GRiffith University

Learning and Teaching Committee

Notice of Meeting

A meeting of the Learning and Teaching Committee will be held on Monday, 8th May 2006 at 10.00am in N54_2.02 Bray Centre, Nathan campus.

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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## Deadlines

- Carrick Institute Priority Project Grants – applications open on March 27 and close on May 10
- Carrick Institute Competitive Grants – applications open on March 1 and close on April 20
- CAAUT Citations – applications due May 15
- CAAUT Awards – applications due July 14

## 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.
DISTRIBUTION LIST

Committee Members

The Chair of the Committee who shall be the Deputy Vice Chancellor (Academic)
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 Lorelle Frazer (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
Dr Joo-Gim Heaney (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 minutes of the 3/2006 meeting have 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 was established and promoted to university staff in November 2005, 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.

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 and were ranked and endorsed by Faculty Boards for recommendation to Learning and Teaching committee for discussion and approval at its 3/2006 meeting.

3.1.4 Successful applications for Strategic Grants and Signature Grants were selected at the Committee’s 3/2006 meeting as outlined in the attached document 2006 Griffith Grants for Learning and Teaching – Successful Applications (2006/007034). The meeting time expired before the final order of merit could be established for Individual Grant applications. The Chair requested Committee members to consider Faculty Board rankings and forward their selections in order of merit. The Chair executively approved the final list of successful applications for I - Grants (Individual Grants) on receipt of these
rankings. Successful I-Grant applications are included in the summary document Griffith Grants for Learning and Teaching – Successful Applications (2006/007034).

3.2 CARRICK INSTITUTE GRANTS AND AWARDS

3.2.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

3.2.2 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

3.2.3 Carrick released the Leadership Program Guidelines and the document, Leadership for Excellence in Learning and Teaching Program (2005/0035293) late in 2005.

3.2.4 Griffith forwarded one full application and one expression of interest for Leadership Grants to the Carrick Institute by the deadline of Friday 17 March as follows:

Full application – National Disciplinary Workshops: Enhancing leadership in teaching and learning in history – Professor Wayne Hudson (Project Leader), $192,464.00

Expression of Interest Leading for effective partnering in clinical contexts – Professor Debra Creedy, (Project Leader), $170,000.00

3.2.5 The Chair will report on the outcome of Griffith University’s applications for Carrick Leadership Grants.

3.2.6 The Deputy Vice Chancellor (Academic) received two applications in the form of Expressions of Interest from staff for Carrick Competitive Grants as follows:

“Enhancing student learning experiences through the design, development and implementation of a 360 degree curricula, program and student lived experience, CPASLE, feedback tool”
Associate Professor Gayle Jennings, Department of Tourism, Leisure, Hotel and Sport Management, Griffith Business School, Griffith University Gold Coast Campus
Partner Institution – University of Queensland

“Identification, development, dissemination and embedding of good institutional practice in learning and teaching in Work Integrated Learning in Australian Universities.”
Carol Joy Patrick, Industrial Affiliates Program
Partner Institutions: Swinburne University, University of South Australia, University of Tasmania, University of Western Sydney, Curtin University, - and through the IRUA, Flinders University, Latrobe University, Macquarie University, Murdoch University, University of Newcastle.

3.2.7 The Chair will comment on the processes for developing University applications for Carrick Institute Grants.

3.3 CARRICK INSTITUTE CITATIONS AND AWARDS

3.3.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

3.3.2 The DEST paper Our Universities: Backing Australia’s Future announced a significant enhancement of the AAUT (Australian Awards for University Teaching) to be implemented in 2006. Organisation and management of the awards shifted to the Carrick Institute this year, with a change of name from AAUT to CAAUT. Further changes include:

- The number of teaching and program excellence awards has expanded to 40 comprising 26 teaching awards across eight categories and 14 program awards across seven categories – the latter with the new name, “Awards for Programs that Enhance Learning”. In addition the scheme offers 210 Citations for contributions to student learning for which academic staff, general staff, sessional staff or institutional associates are eligible to apply.

