GRIFFITH LEARNING AND TEACHING GRANTS AND FELLOWSHIPS – REVISED GUIDELINES FOR 2012

6.1 For the 2012 funding round, a number of revisions have been made to the Griffith Grants and Fellowships for Learning and Teaching Guidelines.

6.2 A total of $400,000 has been allocated to the scheme, with $200,000 allocated to University level projects (grants and fellowships), and $200,000 to Group level projects to be distributed equally between the four Groups.

6.3 In addition, the target priority areas for University-level Grants and Fellowships in 2012 are as follows:
   • retention and the student experience, including the first year experience;
   • enhancing students' graduate employment outcomes;
   • enhancing staff capacity to engage with on-line learning; and
   • program review and development.

Resolution:

6.4 The Learning and Teaching Committee ratified the Chair’s executive action in approving the revised Griffith Grants and Fellowships for Learning and Teaching Guidelines (2012/00012256).

SECTION C: RECOMMENDATIONS AND REPORTS TO OTHER COMMITTEES

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

7.0 GRIFFITH’S STUDENT RETENTION STRATEGY 2012-2014 – PROGRESS REPORT

7.1 The Learning and Teaching Committee endorsed the document *Operation Student Success: Griffith Student Retention Strategy 2012 – 2014* (2012/0007770) at its 2/2012 meeting. This strategy has since been approved for implementation by the Executive Group (9 May 2012).

7.2 The Chair, Deans Learning and Teaching, Director of GIHE and the Academic Registrar each gave a verbal report regarding progress on the implementation of the student retention strategy within their respective areas.

7.3 Members were asked to keep a comprehensive record of retention activities to feed into the progress report that will be submitted by the Deputy Vice Chancellor (Academic) to Council at the end of the year.

7.4 In discussing this item, members noted the importance of clarifying the roles of the First Year Advisors and the new Student Success Advisors from the onset.

8.0 REPORT ON THE GRIFFITH ENGLISH LANGUAGE ENHANCEMENT STRATEGY

8.1 The Learning and Teaching Committee was asked to discuss the documents *Report on GELES for Executive Group* (2012/0007789) and the memorandum dated 11 May 2012 titled *GELES – The Next Stage* and to provide feedback to the Deputy Vice Chancellor (Academic). The documents have been approved by the university’s executive for implementation.

8.2 In discussing this item members noted that since the introduction of GELES there had been an improvement in International Student Barometer student satisfaction; UniPrep has not been as successful as anticipated; and there had been an increase in uptake and participation in EnglishHELP. Student Linx had been highly successful in developing a range of activities that facilitated interaction between domestic and international students. There was also strong support for the adoption of an undergraduate entry score of IELTS 6.5.

8.3 The English Language Enhancement Course (ELEC) is working well and data from QIBT and TAFE show improvements in GPA’s for those students who attended. However, concerns were raised about attendance at lectures as a number of students chose to download lecture notes instead of attending in person. The use of in-house multiple choice quizzes was suggested as an option to encourage attendance in lectures.

Resolution:

8.4 The Learning and Teaching Committee noted the report and welcomed the recommendation for continuation of the strategy.

9.0 LEARNING AND TEACHING COMMITTEE WORK PLAN 2012 – PROGRESS REPORT

9.1 The *2011 Annual Report of Learning and Teaching Committee and Work Plan for 2012* was considered at the 1/2012 meeting of Learning and Teaching and subsequently approved by Academic Committee (2/2012).

9.2 Members noted that the work plan allocated the task of monitoring the implementation strategy to support students at risk to the First Year Experience Working Party which has been disestablished and as a result this task should be reallocated.

9.3 The *Learning and Teaching Committee Work Plan 2012 Progress Report* (2012/0007790) was noted by members.
10.0 GRIFFITH WIRELESS MICROPHONES ROLL OUT PROJECT

10.1 Mr Steve Bishop, Associate Director (INS), Enterprise Information Systems gave members a verbal progress report on the Griffith Wireless Microphones roll out project.

10.2 To date the project has completed installation of the new system into the lecture theatres and advanced seminar rooms at the South Bank, Mt Gravatt, Logan and Gold Coast campuses. This comprises 50% of the spaces to be upgraded. Nathan campus will be completed prior to the start of semester 2 this year.

11.0 IPAD TRIAL – GRIFFITH BUSINESS SCHOOL

11.1 Professor Lorelle Frazer advised the committee that the Griffith Business School was trialling the use of iPads for a cohort of Bachelor of Business and Bachelor of Communication students. Through this technology students could download ebooks onto their iPads for approximately half the cost of purchasing a standard text book. Text books could also be customised by the publishers.

11.2 Members were very interested in the use of this technology in the classroom and asked that the Director (INS), Learning and Teaching organise demonstrations for Academic Groups on available functionality from Wiley Publishing.

12.0 CHAIR’S REPORT

12.1 The Chair briefed members on the following learning and teaching matters;

- Ms Emma Liversidge has recently been appointed to a new role of Principal Adviser, Academic Quality. Her main role will be to undertake data analysis and to feed this information back to the academic elements.
- Funding has been provided by the Deputy Vice Chancellor (Academic) to fund a PASS Coordinator who will train the local coordinators within the academic groups.
- Working parties are to be established to look at how to improve the process for the ongoing review of programs and improving the flexibility of programs.
- Griffith’s options for mid-year entry offerings are to be reviewed.

13.0 GRIFFITH INSTITUTE FOR HIGHER EDUCATION (GIHE) REPORT

13.1 The Director, GIHE, Professor Alf Lizzio updated Committee members on learning and teaching activities being undertaken with GIHE’s involvement since the last meeting including the following:

- The recent GIHE symposium “A Student Lifecycle Symposium: Enabling Student Engagement and Retention” had been very well attended and received by staff. A symposium on graduate success is being planned for the end of the year.
- Professional development activities are being planned for second semester including a lecturing skills workshop.

14.0 REPORTS FROM SUB-COMMITTEES/ WORKING PARTY

14.1 EDUCATIONAL EXCELLENCE COMMITTEE

The minutes of the 2/2012 meeting were noted.

14.2 UNIVERSITY ASSESSMENT COMMITTEE

The minutes of the 3/2012 and 4/2012 meeting were noted.
14.3 ABORIGINAL AND TORRES STRAIT ISLANDER INCLUSIVE CURRICULUM DEVELOPMENT AND IMPLEMENTATION ADVISORY GROUP

Nil.

14.4 FIRST YEAR EXPERIENCE WORKING PARTY

Nil.

15.0 MEETING DATES - 2012

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Minutes confirmed by:

Professor Sue Spence, Chair  27 August 2012