GRIFFITH UNIVERSITY

Learning and Teaching Committee

A meeting of the Learning and Teaching Committee was held on Monday 5 September 2005 at Room L.04_ 1.05, Logan Campus.

MINUTES

PRESENT:

Professor John Dewar (Chair)
Professor Stephanie Short
Professor Neil Dempster
Professor Paul Turnbull
Dr Heather Alexander
Mr Dave Edwards
Dr Alf Lizzio
Professor Michelle Barker
Professor Royce Sadler
Dr Michael Crock
Dr Joseph McDowell

APologies:

Professor Lorelle Frazer
Dr Rodney Stewart
Mr John Swinton
Professor Lex Brown
Mr Paul Jolly
Professor Joy Cumming

Present by invitation: Dr Lyn Holman
Dr Duncan Nulty

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 WELCOME TO NEW MEMBERS

As this was the inaugural meeting of the Learning and Teaching Committee, the Chair welcomed all of the members and especially those who had not previously been members of the precursor, the Teaching and Learning Excellence Committee. The Chair briefly outlined the role of the committee and the issues it would need to consider before the end of the year.
3.0 CONFIRMATION OF MINUTES

The minutes of the 7/2005 meeting of the Teaching and Learning Excellence Committee, were not available and are to be considered at the next meeting.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

4.0 REVISED 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 and a revised Academic Plan was drafted (Academic Plan 2 (2005/0035258)).

4.2 The Learning and Teaching Committee 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. 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.

4.3 The Academic Registrar, Dr Lyn Holman, was welcomed to the meeting to explain revisions incorporated in Academic Plan 2 and to seek feedback from the Learning and Teaching Committee on the changes. Dr Holman explained that the revised Plan includes achievements to date and gives significant emphasis to implementation. It was further noted that additional advice on data would be provided in the final Plan.

4.4 Members of the Learning and Teaching Committee noted that the implementation section appears to be more closely aligned with the Strategic Plan than the preliminary section of Academic Plan 2 and suggested changes to provide closer links between the preliminary and implementation sections of the Plan including the following:

- That the preliminary section of the Academic Plan should contain the same statement of implementation targets as appear in the implementation section.
- That the implementation strategies be linked explicitly to the goals in the Strategic Plan and to the preliminary section of the Academic Plan by a consistent numbering system.
- That additional data is required for reporting against targets and developing plans to support priorities in the Strategic Plan.

4.5 The Deputy Vice Chancellor (Teaching and Learning), in response to concern about the accessibility of data necessary for matching of operational plans to targets required by the Strategic Plan advised the meeting that action had already been taken to compile, for provision to Group Pro-Vice Chancellors, appropriate preliminary data sets.

4.6 A member enquired of the Academic Registrar, Dr Lyn Holman, as to whether the targets indicated were ‘stretch’ or ‘moderate’ targets. Dr Holman indicated that the targets for retention and graduate outcomes were ‘stretch’ targets developed in response to rankings associated with the Learning and Teaching Performance Fund and priorities in the Griffith Strategic Plan.
4.7 In relation to targets identified on page 27 of Academic Plan 2, members were asked for their feedback on the attachments on work-integrated learning (2005/0035262) and research-based teaching (2005/0035261). In response to a query about the impetus for a focus on work-integrated learning, Dr Lyn Holman noted that work-integrated learning has been identified as a key factor in the “distinctive” descriptor of learning at Griffith and therefore has target components in the Academic Plan.

4.8 The Deputy Vice Chancellor (Teaching and Learning) noted that work-integrated learning, as a high-level priority in the Strategic Plan, indicates for Groups that they may need to shift budgets to fund initiatives in this area. A member suggested that the use of the term “industry” may be problematic and that “service learning” or “complementary learning” might be considered as alternatives.

4.9 Members noted research-lead teaching also aligns with priorities in the Strategic Plan and should therefore be clearly defined with targets and articulation paths to further study emphasised in the Academic Plan.

