Learning and Teaching Committee Minutes 2/2005
Monday 17 October 2005

GRiffith University
Learning and Teaching Committee
A meeting of the Learning and Teaching Committee was held on 17 October at 10.00am in Room N54, 2.02, Bray Centre Nathan Campus.

MINUTES

PRESENT: APOLOGIES:
Professor John Dewar (Chair) Professor Stephanie Short
Professor Neil Dempster Professor Lex Brown
Professor Bill Shepherd Professor Paul Turnbull
Mr Dave Edwards Professor Patrick Weller
Dr Alf Lizzio Dr Michael Crock
Professor Lorelle Frazer Mr John Swinton
Professor Royce Sadler Mr Paul Jolly
Dr Joseph McDowall

Present by invitation:
Professor Max Standage for item 4.0
Professor Marilyn McMeniman for Item 4.0

Secretary: Christine Grimmer
Karen van Haeringen

1.0 COMMITTEE QUORUM
At the scheduled meeting time, a quorum of the committee was not present. In accordance with section 4.0 of Council Meeting procedures (03/0544), the Vice Chancellor determined that the matters before the Committee required immediate decision.

2.0 CONFIRMATION OF MINUTES
The minutes of the 1/2005 meeting having been circulated were taken as read and confirmed.
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS
SUB-COMMITTEES

3.0 ANNUAL PROGRAM MONITORING REPORTS

3.1 The University requires that all undergraduate programs be evaluated on an annual
basis with an emphasis on using performance indicators to make strategic adjustment
to programs. The process for undertaking an annual program review is detailed in the
Guidelines for Annual Undergraduate Program Monitoring (03/0046).

3.2 The Learning and Teaching Committee had before it Dean’s Reviews summarising the
Annual program Monitoring reports of Schools and Faculties in the Arts Education and
Law Group and the Science Group as follows;

- Faculty of Arts, Summary: 2004 Annual Program Monitoring Report, (2005/0035264),
- Faculty of Education: Dean’s Annual Program Review Report 2004 (2005/0035265),
- Griffith Law School, Dean’s Annual Program Review Report 2004 (2005/0037318),
- Queensland College of Art, Program Review Report 2004 (2005/0037813),
- Queensland Conservatorium Dean/Director’s Annual Program Review (2005/0037529),
- Faculty of Science Annual Program Review Report 2004 (2005/0038260),
- Faculty of Environmental Science (2005/0035266)
- Faculty of Engineering and Technology Annual Program Review Report 2004
  (2005/0035268)

3.3 Professor Max Standage, Pro Vice Chancellor for the Science and Technology Group,
attended the meeting to speak to the Dean’s reports for this Group. Professor Standage
commented on the lag time of the annual program monitoring process noting that staff
in his Group are focussed on significant curriculum review and change as a result of
poor QTAC performance in 2005. Within this context Professor Standage made the
following points about the performance of undergraduate programs in the Science and
Technology Group in 2004:

- Environmental Science had a strong intake in 2004 which was
  reversed in the 2005 admission period
- Following the ‘.com’ crash there is less applicant demand for
  Information Technology resulting in lower quality intakes
- The demand for civil engineering is rising
- Micro-electronic Engineering has also experienced a decline in
  demand
- Forensic Science was launched in 2004 with a strong demand
- Aviation has remained steady
- Multi-media remains strong with growing demand

3.4 Professor Standage explained that the curriculum review underway in 2005 comprises
two working parties, one focussed on curriculum renewal and the other on engagement
with stakeholders.

3.5 In summary, curriculum renewal has resulted in the reorganisation of the four degree
programs of Science, Environment, Engineering and IT into three major degree
programs: Bachelor of Science, Bachelor of Engineering and Bachelor of Information
Technology. Graduate outcomes are to be set at the outset with a significant focus on
the first year experience looking at the needs of students across the three Schools.

3.6 Engagement with Stakeholders involves a broad range of activities including career
evenings, engagement with employers, promotional projects such as ‘School’s Out,
Science and Technology is In’, and a range of activities to engage the Gold Coast Community.