- The selection criteria for the awards for teaching excellence have been reduced in number from ten to five core criteria, and a common set of four selection criteria will apply for all applications for program awards, regardless of category.

- A new category of awards, the Carrick Citations for Outstanding Contributions to Student Learning has been introduced for which academic and general staff are eligible to apply.

- Nominations for Citations for Outstanding Contributions to Student Learning are to be received by the Carrick Institute no later than 15th May 2006. Winners will be announced mid-June, and celebrated in July 2006. Nominations for Awards for Teaching Excellence and Awards for Programs that Enhance Learning are to be received by the Carrick Institute no later than 14th July 2006. Winners will be announced in October, and celebrated at Parliament House, Canberra, in late November 2006.

- Prize monies have been expanded as follows
  - Prime Minister’s Award for Teacher of the year from $35,000 to $50,000
  - Creation of 210 Citations at $10, 000
  - 27 awards for Teaching Excellence of $25,000
  - 8 Distinguished University Teaching Awards (from above 27) of $25,000
  - 14 Awards for Programs That Enhance Learning of $25,000 rather than 5 Institutional Awards of $50,000
3.3.3 Griffith aims to submit 10 Carrick Citation nominations on May 15, and five Teaching Excellence and four Program Award applications on July 14. A small group will meet on May 9 to rank 10 nominations for Carrick citations from 13 applicants.

3.4 ACADEMIC INTEGRITY ADVISORY GROUP

3.4.1 At the 1/2006 meeting of the Learning and Teaching Committee, the Chair noted that there is a need to review and systematise the University’s information about and management of academic integrity and associated issues including plagiarism, detection software, definitions, policies, information and communication. The Learning and Teaching Committee considered the discussion paper, *Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/0007002)* and agreed to act on the recommendation in Point 2 (page 4) of the paper 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.”

3.4.2 The Chair requested that Group Pro Vice Chancellors recommend one representative from each of their respective Groups for the Academic Integrity Advisory Group and would seek representatives from Griffith Institute for Higher Education, Flexible Learning and Access Services, Learning Services – Academic Skills, and Griffith International, and that the Deputy Vice Chancellor (Academic) will Chair this group.

3.4.3 The Chair will report on the composition and first meeting of the Academic Advisory Group.

4.0 REPORTS FROM LEARNING AND TEACHING SUBCOMMITTEES

4.1 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE
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 COURSE OUTLINE PROJECT - FINAL REPORT AND EXTENSIONS TO THE SYSTEM

5.1 The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 1, 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.

5.2 The new Course Outline process for 2006, as described in the Course Outline Requirements policy (approved by Academic Committee in September 2004), required Course Convenors to prepare Course Outlines using the Course Outline template, for publication via the Course Outline system by the following dates:

- First week of February for semester 1 course offerings
- Week 15 of semester 1 for semester 2 course offerings
- Week 15 of semester 2 for semester 3 course offerings.

5.3 Semester 1, 2006 has now commenced and the Course Outline Project is transitioning out of project phase. The implementation outcome for semester 1, 2006 is summarised in the Course Outline Project: End of Project Report (2006/0007028). The final report containing recommendations from the 24/3/2006 meeting of the Course Management Change Management Group will be circulated via the Committees Quickplace.

5.4 The Deputy Vice Chancellor (Academic) advised that the Course Outline system would include the facility for identification of courses which are ATSI-focussed (curriculum content designed as a stand-alone course and addresses ATSI issues/knowledges as primary focus), or ATSI-specific (curriculum content embedded in a course within a broad subject or topic eg. Native Title as part of Property Law context) and requested that an extension to the course outline system to capture this content in courses be developed.

5.5 Attached is a communication plan, Capturing Research Based Learning and Aboriginal and Torres Strait Islander Content Status for Courses (2006/0007027) proposing a range of communications aimed at familiarising staff with the new Research-Based Learning definition and ATSI course attributes and advising of action required to capture this information via the Course Outline system.

