GRIFFITH UNIVERSITY

LEARNING AND TEACHING COMMITTEE

NOTICE OF MEETING

A meeting of the Learning and Teaching Committee will be held on Monday, 6th November in room 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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11.0 GRIFFITH E-LEARNING STRATEGY

Significant Committee Events

- Griffith e-Learning Showcase
  Tuesday 21 November, 9.00 – 4.00
  Auditorium, Logan campus
- Griffith Grants for Learning and Teaching due November 17

Deadlines

- Carrick Institute Deadlines for 2007
  Fellowships – February 9
  Grants
  Priority Projects Program – February 26
  Leadership for Excellence in Learning and Teaching – March 19
  Competitive Grants Program – April 23
  Awards
  2007 Carrick Citations for Outstanding Contributions to Student Learning– May 11
  2007 Carrick Awards for Australian University Teaching– July 13

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)
Associate Professor Nicholas Buys (Health) Until February 2007
Associate Professor Anna Stewart (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 Research School
Professor Joy Cumming ex officio

Director, Office of Human Resource Management or Nominee
Mr John Swinton ex officio

Chairperson of Programs Committee
Professor Sally Borbasi ex officio

Secretary: Ms Christine Grimmer (extension 57945)
Other Copies
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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 of the 8/2006 meeting has been circulated.

3.0 CHAIR'S REPORT

3.1 LEARNING AND TEACHING PERFORMANCE FUND

3.1.1 The Learning and Teaching Performance Fund was announced in May 2003 as part of the Australian Government’s Our Universities: Backing Australia’s Future package of reforms and initiatives. The fund aims to reward universities that best demonstrate excellence in undergraduate learning and teaching.


3.1.3 The most significant change to the fund in 2006 was the allocation of the $82 million available for 2007 on the basis of four broad discipline areas:

- science, computing, engineering, architecture and agriculture;
- business, law and economics;
- humanities, arts and education; and health.

3.1.4 Information on the DEST website indicated that all Table A providers were eligible to participate in the 2007 fund, subject to meeting certain participation requirements (Griffith University is a Table A Provider). For the purposes of the 2007 funding round, a Table A provider met the participation requirements if it met the 2006 ‘Stage One’ requirements and the department confirms that it still meets those requirements.

3.1.5 Institutions seeking to participate in the fund in 2007 were required to respond to the Department by 15 September 2006.

3.1.6 Griffith updated the information provided in the Stage One Requirements Table for the 2007 round as required and forwarded a response by the due date.
3.1.7 The Vice Chancellor received acknowledgment of University’s eligibility for ‘Stage Two’ along with results of the process containing adjusted scores in the document 2007 Learning and Teaching Performance Fund (2006/0007065). The document is attached for the information of the Learning and Teaching Committee.

3.2 LEARNING AND TEACHING BUDGET FOR 2007

3.2.1 The 2007 – 2009 budget for the University includes a Learning and Teaching Performance Allocation.

3.2.3 The aims of the Learning and Teaching Performance Allocation are taken from the University’s Strategic Plan 2006-2010 (pages 5-6):

**Excellence**

- Griffith will improve its performance in each of its programs in national rankings of learning and teaching quality so as to be at the national average by 2007 and in the top 30% of all universities by 2010.

- Retention – institutional retention rate for each program to be at the national average by Field of Education for that program by 2007, and in the top 30% by 2010.

3.2.3 The attached document *Appendix 7 - Griffith University 2007-2009 Budget – Learning and Teaching Performance Allocation (2006/0007070)* outlines the process for making these budget allocations.

3.2.4 The Chair will report.

3.3 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING

3.3.1 The 2006 round of the Griffith Awards for Excellence in Teaching concluded with an announcement of winners by the Deputy Vice Chancellor (Academic) on World Teachers’ Day.