4.10 The Deputy Vice Chancellor (Teaching and Learning) sought from the Learning and Teaching Committee a mandate to convene a working group including Professor Royce Sadler, Dr Alf Lizzio, Jim Nyland, and Ken Bennett to 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.

4.11 The Chair thanked the Academic Registrar, Dr Lyn Holman, for attending this section of the meeting and for clarification of the changes reflected in Academic Plan 2.

Resolution

4.12 The Learning and Teaching Committee resolved to:

- recommend Academic Plan 2 (2005/0000256) with the revisions recommended in 4.4 to the Academic Committee for consideration at its next meeting.

- ask the Deputy Vice Chancellor (Teaching and Learning) to convene a small working party to establish Griffith definitions and targets for work-integrated learning and research-led teaching/learning.

5.0 ROLE OF THE FIRST YEAR ADVISOR

5.1 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. A preliminary role statement (2005/0000256) was drafted to guide the activities of First Year Advisors in semester I of 2005.

5.2 In light of experience from the first year of establishment, and from feedback received from the First Year Advisor Seminar in June, and from the 4/2005 meeting of the Student Orientation and Engagement Committee, the role statement of the first year advisor was reviewed and revised. The Learning and Teaching Committee was asked to consider the revised role statement (2005/0025012).
5.3 In considering the revised role statement the Learning and Teaching Committee recommended the following changes:

- that in Item 2.0, paragraph 3, the words, “The Program Convenor and the First Year Advisor Roles are to be taken concurrently in the case of small enrolments” should be changed to “The Program Convenor and the First Year Advisor Roles may be undertaken concurrently in the case of small enrolments.”

- that in Item 2.0, paragraph 3, the words “The time commitment involved will be considered as contributing to teaching ..”, be changed to “The time commitment involved will be considered as contributing to teaching or service ..”

Resolution

5.4 The Learning and Teaching Committee resolved to recommend to the Academic Committee for approval the statement of Role of the First Year Advisor (2005/0025012) subject to the amendment as outlined in paragraph 5.3

6.0 LEARNING AND TEACHING PERFORMANCE FUND

6.1 The Teaching and Learning Excellence Committee was advised at its 7/2005 meeting 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’.

6.2 Griffith, as an eligible institution for the Stage 2 application process, received an institutional statement of results from the DEST allocation model (2005/0035259) which weights the three areas of: student satisfaction, outcomes and success. Griffith 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.

6.3 The Learning and Teaching Committee was asked to consider a draft contextual statement prepared in response to the DEST results from the allocation model and in light of a document considering the University’s likely ranking in the learning and teaching performance fund for 2006 (Learning and Teaching Performance Fund Rank (2005/0035260)).

6.4 The draft contextual statement (2005/0025013) included preliminary observations and identified the following four factors for which it is proposed 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

6.5 The Chair noted that while it appears that the league tables and the process associated with the Learning and Teaching Performance Fund appear to be flawed, the results may be taken as an indicator for the need for Griffith to continue to work towards improved performance in the areas of retention and student satisfaction.
Recommendation

6.6 The Learning and Teaching Committee resolved to endorse the University’s contextual statement for Stage 2 of the National Learning and Teaching performance Fund and recommended that it be forwarded to the next Academic Committee for noting.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

7.0 CARRICK GRANTS SCHEME

7.1 The Learning and Teaching Committee was asked to consider a response to draft guidelines for the Carrick Grants Scheme and Supporting Material (2005/0035256) circulated for comment by the Carrick Institute. Comments on the Grants Scheme Guidelines are to be provided by the Deputy Vice Chancellor (Learning and Teaching) to the Carrick Institute by 30 September 2005.

7.2 Members offered the following main comments for communication in a response to the Carrick Institute:

- a two-step process of an Expression of Interest and Application is not considered the best process as it tends to increase the effort required to make an application and may inhibit applications.

- the section on intellectual property in the guidelines raises several matters of concern, including the rights of the individual award winner, limitations on opportunities for commercialisation for host institutions, and failure to protect property from adaptation by placing it in the public domain.