5.6 Discussion of item 5.0 was deferred at the 3/2006 meeting and will be taken up at this meeting.

Recommendation

5.7 The Learning and Teaching Committee is asked to recommend the Course Outline Project: End of Project Report (2006/0007028) and the extensions to the course outline systems, Capturing Research based Learning and Aboriginal and Torres Strait Islander Content Status for Courses (2006/0007027) to Academic Committee for approval at its 2/2006 meeting.
6.0 ROLE OF THE COURSE CONVENOR

6.1 Academic staff, in implementing the new course outline system, have drawn to the attention of the Deputy Vice Chancellor (Academic) a potential confusion about the extent to which information about assessment should be included when completing the course outline template, in order to comply with University policy on what is required in terms of communication about the criteria to be attached to all assessment items and to the description of standards.

6.2 The Head of Secretariat has explained that:

The complaint relates to an inconsistency in the Course Convenor Role statement (2005/0000479) which says:

ensuring that students have access to the Course Outline, by the publication dates specified in the Course Outline Requirements policy, which states the assessment requirements for the course, including due dates of assessment, the criteria against which individual assessment items are judged and the way in which the assessment of individual assessment items are combined to give an overall grade;

and that this is at odds with the instructional text within the Assessment Details subsection in the Course Outline template, which advises Course Convenors:

Convenors are required to provide brief descriptive information on the assessment for the course and may include assessment rationale, assessment strategy, particulars of each assessment item, including item length or scope, marking criteria information etc. It is not expected that every convenor will provide detailed information on assessment for the course in the Course Outline. However, convenors are required to provide clear information to students on how, where and when detailed information will be provided (eg posted on Learning@Griffith in Week 1).

6.3 The Head of Secretariat advises that the confusion may be resolved by a new version of The Role of the Course Convenor (2005/0000479) which includes a reminder to Course Convenors that more detailed information about assessment is to be provided to students via Learning@Griffith as per the instructions on the existing Griffith course outline template.

6.4 Discussion of item 6.0 was deferred at the 3/2006 meeting and will be taken up at this meeting.

Recommendation

6.5 The Learning and Teaching Committee is asked to recommend to Academic Committee a revised Role of the Course Convenor (2006/0007031) for approval at its 2/2006 meeting.

7.0 DEFINITION FOR ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGES

7.1 The Teaching and Learning Excellence Committee established the Inclusive Practices in the Curriculum – Indigenous Australian Studies Working Party at its 5/2003 meeting to recommend strategies to promote the engagement of Aboriginal and Torres Strait
Islander students and the Aboriginal and Torres Strait Islander community, as well as engage the wider community in Aboriginal and Torres Strait Islander issues.

7.2 The 3/2205 meeting of the Learning and Teaching Committee considered the Working Party’s Final Report, June 2005, Aboriginal and Torres Strait Islander (ATSI) Knowledges at Griffith, as detailed in (2005/0007564) and recommended the report to Academic Committee for approval at its 6/2005 meeting.

7.3 A definition of the courses which are ATSI-focussed (curriculum content designed as a stand-alone course and addresses ATSI issues/knowledges as primary focus), or ATSI-specific (curriculum content embedded in a course within a broad subject or topic eg. Native Title as part of Property Law context) is attached (2006/0002262).

7.4 Discussion of item 6.0 was deferred at the 3/2006 meeting and will be taken up at this meeting.

Recommendation

7.5 The Learning and Teaching Committee is asked to recommend to Academic Committee the definition for Aboriginal and Torres Strait Islander (ATSI) Knowledges for approval at its 2/2006 meeting (2006/0002262).

8.0 REVIEW OF DEGREE POLICIES

8.1 The Learning and Teaching Committee, at its 4/2005 meeting, on the recommendation of the Working Party to Review the Structures of the Honours and Coursework Degrees, considered revised policies as well as a discussion paper entitled, Reviewing the Structure of the Honours Degree and its Relationship with the Bachelors and Masters Degree (2005/0035305). The Learning and Teaching Committee resolved to recommend that the revised policies and discussion paper be forwarded to Faculty Boards for further consideration.