3.3.2 The World Teachers’ Day message is attached - *World Teachers’ Day message and announcement of GAET winners for 2006 (2006/0007071)*

3.4 REPORT ON INNOVATIVE RESEARCH UNIVERSITIES AUSTRALIA FORUM

3.4.1 On September 21 and 22 a group of staff from Griffith participated in an Innovative Research Universities Australia forum in Adelaide. The forum had the aim to:

- Foster interaction between staff across the IRU Australia universities.
- Identify good practice and disseminate across disciplines and across institutions.
- Develop an understanding of issues that could be supported by IRU Australia in future activities.
- Provide opportunities for people with similar challenges and opportunities to collaborate to develop new ideas or enhance existing practice.
• Provide professional development opportunities for staff in teaching and learning.

3.4.2 Topics discussed at the forum include:
• large class teaching;
• problem based learning;
• work integrated learning;
• multi campus delivery;
• academic integrity processes;
• assessment methods and strategies
• the challenges of using ICTs in higher education;
• practice based learning

3.4.2. The Innovative Research Universities Australia Forum - Summary of Discussions (2006/0007072), is attached for the information of the Learning and Teaching Committee

3.5 GRIFFITH E-LEARNING SHOWCASE

1.1.1 3.5.1 The 1/2006 meeting of the Academic Committee established the Griffith E-Learning Fellowships and on the 27 March the Deputy Vice Chancellor invited applications for the E-Learning Fellowships by 28 April. There was substantial interest with thirty initial enquiries and seven applications.

1.1.2 A Selection Sub-Committee was formed to consider applications and recommended that the following four applications be funded:

✓ Associate Professor Paul Bates (AVN) – Development of a group project tool for use with Learning@Griffith (Group-Track). ($ 30,000)
✓ Dr Philippe Martin (ICT) – Cooperatively updated knowledge bases for e-learning and research. ($17,500)
✓ Mr Jason Nelson (ART) – Net-based Workshop environments, critique tools and interactive learning games for online digital art and writing courses. ($ 29,874.98)
✓ Dr Alison Ruth (GBS) – Developing Student Communities of Practice: A student-centred approach to engaging with knowledge creation using Wiki Wiki Web. ($29,063)

3.5.1 There is a requirement in the GEL Fellowship guidelines that each of the Fellows, after completion of their project, be required to undertake a presentation and workshop as part of the Griffith E-Learning Showcase, held in November of each year.

3.5.2 The inaugural Griffith e-Learning Showcase is to be held on November 21 in the Auditorium at Logan Campus and will feature presentations by the 2006 Griffith e-Learning Fellowship holders as well as presentations on a range of new technologies being utilised to support learning and teaching. A program for the showcase is attached Griffith e-Learning Showcase-Program(2006/0007073)

4.0 REPORTS FROM SUBCOMMITTEES OF LEARNING AND TEACHING COMMITTEE

4.1 EDUCATIONAL EXCELLENCE COMMITTEE

SUBCOMMITTEES
COMMUNITIES OF PRACTICE

4.2 LEARNING ENVIRONMENT COMMITTEE

4.3 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 MANAGEMENT REPORTS FOR STUDENT EVALUATIONS OF COURSES AND TEACHING

5.1 In 2005 there was university-wide implementation of the student evaluation of courses (SEC) and student evaluation of teaching (SET) instruments. Reports of these evaluation outcomes were available to Heads of Schools at the individual staff member level and it was recognised that the next stage in the development of Evaluations@Griffith was to develop a number of management reports, so that Heads of Schools and Deans could make decisions about the quality of the learning experience being provided to students as well as the compliance of staff with the University's evaluation policies.

5.2 It was decided that the management reports for Evaluations@Griffith would be the pilot for the Data Warehouse Project. Dr Duncan Nulty and Mr Chris McGovern have been invited to the meeting to demonstrate the management reporting for Evaluations@Griffith and to receive feedback about the usefulness of these reports. Attached for the information of the Committee is the document Evaluations Reporting Summary (2006/0007068) which outlines the scope of the reporting that is to be provided.

