GRiffith University

Learning and Teaching Committee

Notice of Meeting

A meeting of the Learning and Teaching Committee will be held on Monday 5 September at 10.00am in Room L04_1.05, Logan 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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Significant Committee Events

- The next meeting of the Learning and Teaching Committee will be held on Monday, 7th November, 10am, N54_2.02, Nathan Campus.

Teaching and Learning Significant Events

- **Celebrating Teaching Seminar – 13 August 2005**
  The next Celebrating Teaching seminar will include presentations from Dr Paul Barron, School of Tourism and Leisure Management, University of Queensland, on "International Students Studying in Australia: Responses to Learning Styles, Issues and Problems", and Professor Michelle Barker, Griffith's Department of Management, on "Inclusive Practices in Teaching and Learning". WHEN: 13 September, 12.30-2.00 pm. WHERE: Common Room, Level 4, Hub Link Building, Logan.

- The first meeting of the Griffith Mentoring Community of Practice will be held on Tuesday 6 September, 10.00am - 11.30am in the Secretariat Meeting Room 2.38, N54, Bray Centre, Nathan.

Deadlines

- 2 September – Submission of NLTPF Context Statement
- 30 September – Response to Carrick Institute on Carrick Grants Scheme

Committee QuickPlace Web Address

- [https://gplace02.domino.gu.edu.au/QuickPlace/sec-university-committees/Main.nsf/](https://gplace02.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.
GRiffith University
Learning and Teaching Committee Agenda 1/2005
Monday 5 September 2005

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 2007
Dr Rodney Stewart (Science and Technology) Until February 2008
Dr Alf Lizzio (Health) Until February 2008
EEC CHAIR (TBC) - Professor Michelle Barker (Business) Until February 2008
Professor Lorelle Frazer (Business) Until February 2007
Mr Paul Jolly (Arts, Education and Law) Until February 2008

Students (one from each Group, comprising three undergraduate students and one postgraduate student)
Ms Letitia Fox (Arts, Education and Law) Until February 2006
Mr Adam Young (Business) Until February 2006
Mr Josh Campbell (Science and Technology) Until February 2006
Ms Elizabeth Davies (Postgrad) Until February 2006

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

Dean, International (Quality and Policy)
Professor Patrick Weller ex officio

Director, Office of Human Resource Management or Nominee
vacant 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.

Apologies have been received from:
Professor Lorelle Frazer
Dr Rodney Stewart

2.0 CONFIRMATION OF MINUTES

The minutes of the 8 August 2005 Teaching and Learning Excellence Committee have been circulated.

To be taken as read and confirmed

3.0 CHAIR’S REPORT

3.1 WELCOME TO NEW MEMBERS

3.1.1 The Chair will take this opportunity to welcome new members of the Learning and Teaching Committee and specifically those who were not members of the Teaching and Learning Excellence Committee.

3.2 THE CARRICK INSTITUTE FOR LEARNING AND TEACHING IN HIGHER EDUCATION


3.2.2 The document (2005/0035255) 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 In respect of the above five funding priorities, Griffith University has revised its reward and recognition schemes for learning and teaching and processes in order to participate in a significantly enhanced Australian Awards for University Teaching scheme, now named the Carrick Awards for Australian University Teaching. The Educational Excellence Committee has been established to manage, amongst a range of initiatives, University participation in internal and external award schemes and will feed information and developments to the Learning and Teaching Committee.

3.3 FIRST YEAR EXPERIENCE AT GRIFFITH UNIVERSITY

3.3.1 The Chair circulated for the information of the Learning and Teaching Committee, the paper "First Year Experience at Griffith University" (2005/0035257) prepared by the Centre for the Study of Higher Education at the University of Melbourne. CSHE were commissioned by Griffith to conduct this survey as part of their national survey of students in first year. Because the survey was conducted as part of the national survey, the University is able to compare Griffith data with a national sample. The Chair invites discussion of matters raised in this paper.