3.7 Professor Marilyn McMeniman, Pro Vice Chancellor for the Arts, Education and Law Group attended the meeting to speak to the Dean’s Report for this Group and in summary, made the following points:

- All Faculties are well-established
- The impact of the Academic Plan is becoming evident in the focus of degree options
- QCA has revolutionised its learning and teaching options to provide access across courses and programs
- Faculty of Education reviews reflect the KPIs of the Strategic Plan eg. work-integrated learning
- The Faculty of Arts reflects good progress and good retention
- Inter-disciplinarity has a high level of support in AMC
- The introduction of guest speakers has compensated for the absence of a strong professorial presence in Education
- Journalism has produced good results but the attempt to focus on Logan campus is undermined by a lack of public transport
- Demand for the BEd is high but oversupply in primary has urged a shift to secondary
- The Law Faculty is engaged in analysis and renewal of curriculum
- Internationalisation of the curriculum in Law is a challenge
- Bond University is proving a vigorous competitor
- The indigenous students’ Law program is very strong
- QCA’s Liveworm program has been very successful in getting industry briefs
- Logan campus is to be set up as a non-wet photography (digital) centre
- Visual Arts programs are strong with a strong focus on post-graduate and honours courses
- Conservatorium experienced pressure because of problems with timelines for enrolment, poaching tactics from other institutions, and the requirement to offer all areas – large classes have provided some solutions

3.8 The Chair thanked Professor Standage and Professor McMeniman for attending and for providing overviews of annual performance for their respective Groups.

3.9 In discussion of the reports and the process of annual program monitoring, members commented that the process and reports should more closely reflect the language and targets of the Academic Plan and that there is an urgent need for more data at an earlier stage. In line with this comment, a member recalled that at a meeting of the Teaching and Learning Excellence Committee earlier this year it was agreed that the process and timing of annual program monitoring be reviewed. The Chair indicated that as a preliminary step he would arrange a meeting with the Head of the Secretariat and the Director QPS. A member commented that raw data on retention, especially progression from semester one to semester 2 would be very useful.

3.10 The committee also commented that both groups had focused their reports on admission, retention and graduate outcomes rather than on the CEQ results and the issues outlined in the document “Factors that may need to be considered in Program Monitoring or Evaluation”.

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Resolution

3.11 The Learning and Teaching Committee resolved to recommend to Academic Committee Annual Program Monitoring Reports from the Arts, Education and Law Group, and the Science and Technology Group.

4.0 ACADEMIC PLAN

4.1 The Learning and Teaching Committee, at its 1/2005 meeting, was asked to consider the draft Academic Plan 2 (2005/0035258) which takes into consideration the revised targets and priorities in the Strategic Plan 2006 - 2010. At that meeting, it was noted that the revised Academic Plan reflects recommendations from the Academic Plan Task Force that the broad framework, the language, and focus on signature experiences which have gained significant purchase within the Griffith Academic community, should be retained.

4.2 Members of the Learning and Teaching Committee made several recommendations for further revision relating to stronger and consistent links between the Strategic and Academic Plans and between the preliminary and implementation sections of the Academic Plan 2.

4.3 The Learning and Teaching Committee approved a request from the Deputy Vice Chancellor (Teaching and Learning) to convene a small working group to further develop definitions and targets for work-integrated learning and research-led learning for inclusion in Academic Plan 2 for presentation to Academic Committee in October.

4.4 The Academic Plan Task Force met on 6 October 2005 to discuss the revised Academic Plan 2 and made the following additional suggestions:

- Prioritisation issues need to be addressed in more detail to assist Groups with their planning activities
- The Plan needs to include an emphasis on monitoring quality of new and existing processes
- The inclusion of a implementation framework would be useful to assist academic groups and central administrative/professional areas with implementing revised program structures
- The impact of 10% reduction of courses needs to monitored on the University’s smaller campuses

4.5 The Deputy Vice Chancellor (Teaching and Learning) advised the Committee that progress had been made on the drafting of definitions of Work-integrated Learning and Research-based Learning to support priorities and targets in the Academic Plan 2. Final definitions would be presented for approval at the October 17 meeting of the Learning and Teaching Committee.

4.6 Members noted that recommendation from its previous meeting that the adjectives of “Distinctive” and “Comprehensive” be clarified with the addition of a noun, for example “Comprehensive Profiles”, had not been included in the Implementation Section of the revised version of Academic Plan 2. The Learning and Teaching Committee recommended that these changes be included.

Resolution

4.7 The Learning and Teaching Committee resolved to recommend the revised Academic Plan 2 (2005/0035271), subject to the inclusion of the changes recommended in 6.7
above and the attachment of definitions of Work Integrated Learning and Research Based Learning, be forwarded to The Academic Committee for approval at it October 20 meeting.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

nil

SECTION C: OTHER RECOMMENDATIONS AND REPORTS
(TO PERSONS/COMMITTEES OTHER THAN THE PARENT COMMITTEE(S))

nil

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

5.0 LEARNING AND TEACHING GRANTS

5.1 Griffith University has established a number of initiatives to encourage, recognise and reward those who demonstrate excellence and innovation in their teaching and supervision. To further enhance the University’s achievement of its strategic goals and to be effective in responding to the Carrick Grants Scheme, the introduction of a “Griffith Grants for Learning and Teaching” scheme is proposed for introduction in 2006.