Resolution

7.3 The Learning and Teaching Committee resolved that the comments contained in 7.2 be taken into account in formulating the university’s response to the Carrick Institute on the draft Grant Guidelines.

8.0 LEARNING AND TEACHING STANDARDS

8.1 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.

8.2 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 into the University’s Teaching and Learning policies and procedures for use by its teachers.

8.3 Progress has been made on a Teaching and Learning Standards Framework by Dr Duncan Nulty, (GIHE) Karen van Haeringen (Secretariat) and Regina Obexer (previously of FLAS). It was noted that the Carrick Institute has “standards” on its agenda. The Learning and Teaching Committee was asked to consider the draft documents, the Griffith University Learning and Teaching Standards Framework, and
the Format of the Learning and Teaching Standards framework (2005/0035263) as works in progress for comment and consideration to assist in further development of the framework.

8.4 The Chair invited Dr Duncan Nulty to attend this section of the meeting to explain the theoretical framework for the draft standards document.

8.5 Members of the Learning and Teaching Committee commended the working party, confirming the importance of developing detailed guidelines for excellent learning and teaching, and expressed their support for the prompt development of such guidelines. However, members recommended several matters for further consideration in the formulation of a document for University-wide application:

- That the topic of ‘standards’ is a controversial one and the use of the terminology is sensitive. For example, the term “standard” may not be the most appropriate and the term “criteria” might be considered instead. Or, instead of “indicators”, the term “examples” might be used. It was suggested that the document might be presented in the context of professional development so as to link it more strongly to improvement rather than simply evaluation. It was suggested that the document might have a title such as “Guidelines for Effective Teaching Practice at Griffith University”.
- That mechanisms for self-assessment be explicit and pervasive throughout the document.
- That such a document not become reductionist in scope in the attempt to make it generic.
- That the “standards” take into consideration the experience of teachers and the contexts in which they teach.
- That it be clear that the guidelines are not linked to performance appraisal.

Resolution

8.6 The Learning and Teaching Committee resolved to ask Dr Duncan Nulty and Ms Karen van Haeringen to revise the frameworks and format to incorporate suggestions as outlined in paragraph 8.5 above and circulate the revised version via Quickplace for consideration at the October meeting of the Learning and Teaching Committee.

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.

Resolution
9.4 The Learning and Teaching Committee ratified 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.

10.0 REVISED CONSTITUTION OF THE LEARNING AND TEACHING COMMITTEE

10.1 The Learning and Teaching Committee ratified the Chair’s Executive action in recommending to the Academic Committee for its September meeting the revised Learning and Teaching Committee Constitution (2005/038525).

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

11.0 REPORT FROM THE COURSE MANAGEMENT CHANGE MANAGEMENT GROUP

11.1 The Learning and Teaching Committee noted that the Course Management Change Management Group (3/2005 meeting) agreed that an email be sent by the Deputy Vice Chancellor (Teaching and Learning) around week 8 of 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.

12.0 COURSE OUTLINE PROJECT

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

13.0 GRIFFITH TEACHING FELLOWSHIPS FOR SEMESTER 2, 2005

13.1 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.

Resolution

13.2 The Learning and Teaching Committee noted that Griffith Teaching Fellowships valued at $10,000 have been awarded to the following:

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”
14.0 CHAIR’S REPORT

14.1 THE CARRICK INSTITUTE FOR LEARNING AND TEACHING IN HIGHER EDUCATION


14.1.2 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

14.1.2 The Chair noted that in respect of the above five funding priorities, Griffith University has revised its reward and recognition schemes for learning and teaching 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.

14.2 FIRST YEAR EXPERIENCE AT GRIFFITH UNIVERSITY

14.2.1 The Chair drew to the attention 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 invited discussion of matters raised in this paper.

14.2.2 Members noted that the details of the paper give further support for initiatives highlighted in the Strategic Plan and the revised Academic Plan in the areas of student retention and satisfaction.
15.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held on Monday 17 October at 10.00am at in Council Chambers, Room 2.02, N54, Bray Centre, Nathan

Confirmed: ...........................................

(Chair)

Date: ..............................................

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