For noting

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

4.0 REVIEW OF THE ACADEMIC PLAN

4.1 Following the release of the Strategic Plan 2006-2010, the Academic Plan Task Force and other relevant stakeholders reviewed The Griffith Academic Plan during a half-day workshop chaired by the Deputy Vice Chancellor (Teaching and Learning) on 25 July 2005.

4.2 The Deputy Vice Chancellor (Teaching and Learning) will present the attached revised Academic Plan, Academic Plan 2 (2005/0035258) which has been prepared in response to the revised targets and priorities in the Strategic Plan.

4.3 The Academic Plan retains the five key signature characteristics, or experiences:

- Engaging students
- Engaging disciplines
- Engaging communities
- Engaging research
- Engaging staff

reports on achievements of the July 2004 Academic plan, and outlines future developments, setting university wide and Faculty actions and targets consistent with the Academic Plan 2006-2010.
4.4 Section 2 of the Academic Plan 2 2006-2010 asks the Learning and Teaching Committee to develop university-wide definitions of “research based learning” and “work integrated learning” by 2005. To start discussion on these definitions, the attached are provided for the Committee’s consideration:

- Research Based Teaching: Professor Royce Sadler, Director, GIHE, 30 June, 2005 (2005/0035261)
- What is WIL?: Ken Bennett, Head, Work Integrated Learning, Griffith Business School, August 2005 (2005/0035262)

Recommendation

4.5 The Learning and Teaching Committee is asked to provide advice to the Deputy Vice Chancellor (Teaching and Learning) on the Academic Plan 2 before it proceeds to the Academic Committee in September.

For consideration

5.0 LEARNING AND TEACHING PERFORMANCE FUND

5.1 At its 7/2005 meeting of the Teaching and Learning Excellence Committee was advised that Griffith had successfully met the criteria for Stage I eligibility for the Department of Education Science and Training’s Learning and Teaching Performance Fund as a ‘competently managed learning institution’.

5.2 Griffith, as an eligible institution for the Stage 2 application process, received the attached institutional statement of results from the DEST allocation model (2005/0035259) which weights the three areas of student satisfaction, outcomes and success, and was invited to submit a contextual statement of no more that 5 pages to provide a context for the data and introduce unaccounted for factors for individual institutional performance.

5.3 Prior to preparation of the University’s contextual statement, the attached document was prepared: Learning and Teaching Performance Fund Rank (2005/0035260).

5.4 A draft of Griffith’s contextual statement (2005/0025013) is attached which includes preliminary observations and identifies the following four factors for which DEST has not made adequate adjustment:

1. The younger age of school leavers in Queensland entering university and transitioning into the workplace
2. Location in the broad regions outside ACT, NSW and Victoria
3. The proportion of student load in the creative arts
4. The multi-campus nature of the Institution and the dispersion of load among in-State campuses

Recommendation

5.5 The Learning and Teaching Committee is asked to endorse the University’s contextual statement for Stage 2 of the National learning and Teaching performance Fund and forward it to the Academic Committee for noting.

For consideration
6.0 ROLE OF THE FIRST YEAR ADVISOR

6.1 As part of the Academic Plan and Griffith's commitment to engaging students and improving the first year experience of all our students, First Year Advisors were nominated for all undergraduate programs late in 2004 for 2005 orientation. The attached preliminary role statement (2005/0000256) was drafted to guide the activities of First Year Advisors in semester I of 2005.