8.2 The suite of revised policies and supporting discussion paper were subsequently forwarded to Faculty Boards and Programs Committee in late 2005 requesting feedback by Monday, 20 March 2006. In most cases, feedback received has been incorporated into the revised policy documents. In general, Faculty Boards and Programs Committee supported the major direction of the changes and proposed minor changes to the policy documents. The changes made to the policies as a result of the consultation include:

8.2.1 Structure and Requirements of Degrees Awarded by Griffith University (2005/0035309)

- Section 3.0, Changes to Program Requirements
  The following statement has been included: “Students who withdraw from the program, or who otherwise interrupt their enrolment in the program, including taking leave of absence, are not covered by transition arrangements and may be required to conform to the amended program requirements when they resume their studies in the program”.

- Section 4.3, Nested Awards, Entry and Exit Points
  Faculties anticipated that if students exited from a Masters program with a specialist Graduate Certificate and then decided to return at a later date to complete the Masters program, they would be able to do so by applying through the normal channels rather than having to gain approval from the Dean.

- Section 11.3, Award Nomenclature and Award Academic Plan
  In response to a query about whether a student could complete and receive recognition for more than one award major on their testamur, the following statement has been included: “Where the program structure permits a
student to complete the requirements of two award academic plans the wording on the award testamur shall reflect both award academic plans”.

- Section 12.0, Conceded Passes
  Faculties suggested that there should be some guidance on the number of Pass Conceded (PC) grades permitted under normal circumstances and a requirement for approval of a special case if more than one PC grade per academic year is permitted.

### 8.2.2 Bachelors Degree Policy (2005/0035307)

- Section 3.4, Award Nomenclature and Award Academic Plans
  In response to a query about whether a student could complete and receive recognition for more than one award major on their testamur, the following statement has been included: “Where the program structure permits a student to complete the requirements of two award academic plans the wording on the award testamur shall reflect both award academic plans”.

- Section 5.4, Honours Classification
  A statement regarding appeals against honours classifications in accordance with the Policy on Student Grievances and Appeals has been included.

### 8.2.3 Policy for the Award of Masters Degrees other than the Master of Philosophy (2005/0035306)

- Section 4.0, Research Component
  Advice provided by the Program Convenor will be consistent with the University’s guidelines for managing research projects/dissertations. To assist the Program Convenor when recommending marks and grades for each student in research courses to the Faculty Assessment Board for approval, the Program Convenor shall provide the individual examiners marks to support the recommendation.

### 8.2.4 Role of the Honours Convenor (2005/0025031)

- Section 3.0, Broad Role Statement
  Faculties recommended including a statement in the policy where all responsibilities which relate to the role and performance of academic staff should be exercised in consultation with the relevant Head of School/Department.

### 8.3 The five policies attached are presented in final form (previously track changed). The highlighted sections reflect revisions as a result of the consultation with Faculties, as detailed under above.

### 8.4 The Learning and Teaching Committee is now asked to consider the policies, as detailed below, revised as a result of feedback received from Faculties:

- 8.4.1 Bachelors Honours Degree Policy (2006/0003779);
- 8.4.2 Structure and Requirements of Degrees Awarded by Griffith University (2006/0003783);
- 8.4.3 Bachelors Degree Policy (2006/0003782);
- 8.4.4 Policy for the Award of Masters Degrees other than the Master of Philosophy (2006/0003781); and
- 8.4.5 Role of the Honours Convenor (2006/0003780).
Recommendation:

8.5 The Learning and Teaching Committee is asked to recommend to the Academic Committee the policies as detailed in the attached documents (2006/0003779), (2006/0003783), (2006/0003782), (2006/0003781), (2006/0003780).

SECTION 11: MATTERS FOR RATIFICATION OR EXECUTIVE ACTION

Nil

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

9.0 SUB-COMMITTEES OF THE LEARNING AND TEACHING COMMITTEE

9.1 EDUCATIONAL EXCELLENCE COMMITTEE

The April meeting of the Educational Excellence Committee was cancelled.

9.2 LEARNING ENVIRONMENT COMMITTEE

There was no April meeting of the Learning Environment Committee.

9.3 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

The minutes of the meeting of this committee held on the 23rd of March are attached under Item 4.0.

10.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 5th June in room S02_7:16, South Bank campus.