Recommendation

5.3 The Learning and Teaching Committee is asked to consider the Evaluations Reporting Summary (2006/0007068) and provide feedback following the demonstration to be provided at the meeting.

6.0 MANAGING GRIFFITH’S PERFORMANCE IN THE CARRICK INSTITUTE PROGRAM

6.1 GRIFFITH PERFORMANCE IN CARRICK INSTITUTE FUNDING SCHEMES

6.1.1 2005 was the first year in which the Carrick Institute for Learning and Teaching in Higher Education operated, delivering as its major program, the Australian Awards for University Teaching. In 2006, the Carrick Institute has offered for the first time its full funding program comprising:

- Carrick Grants Scheme
- Carrick Citations
- Carrick Australian Awards for University Teaching
- Discipline–based Initiatives
- Carrick Fellowships
6.1.2 An analysis of the dollar value results for each University across the schemes excluding the CAAUTs as results for these are not yet known indicates strategic directions for Griffith to maximise benefit to the University. The results indicate that a focus on success with Senior Fellowships and the Grant Schemes would be recommended.

6.1.2 The attached paper *Griffith’s Performance in the 2006 Carrick Institute for Learning and Teaching in Higher Education Program (2006/0002266)* summarises the results of Carrick funding schemes.

6.2 PROCESS FOR APPLICATIONS FOR CARRICK INSTITUTE GRANTS 2006

6.2.1 The Carrick Grants Scheme is operating earlier in 2007 than in 2006. With the closing date for the first round of grants coinciding with the first day of teaching in semester 1, Griffith has already commenced its planning for the 2007 Carrick Grants by hosting a workshop on ‘Writing Carrick Grants’ on Tuesday 26 September 2006 and initiating in August another round of the Griffith Learning and Teaching Grants due for submission on the 17 November.

To improve Griffith’s success in the Carrick Grants two key deadlines have been set to assist applicants in the development of their grant proposals. The first deadline is to consider the allocation of funds for the Griffith Learning & Teaching Grants and identify applications to the Griffith grant scheme that also meet the criteria for Carrick Awards in 2007 or future years (using Griffith funding to do some of the preliminary work upon which a Carrick Grant may be based). The second deadline is to invite potential proposals to each of the three Carrick Programs as expressions of interest (or as a full proposal if that is the applicants’ preference) with a view to assessing the quality of the applications against the relevant grant program criteria and recommending a selected number for endorsement by the Deputy Vice Chancellor (Academic) for submission to the Carrick Institute.

An the attached paper *Institutional Strategy for Supporting Griffith Staff to Apply for 2007 Carrick Grants (2006/0007066)* outlines a timetable and stages of a strategy to deliver more targeted applications. The paper recommends roles for the Secretariat, Griffith Institute for Higher Education, Deans and Deputy Directors Learning and Teaching, the Educational Excellence Committee and Griffith’s Carrick Grant Assessors.

6.3 CARRICK DISCIPLINE-BASED INITIATIVES

6.3.1 The Carrick Institute states that the introduction of the Discipline-Based Initiatives Scheme provides an important opportunity to encourage greater sharing of quality practice, initiatives and learning within and across discipline communities. This Scheme is situated in the Carrick Institute's objectives and values to provide for discipline-specific development, dissemination and application of good practice.

6.3.2 An invitational forum was held at the Carrick Institute in Sydney in August 2006 to prioritise sector-wide, institutional curriculum concerns of learning and teaching support issues. The issues identified in the forum were to be developed into project briefs for which tenders were called. The first of these briefs "Preparation of Academics to teach in Higher Education" is now being called for tender (due date 13th November 2006).