6.2 In light of experience in this first year of establishment, and from feedback received from First Year Advisors at the First Year Advisor Seminar in June, the role statement of the first year advisor was reviewed and revised. The revised role statement for First Year Advisor was discussed at the 4/2005 meeting of the Student Orientation and Engagement Committee and the following recommendations were made, which is extracted from the minutes of that meeting, as follows:

- the statement should say “responsibilities may include” to allow for differentiation of the role within different contexts, and to allow for the fact that some FYAs will not be able to achieve all of the responsibilities listed, without significant support from their element
- that the section referring to recognition through allocation of time under work profiles be strengthened to acknowledge the additional work undertaken on top of existing duties
- that the statement be more explicit about the role of the FYA in articulating expectations to students (degree requirements, academic work practices, ethical scholarship etc), possibly through a Starting@Griffith module (Item 9.3 refers)
- that more prominence be given to the role FYAs play in scholarship about the first year experience (research, conference presentations etc), and the support they might expect from their Schools for this
- that 3.6 should state that FYAs’ capacity to contribute to scholarship regarding the FYE is linked to the University’s commitment to organisational change to improve student engagement, in which all staff have a role
- reference should be made to enabling FYAs to communicate effectively with students through quality technology systems
- consistent language should be used throughout the statement, and across all documents relating to orientation and transition of students starting at Griffith (this sentiment was also expressed under Item 9.2)

6.3 The statement of the role of the First Year Advisor has been further revised and is attached (2005/0025012) for consideration.

Recommendation

6.4 The Learning and Teaching Committee is asked to recommend to the Academic Committee approval of the revised Role of the First Year Advisor, as contained in 2005/0025012.

For consideration

7.0 CARRICK GRANTS SCHEME

7.1 Attached for consideration of the Learning and Teaching Committee is a draft of the Carrick Grants Scheme Guidelines and Supporting Material (2005/0035256) for comment. Comments on the Grants Scheme Guidelines are to be provided to Carrick by 30 September 2005.
7.2 In reviewing these Guidelines, consideration should be given to the characteristics of a future Griffith Learning and Teaching Grants Scheme.

Recommendation

7.3 The Learning and Teaching Committee is asked to provide comments on the Carrick Grants Scheme Guidelines and Supporting Material (2005/0035256) as a contribution to the University response to the Carrick Institute.

For consideration

8.0 LEARNING AND TEACHING STANDARDS

8.1 LEARNING AND TEACHING STANDARDS FRAMEWORK

8.1.1 Executive Group, after considering the recommendations of the Griffith Project Review of Flexible Learning (Review 3), endorsed that the quality assurance issues contained in the review report be progressed by the Teaching and Learning Excellence Committee.

8.1.2 One of the quality assurance recommendations was that the Teaching and Learning Excellence Committee review and integrate work initiated by Flexible Learning and Access Services (via The Management of Web-based Flexible Learning Resources Steering Committee) in late 2001 on Course Development Standards, Teaching and Learning Standards, Course Structure Standards and Student Support Standards into the University's Teaching and Learning policies and procedures for use by its teachers.

8.1.3 TLEC at its 1/2004 meeting established a working party to determine those areas for which standards are to be developed and develop a set of standards statements and measures in the context of the University's five signature experiences:

- Promote student engagement in learning
- Promote interdisciplinary, problem driven approaches to teaching and learning
- Promote research led teaching to strengthen the scholarship of our programs and to stimulate and inspire students
- Promote community engagement as a context for learning
- Promote staff engagement with the core mission of the University

8.1.4 Progress has been made on a Teaching and Learning Standards Framework by Dr Duncan Nulty, (GIHE) Karen van Haeringen (Secretariat) and Regina Obexer (FLAS). The attached draft documents are now before the Learning and Teaching Committee as works in progress for comment and consideration to assist in further development of the framework:

8.1.5 Draft Griffith University Learning and Teaching Standards Framework (to be circulated)
Draft Statement of Learning and Teaching Standards (to be circulated)

These documents are designed to support student centred learning at Griffith by outlining the University's expectations of its teachers and the learning environment.
Recommendation

8.1.6 The Learning and Teaching Committee is asked to provide feedback on the Learning and Teaching Standards Framework.

For consideration

SECTION II: MATTERS REQUIRING RATIFICATION OR EXECUTIVE ACTION

9.0 GRIFFITH FACULTY LEARNING AND TEACHING CITATION PROCESS

9.1 At its 6/2005 meeting held on 11 July 2005, the Teaching and Learning Excellence Committee endorsed in principle the introduction of a new Group/Faculty citation process, in addition to the existing GAET, recommending that guidelines for the new process be developed for consideration at a future meeting.