5.2 The Learning and Teaching Committee had before it a draft scheme outlined in the document Griffith Grants for Learning and Teaching (2005/0035269). The scheme 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)

5.3 Members of the Committee praised the concept of the scheme and requested that it be revised to provide additional detail including a fuller definition of each type of grant, an alternative name for the prototype grants, and a clearer explanation of the purpose and scope of individual grants.

Resolution

5.4 The Learning and Teaching Committee resolved to revise the draft Griffith Grants for Learning and Teaching (2005/0035269) as per the suggestions above for discussion at the Committee’s October meeting.
6.0 CHAIR'S REPORT

6.1 RESPONSE TO CARRICK INSTITUTE ON GUIDELINES FOR CAAUT, GRANTS,
AND FELLOWSHIPS

The Chair advised the Committee that on the basis of discussion at the 1/2005
meeting about the Carrick Grants Scheme Guidelines and Supporting Material
(2005/0035256), Carrick Awards for University Teaching and the Carrick
Fellowship Scheme, a Griffith response to Carrick (2005/0035270) had been
prepared.

The key issues in the Griffith Response to the Carrick Institute are as follows:

The Guidelines for the Grants Scheme – suggestions concerning the timing,
advertising and deadlines for the scheme, the scope of the scheme and
reconsideration of the proposed two-stage process for applications

Carrick Awards for University Teaching – suggestions for providing
consistency in the numbers of awards and distribution within categories
throughout the document; and more detail about the student questionnaire

Carrick Fellowship Scheme – suggestions re wider accessibility of the
proposed seminar series, and the future role of Carrick Senior and associate
Fellows in disseminating contemporary practice

6.1.1 In making this response, the Chair advised that he took into consideration the
characteristics of a future Griffith Learning and Teaching Grants Scheme.

6.1.2 The Carrick Institute responded with an expression of thanks for the feedback
noting that comments would be taken into consideration in further development
of the Carrick Grants Scheme.

6.2 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING

6.2.1 Applications for the 2005 Griffith Awards for Excellence in Teaching and the
Faculty Learning and Teaching Citations closed on September 25.

6.2.2 The Deputy Vice Chancellor (Teaching and Learning) noted that the 2005
response to the GAET was very pleasing with there being 102 nominations and
57 applications in total. The number of applications in each category was as
follows:

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<tr>
<th>Award</th>
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<tr>
<td>Individual Teacher Award</td>
<td>22</td>
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<tr>
<td>Teaching Team Award</td>
<td>3</td>
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<td>Early Career Award</td>
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<td>Sessional Teacher Award</td>
<td>7</td>
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<td>Honours and Post Graduate Supervisor Award</td>
<td>9</td>
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<tr>
<td>Higher Degree Research Supervision Award</td>
<td>4</td>
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<tr>
<td>Innovation Across the Institution Award</td>
<td>6</td>
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6.2.3 The Deputy Vice Chancellor (Teaching and Learning) noted that the 2005
response to the GAET was a considerable improvement on the number of
nominations converting to applications in 2004 and, along with the excellent
response to the Faculty Learning and Teaching Citations, signals a pleasing
commitment to the recognition and rewarding of good teaching at the University.

6.2.4 Selection sub-panels for the seven categories GAET met in the week of October 10 – 14 to rank applications and recommend winners for awards. Chairpersons reported the decisions of the selection sub-panels for endorsement by the Educational Excellence Committee at its meeting on October 24.

6.3 AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

6.3.1 The Secretariat received advice from the Carrick Institute on October 11 that all four nominees from Griffith University have been selected as finalists for the 2005 Australian Awards for University Teaching. Griffith was congratulated on the standard and quality of the nominations. The Deputy Vice Chancellor (Teaching and Learning) noted that this was an excellent result for the University and congratulated both the finalists and the staff from Secretariat and FLAS who contributed to the applications.

6.3.2 Griffith’s nominees for the 2005 AAUT are as follows:

- Professor Michelle Barker – Teaching Award: Law Economics, Business and related studies
- Sam di Mauro - Teaching Award: Humanities and the Arts
- U3A: Three Eras of Cooperation - Institutional Award: Provision of educational services to the community
- Group Assessment in the Arts and Education Group - Institutional Award: Approaches to improving/enhancing assessment

7.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held on Monday 7 November at 10.00am at N54_2.02, Bray Centre, Nathan Campus.

Confirmed: ……………………………………….
(Chair)

Date: ……………………………………….

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