6.3.3 Associate Professor Janice Orrell made a presentation last week to the 2006 Foundations Colloquium on discipline specific initiatives and referred to the
tender brief ‘Preparation and renewal of Academics for teaching’ which was released by the Carrick Institute last week. The Priority Briefs for Tender outlined are as follows

- Practicum
- Preparation and renewal of Academics for teaching
- Student learning (inc Gifted students)
- Honours
- Post graduate pedagogy
- Curriculum renewal
- Diversity
- Evaluation and peer review of teaching

Recommendations

6.4 The Learning and Teaching Committee is asked to consider and discuss the strategies and directions for responding to funding schemes offered by the Carrick Institute indicated in the attached papers: Griffith’s Performance in the 2006 Carrick Institute for Learning and Teaching in Higher Education Program (2006/0002266, Institutional Strategy for Supporting Griffith Staff to Apply for 2007 Carrick Grants (2006/0007066) items and in 6.1, 6.2 and 6.3 above.

7.0 STUDENT SUCCESS IN EXTERNAL SCHOLARSHIPS KPI

7.1 Griffith University’s Strategic Plan lists student success in external scholarships or awards as an indicator of quality in its student body.

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

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

The Educational Excellence Committee was requested to:

(1) Make a recommendation to the Deputy Vice Chancellor (Academic) 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 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.

7.4 The Deputy Vice Chancellor (Academic) wrote to Group Pro Vice Chancellors (2006/0007001) asking them to nominate the scholarships and awards relevant to their areas for the information of the Educational Excellence Committee. The communication included the attached Schedule for Monitoring Success in the KPI- Student Success in External Scholarships (2006/0007008). The Educational Excellence Committee received responses from the Group Pro Vice Chancellors.
7.5 The Educational Excellence Committee has defined Prestigious External Scholarships as follows:

For the purpose of the KPI, *Student Success in External Scholarships*, prestigious external scholarship are those scholarships and awards with following characteristics: are open to all Australian universities, provide for attendance at a high ranking overseas university, in particular in the UK or the USA, and which focus on excellence in learning and leadership.

7.6 In accordance with this definition the Committee identified a number of prestigious scholarships for consideration University-wide in addition to those listed by Groups in the document *Schedule for Monitoring Success in the KPI- Student Success in External Scholarships (2006/0007008)*. The Committee developed a *Strategy for Supporting and Monitoring Student Success in External Scholarships (2006/0007059)* in response to the tasks outlined in item 6.3 above.

7.7 At its 8/2006 meeting the Learning and Teaching Committee considered the *Strategy for Supporting and Monitoring Student Success in External Scholarships (2006/0007059)* and requested the secretary of the Educational Excellence Committee to clarify roles in the strategy and to complete additional targets.

7.8 At its 8/2006 meeting the Educational Excellence Committee revised the strategy to incorporate the changes requested in item 6.7 above and participated in a favourable consultation with Undergraduate Scholarships and Prizes Office regarding their proposed role in the strategy.

**Recommendation**

7.9 The Learning and Teaching Committee is asked to recommend the revised *Strategy for Supporting and Monitoring Student Success in External Scholarships (2006/0007063)* to Academic Committee for approval at its 6/2006 meeting.

8.0 **HONOURS ANNUAL REPORTS**

8.1 Following the disestablishment of the Honours Sub-Committee, the Learning and Teaching Committee will consider annual reports about the conduct of honours programs (eg. demand, enrolments, progress, assessment outcomes) with a view to monitoring the standards implied by the classes of honours degrees awarded and examining the comparability of those standards across Faculties.

8.2 Data on the overall performance across the University for the period Semester 2, 2001 to Semester 2, 2005 is attached for the Consideration of the Learning and Teaching Committee.

**For consideration**

8.3 The Learning and teaching Committee is asked to consider the attached Honours Annual Report Summary (2005/0035301)

9.0 **PROGRESS REPORT ON ACADEMIC PLAN 2**

9.1 The University Council approved *The Griffith Academic Plan 2 - 2006-2010* at its 5 December 2005 meeting. Included in the document was an Implementation Plan setting out a number of University-wide actions under the six learning goals of Comprehensive, Excellent, Distinctive, Successful, Student Quality and Student Diversity. As almost 12
months have passed since the adoption of The Griffith Academic Plan 2 - 2006-2010 a report 2006/0040300 (revised 2006/0003816) outlining the University's progress towards achieving these university-wide actions is attached for consideration and discussion by the Learning and Teaching Committee.

