GRiffith University

Learning and Teaching Committee

Notice of Meeting

A meeting of the Learning and Teaching Committee will be held on Monday, 6th March 2006 in M10_5.01 (Social Sciences Building) 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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12.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 3rd April 2006 in G18_3.02 (Graham Jones Centre), Gold Coast Campus.
### Significant Committee Events

- The Celebrating Teaching Gala Function will be held on 14 March 2006

- Celebrating Teaching Seminar Wednesday 15 March
  Theme Engaging Students –
  **Dr Noel Meyers**, University of Tasmania - “Developing a learning environment that encourages deeper learning outcomes”
  **Dr Dianne Dredge & Dr Eddo Cioacetto**, Griffith University – “Planning as a Career Choice”
  Venue – Mt Gravatt Round House

### Deadlines

- **Carrick Citation nominations due** May 15
- **Carrick Awards nominations due** July 14

### Committee QuickPlace Web Address


- 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

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 2008
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 2007
Ms Elizabeth Davies        Until February 2007
Mr Dane Falvo         Until February 2007
Ms Candace Barrett        Until February 2007

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 Mac Elroy on extension 57884 or by emailing t.macelroy@griffith.edu.au.

2.0 CONFIRMATION OF MINUTES

The Action sheet for the 1/2006 meeting has been circulated.

3.0 CHAIR’S REPORT

3.1 GRIFFITH GRANTS FOR LEARNING AND TEACHING

3.1.1 A “Griffith Grants for Learning and Teaching” scheme for 2006 designed, primarily to support innovative approaches to learning and teaching consistent with the Griffith Academic Plan 2 and also to identify candidates for the Carrick Institute’s proposed Grants scheme was established and promoted to university staff in November 2005.

3.1.2 The Griffith Grants for Learning and Teaching Scheme (2005/0035269) has three foci:

- Institutional Grants – Strategic School/Program Grants (Four grants at $100,000 each)
- Interdisciplinary/Disciplinary Grants – Prototype Grants (Four grants at $50,000 each)
- Individual Grants – Innovation Grants (Eight grants at $10,000 each)

3.1.3 Applications for the grants scheme closed on Friday 24 February. Faculty Boards will, at their March/April meetings, rank applications in order of merit and submit their lists to the Learning and Teaching Committee for its May meeting.

3.1.4 The response has been pleasing with the number of applications received by Group as follows:

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Health Group</th>
<th>Griffith Business School</th>
<th>Arts Education Law</th>
<th>Science</th>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Signature</td>
<td>3</td>
<td>-</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I-Grant</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
3.2 COURSE OUTLINE PROJECT UPDATE

3.2.1 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.

3.2.4 The Deputy Vice Chancellor (Teaching and Learning) notes that performance for Semester 1 exceeded expectations and the overall result is very pleasing. The table below is a snapshot of Course Outline submissions and publications as at Friday 3 March 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>
</thead>
<tbody>
<tr>
<td>February 27, 2006</td>
<td>2054</td>
<td>1863</td>
<td>91%</td>
<td>1769</td>
<td>86%</td>
</tr>
</tbody>
</table>

3.3 ACADEMIC INTEGRITY

3.3.1 The Chair noted at the Committee’s 1/2006 meeting that University wishes to improve its approach to plagiarism and related issues through the development of a comprehensive academic integrity plan. The plan will include a range of policies, information, communication and management strategies. The Learning and Teaching Committee will oversee the development of this plan.

3.3.2 To this end, the Committee will convene an academic advisory group, as recommended in the discussion paper Academic Integrity: minimising plagiarism by utilising multiple strategies (2006/0007002), to develop the plan and to oversee its implementation. It is recommended that this advisory group comprise 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).

3.3.3 The Deputy Vice Chancellor (Teaching and Learning) has requested the Pro Vice Chancellor for each of the four academic groups to forward their recommendations for representatives from their group by March 13.

3.4 EMERGING EDUCATIONAL TECHNOLOGIES

3.4.3 Emerging Educational Technologies Meeting – 31 January 2006

The Deputy Vice Chancellor (Teaching & Learning) convened a meeting about Emerging Educational Technologies at the Bardon Centre on January 31. At that meeting the Deputy Vice Chancellor (Teaching & Learning) indicated that the INS Review included as one of its recommendation the need for Griffith to
establish an E-Learning Strategy and that the Learning Environment Committee would be involved in its development. Presented at the meeting were a number of detailed roadmaps prepared by FLAS about emerging educational technologies. One page summaries of those roadmaps are attached for the Committee’s information:

- Product Roadmap for Learning@Griffith
- Product Roadmap for the Digital Repository
- Educational Products and Services Roadmap

3.5 CARRICK INSTITUTE UPDATE


3.5.2 The document lists the five major funding priorities of the Institute for 2006-2008. These comprise

1. A Grants Scheme – Priority Projects Program
   A Competitive Grants program
   A Leadership Capacity Building program
2. Discipline Based activities
3. A Resource Identification Network
4. The Carrick Fellowship Scheme
5. The Carrick Awards for Australian University Teaching

3.5.3 Guidelines for the Leadership Capacity Building Scheme were released late in 2005 and Griffith has a number of draft proposals under preparation for the March 17 deadline. The Carrick Institute released guidelines for the other two Grants Schemes, Priority Program Grants Guidelines 2006 (2006/7017), attached, and Competitive Grants Program Guidelines (2006/0007018), attached, on Monday 27 February. The deadlines for the grants are in semester 1 as well.