9.2 A discussion paper, Griffith Faculty Learning and Teaching Citation Process (2005/0035251) was placed before TLEC for discussion at its 7/2005 meeting.

9.3 It was recommended that the discussion paper (2005/0035251) be revised in accordance with the Committee’s discussion and then be developed into a set of procedures for administering the Citation Process. It was agreed the procedure be circulated via the Committee’s Quickplace for comment by members and the revised procedure be used to notify the university community of the new Faculty Learning and Teaching Citation Process.

Recommendation

9.4 The Learning and Teaching Committee is asked to ratify the Chair’s executive action in recommending to the Academic Committee the attached revised paper Faculty Learning and Teaching Citation Process (2005/0025008), which is a set of procedures for administration of the Citation Process.

For ratification

10.0 REVISED CONSTITUTION OF THE LEARNING AND TEACHING COMMITTEE

10.1 The revised constitution of the Learning and Teaching Committee (2005/0038525) is attached for noting by the Committee.

10.2 The following revisions have been made to the membership of the newly established Learning and Teaching Committee:

1. Instead of one “Academic Dean” from each group the membership includes one “Dean” from each group
2. The membership of a Group Pro Vice Chancellor from each group has been deleted

10.3 The revised constitution was executively approved by the Deputy Vice Chancellor (Teaching and Learning) on 19 August, 2005 for consideration by the Academic Committee at its next meeting.
10.4 The Learning and Teaching Committee is asked to ratify its Chair’s Executive action in recommending to the Academic Committee the revised Learning and Teaching Committee Constitution (2005/038525).

For ratification

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

11.0 REPORT FROM THE COURSE MANAGEMENT CHANGE MANAGEMENT GROUP

11.1 EVALUATIONS @GRIFFITH

11.1.1 At the 3/2005 meeting of the Course Management Change Management Group (CMCMG), Dr Duncan Nulty, Project Manager for the evaluation project from GIHE provided a Project Status Report recommending no major changes to Evaluations@Griffith for Semester 2.

11.1.2 CMCMG resolved that, for semester 2, there will not be any major changes to the implementation of Evaluations@Griffith.

11.1.3 The CMCMG agreed that an email be sent by the Deputy Vice Chancellor (Teaching and Learning) around week 8 of semester reminding staff about preparing semester 2, 2005 evaluations, and providing notification to the academic community that, with the exception of minor fixes, Evaluations@Griffith would operate in semester 2, 2005 as in semester 1, 2005, but that enhancements would be introduced for semester 1, 2006.

For noting

11.2 COURSE OUTLINE PROJECT

11.2.1 A detailed Communication Plan as requested by the Teaching and Learning Excellence Committee (TLEC) and a Progress Report for Semester 2 for the Course Outline project are attached. A copy of the Deputy Vice Chancellor’s recent email about the Course Outline Project to all staff is attached.

12.0 GRIFFITH TEACHING FELLOWSHIPS FOR SEMESTER 2, 2005

12.1 An expression of interest was forwarded to all academic staff inviting applications in semester 2, 2005, for four Griffith Teaching Fellowships valued at $10,000 each to identify and implement strategies for enhancing student engagement in large first-year classes.

12.2 The Deputy Vice Chancellor (Teaching and Learning) advised that three applications for Griffith Teaching Fellowships valued at $10,000 have been successful. They are:

GTF 05/01 Dr Hennessey Hayes, Arts, Education and Law Group
Project: “Vicarious realities: assessing the impact of web-based instruction on first-year campus tutorial attendance”

GTF 05/03 Dr Debra Bath, Griffith Health Group
Project: “First-year learning environment”
GTF 05/05 Dr Dianne Watters, Science and Technology Group
Project: “Interaction and feedback in large lecture classes”

For noting

13.0 OTHER BUSINESS

14.0 NEXT MEETING

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