Resolution

9.2 The Learning and Teaching Committee is asked to recommend to Academic Committee the Progress Report on the Griffith Academic Plan 2 2006/0040300 (revised 2006/0003816) for noting.

10.0 EMERGING TECHNOLOGY MATRIX

10.1 On 31 January 2006 the Deputy Vice Chancellor (Academic) convened a meeting about emerging technologies and highlighted the need to develop a process by which the University can evaluate from an educational point of view which technologies to implement to support learning and teaching. This request coincided with the appointment of Ms Marnie Holt in EPS to undertake research and development in the area of emerging technologies.

10.2 The Learning Environment Committee considered the attached evaluation framework Emerging Technology Matrix 2006/0002265, developed by Ms Holt, and determined that it is a valuable tool providing a mechanism and procedure by which Flexible Learning and Access Services (FLAS) will ensure that “educational value” remains paramount in the consideration of any emerging technology. The Emerging Technology Matrix is based on a recommendation of the ACT Department of Education and Training, (August 2005 Final Report) ‘Emerging Technologies – A framework for thinking’.

10.2 The framework comprises a decision matrix which is used to determine whether the technology merits the expenditure of additional research and development of resources. Where an emerging technology has more than one product associated with it, the matrix comprises another step to determine the relative value of particular products and to compare the features of those particular products.

10.3 A key feature of the Emerging Technology Process is the provision for academic staff to operationalise the emerging technology in a sandpit environment as the step to making a decision as to whether a technology should be developed further in terms of a Project Initiation Document.

10.4 The Associate Director, EPS indicated that it is intended to turn the Emerging Technologies Matrix Tool into a web-based tool for use by academic staff and that an application would be submitted for funds to do this through an INS Innovation grant. The Committee was of the view that the Emerging Technologies Matrix developed as a web-based tool may be of national interest and consideration should be given to developing it with partner institutions as a possible Carrick Grant application. It was also suggested that the development of such a tool accessible through the Resource Information Network may be an attractive proposition to Carrick.

10.5 The Learning Environment Committee recommends to the Learning & Teaching Committee adoption of the Emerging Technologies Matrix as the preferred approach to evaluating new technologies in support of learning and teaching before project initiation.

Recommendation
10.6 The Learning and Teaching Committee is requested to adopt the *Emerging Technology Matrix 2006/0002265* as the preferred approach to evaluating new technologies in support of learning and teaching before project initiation.

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

NIL

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

11.0 **GRIFFITH E-LEARNING STRATEGY**

11.1 At its 2/2006 meeting the Learning Environment Committee adopted Terms of Reference for an e-Learning Strategy and the Chair, Learning Environment Committee developed a draft *Griffith e-Learning Strategy* in response to those Terms of Reference.

11.2 A preliminary discussion of the draft *Griffith e-Learning Strategy* (2006/0002263) was undertaken by the Learning Environment Committee with Professor Diana Laurillard and another discussion occurred at the Learning Environment Committee’s 4/2006 meeting.

11.3 As a result of these discussions it was agreed that the e-Learning Strategy be enhanced by the addition of an Implementation Plan.

11.4 The Committee engaged in a Think Tank meeting devoted to its Implementation Plan on the 7 September. In reviewing the Griffith University E-learning Strategy (2006/0002264) the Committee recommended that a timeframe be put on the Implementation Plan and the timeframe of 2007-2010 was suggested. It was also agreed that an additional column should be inserted to indicate if it is an existing activity or new activity and if it is the latter that a timeframe and action officer should be included.

11.5 The revised e-learning strategy will be posted on Quickplace prior to the 9/2006 meeting.

**NEXT MEETING**

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 4th December 2006 in N54_2.02, Council Chamber, Bray Centre, Nathan campus.