4.0 REPORTS FROM CHAIRS OF LEARNING AND TEACHING SUB-COMMITTEES

4.1 The Chair, Educational Excellence Committee will report

4.2 The Chair, Learning Environment Committee will report

4.3 The Chair, Student Orientation and Engagement Committee will report
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

5.0  GRIFFITH E-LEARNING FELLOWSHIP

5.1 At its 1/2005 meeting, the Learning Environment Committee asked the Secretary to investigate the Innovative Teaching and Educational Technology (ITET) Fellowship at the University of NSW. The ITET Fellowship is a six-month full-time fellowship for academic and other staff involved in supporting teaching and learning.

5.2 At its 1/2006 meeting the Learning Environment Committee discussed a draft Griffith Educational Technology (GET) Fellowship paper setting out the requirements and conditions for awarding the Griffith Educational Technology (GET) Fellowship and several revisions were recommended. The revised fellowship, the Griffith E-Learning Fellowship (GEL) Fellowship (2006/0002259) is attached for the consideration of the Learning and Teaching Committee.

Recommendation

5.3 The Learning and Teaching Committee is asked to recommend the Griffith E-Learning Fellowship (GEL) Fellowship (2006/0002259) to Academic Committee for approval at its March meeting.

6.0  ONLINE DEPOSIT OF COURSEWORK THESES

6.1 The document Scoping the online deposit of honours and masters by coursework theses (2006/0007019) notes that Access Services currently receives 400 Honours and Coursework Masters theses in print format per annum for cataloguing and inclusion in the library collections. These theses receive full cataloguing; each thesis takes a professional librarian 35 minutes to catalogue at a cost of $18. Loans statistics indicate on average half of these theses are borrowed each year by students. This is considered a reasonable loan rate for such specialised documents. Griffith is one of only six universities in Australia collecting these theses for their library collections.

6.2 The document is to briefly scope the transition of deposit of Honours and Coursework Masters theses from print to electronic format using the digital repository. This proposal needs to be considered in conjunction with the Digital Repository Project Roadmap and the priorities and directions provided to the Digital Repository project by INS Executive, and learning and teaching, and research stakeholders.

6.3 The scoping document notes seven drivers for change and issues for consideration:
   - Easy deposit of theses by students
   - Improved accessibility of University theses to students
   - Archiving of University theses
   - Existing Digital Repository Project Roadmap, timelines, budgets, capacity
   - Affordable ongoing staffing costs and efficiency
   - Copyright compliance and management
   - University policy
6.4 The Learning Environment Committee at its 1/2006 meeting recommended option 2 because it provides the required service to students with reduced risk of copyright infringement and reduced cost

**Recommendation**

6.5 The Learning and Teaching Committee, on the recommendation of the Learning Environment Committee, is asked to consider the scoping document and recommend option 2, which is student self-deposited, to the Digital Repository Project Board.

7.0 **IMPLEMENTATION STRATEGY FOR WORK INTEGRATED LEARNING**

7.1 The Learning and Teaching Committee was requested to develop definitions and targets for work-integrated learning and research-led learning to support priorities and targets in the Academic Plan 2 for 70% of programs to demonstrate identifiable components of work-integrated learning and research based learning by 2010.

7.2 At the 3/2005 meeting of the Committee, members considered a definition of work-integrated learning (2005/0035278) and made suggestions for significant revision. A revised, Definition of Work Integrated Learning (2005/0025025), was circulated via the Committees Quickplace for consideration by members.

7.3 The committee considered feedback which expressed general approval of the revised definition. It was noted that the key issue was the availability of work-integrated learning to students rather than the amount. A member suggested that the wording “students are given the opportunity to experience ..” be included. It was noted that activities recognised as work-integrated learning will be linked to the University’s WIL website.

7.4 In further feedback, the Chair noted that a key element of whether an activity is considered work-integrated learning is that it is assessable. The Chair suggested the following change (in bold) to the definition:

> For a program to contribute to meeting the University’s strategic performance indicator for work integrated learning it should include at least two work-integrated learning activities that form a significant part of the assessment for a course/s and are recognised by the University through inclusion in the WIL Program listing on the Office of Community Partnerships website and are available to all students in the program who wish to take advantage of it.

7.5 The Deputy Vice Chancellor (Teaching and Learning) noted that an audit of work-integrated learning would be funded through the Office of Community Partnerships. This may be useful as a benchmark for future years.

7.6 An implementation strategy for Work Integrated Learning is attached for the consideration of the Learning and Teaching Committee.

**Recommendation**

7.7 The Learning and Teaching Committee is asked to recommend the Implementation Strategy for Work Integrated Learning to Academic Committee for approval at its May meeting.

**SECTION II: MATTERS REQUIRING RATIFICATION OR EXECUTIVE ACTION**

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

8.0 GRIFFITH SIGNATURE EXPERIENCE PROJECT REPORTS

8.1 A call for initiatives aimed at embedding the Griffith signature experiences was made by the DVC (Teaching and Learning) to the University community on 5 August. Funds were allocated by the DVC (Teaching and Learning) on the recommendation of sub-committees of the Academic Plan Task Force established to monitor and support the projects. Two grant types were made available:

- Small grants – funds of up to $3,000 for proposals from small groups of staff
- Large grants – funds of up to $20,000 for School/Faculty/Group level proposals

8.2 While the initial guidelines required projects to be completed and final reports submitted by the end of 2005, a delay in release of funds and subsequent revision of timetables especially for projects that rely on collaborations with other elements meant that several projects commenced in semester 2 rather than semester 1. While approximately 20 final reports have been submitted, a significant number will be submitted over the next few months.

8.3 The attached final report from a project on The Development of Interdisciplinary Approaches and Cultural Competence in Health Group Students – Final report (2006/0007020) is attached for noting by the Learning and Teaching Committee

9.0 REVISION OF UNDERGRADUATE SCHOLARSHIPS

9.1 At its 3/2005 meeting the Learning and Teaching Committee discussed the paper, A New Approach to Undergraduate Scholarships for Domestic Students (2005/0035268), which proposed a new model for rethinking Griffith’s approach to the packaging and presentation of academic excellence scholarships for high achieving students. The Learning and Teaching Committee was asked to consider the discussion paper and provide advice to the Deputy Vice Chancellor (Teaching and Learning)

9.2 The attached proposal for Revision of Undergraduate Scholarships builds on A New Approach to Undergraduate Scholarships for Domestic Students (2005/0035268), and is informed by the responses to that discussion paper. This paper has been prepared by the Academic Registrar in consultation with staff in Academic Administration and deals with the set of undergraduate scholarships that are available to commencing students. The proposal concentrates on scholarships funded by Griffith funds, although links to Government funded scholarships and scholarships from donor organisations are referred to for context.

9.3 The Learning and Teaching Committee is asked to note the paper A Proposal for revision to Undergraduate Scholarships (2006/0007021).

10.0 HONOURS COLLEGE- DISCUSSION PAPER

10.1 At its 3/2005 meeting the Learning and Teaching Committee discussed the paper, A New Approach to Undergraduate Scholarships for Domestic Students (2005/0035268), which proposed a new model for rethinking Griffith’s approach to the packaging and presentation of academic excellence scholarships for high achieving students. The Learning and Teaching Committee was asked to consider the discussion paper and provide advice to the Deputy Vice Chancellor (Teaching and Learning)

10.2 The paper, A New Approach to Undergraduate Scholarships for Domestic Students (2005/0035268) proposed a new package of scholarship benefits as follows:
• Financial assistance of an annual amount (currently $5k pa for existing University Academic Excellence scholarships);
• A laptop supported and insured by the University for the duration of the undergraduate program;
• A guarantee of at least two of (a) a work integrated learning placement relevant to the student’s degree; (b) a guaranteed opportunity to study abroad at a top 100 University (as ranked by SJT) with whom we have an existing exchange agreement, with financial support; and (c) a guaranteed opportunity to enjoy a mentoring relationship with one of Griffith’s leading researchers throughout their undergraduate degree; and
• Guaranteed early entry of a place to successful scholarship students.

It was suggested that we should aim to offer 50 such scholarship packages in any one year in order to achieve significant impact.

10.3 The paper was circulated for discussion and very useful feedback was obtained. In addition, the Griffith Connect school partnerships program has been developed by ER and will soon be implemented. AA has been working on a comprehensive review of all scholarship offerings and has proposed a new suite of scholarships, covering equity, sporting and academic excellence scholarships. That revised package will deal exclusively with the financial assistance provided by the University, and will ensure strong alignment where appropriate between scholarships and Griffith Connect.

10.4 The paper A Proposal for a Griffith Honours College (2006/0007022) proposes that a Griffith Honours College be created as the vehicle by which further enrichment experiences would be delivered. The main difference in the revised proposal for a Griffiths Honours College is that the link between scholarships and the enrichment experiences will not be exclusive – for example, students who are not awarded a scholarship on entry may still access the benefits of the Honours College if they subsequently achieve a high GPA.

10.5 The Learning and Teaching Committee is asked to note the paper A Proposal for a Griffith Honours College (2006/0007022).

11.0 SUB-COMMITTEES OF LEARNING AND TEACHING COMMITTEE MINUTES AND REPORTS

11.1 EDUCATIONAL EXCELLENCE COMMITTEE

The Action Sheet for the 1/2006 meeting of the Educational Excellence Committee is attached

11.2 LEARNING ENVIRONMENT COMMITTEE

Not report in the current interval

11.3 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

The minutes from the February 2006 meeting of the Student orientation and Engagement Committee are attached.

12.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 3rd April 2006 in G18_3.02 (Graham Jones Centre), Gold Coast Campus.