GRIFFITH UNIVERSITY

EDUCATIONAL EXCELLENCE COMMITTEE

A meeting of the Educational Excellence Committee was held at 10:00am – 12:00pm on Monday, 9 March, 2015 via videoconference in room 2.06, Bray Centre (N54), Nathan campus and room 1.04, The Chancellery (G34), Gold Coast campus.

MINUTES

PRESENT:

Professor Keithia Wilson (Chair)
Professor Ramon Shaban
Professor Darryl Hawker
Associate Professor Dianne Watters
Dr Therese Wilson
Dr Deborah Griffin
Associate Professor Gemma Carey
Associate Professor Mark Brimble
Dr Gary Grant
Associate Professor Dianne Watters
Ms Christine Grimmer
Ms Leigh Sawyer (Secretary)

APOLOGIES:

Ms Georgina Tkacz

ACKNOWLEDGEMENT OF COUNTRY

On behalf of the Educational Excellence Committee, the Chair acknowledged the Traditional Custodians of the lands on which the Educational Excellence Committee meets.

1.0 CONFIRMATION OF MINUTES

The minutes of the 5/2014 meeting of the Educational Excellence Committee, having been circulated, were taken as read and confirmed.

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

2.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET) AND GROUP LEARNING AND TEACHING CITATIONS – STANDING ITEM

GAET AWARDS UPDATE AND REVIEW FOR 2015

2.1 At the 5/2014 meeting members considered the 2014 Griffith Awards & Citations for Excellence in Teaching Guidelines and a document summarising the feedback of the GAET Selection Panels and the Grants and Awards team in administering the scheme and proposing recommendations to address issues identified (2014/0006525). Members were asked to review the current Guidelines for the Griffith Awards and Citations for Excellence in Teaching with a view to making recommendations to Learning and Teaching Committee for changes for 2015.
2.2 EEC made a number of recommendations relating to eligibility, evidence, student nominations, application formatting and online application tools, with some of these recommendations requiring edits to the Guidelines.

2.3 Since the 5/2014 meeting, the Office for Learning and Teaching has published its 2015 Australian Awards for University Teaching Programme Information and Nomination Instructions (published December 2014). The 2015 instructions include revised assessment criteria for Citations and Programme and Teaching Awards, and merging of some Programme award categories. Griffith's internal award scheme selection criteria to date have closely aligned with the OLT criteria which allows successful Griffith award recipients to build on these applications if they are nominated to apply at the national level.

2.4 The 2015 OLT assessment criteria have been reduced to four criteria, removing the criterion from previous years “Approaches to assessment and feedback that foster independent learning”. Responses to this assessment criteria for Griffith award applicants has previously been a useful source of evidence for future OLT citation and award submissions, and will be retained in the GAET Guidelines for 2015. The Chair noted that the new criterion 4 “Evaluation practices that bring about improvements in teaching and learning” places a new focus on evaluation which goes beyond SET and SEC. Members discussed staff concerns around ethical issues with respect to additional surveys of students. The Chair advised that evidence in support of this criterion might include peer review, Starting@Griffith, Semester 1 and 2 retention and Course Experience Questionnaire surveys. However, a teacher's own formative evaluation can be a rich source of qualitative and quantitative data, and no ethical approval is required if this is for the purposes of the class and is not for publication purposes. If there is a plan to publish the evaluation data, prospective ethical approval is required.

2.5 Further, in February 2015, the Dean Learning Futures consulted with Deans Learning and Teaching and the Academic Provost regarding possible additional Griffith Awards for Excellence in Teaching categories. These categories were endorsed by the Academic Provost and approved by the Learning and Teaching Committee on 23 February 2015. The new Excellence in Teaching Priority Area awards are:

2.5.1 Leadership of Learning and Teaching Award
2.5.2 Innovation in Learning Design Award
2.5.3 Student Advising Award

2.6 Professor Lizzio advised that the new Leadership of Learning and Teaching Award category was introduced as leadership can be an unrecognised skill set but this should be a category of excellence. The Innovation in Learning Design Award was created to recognise the contribution of a range of roles in the design of learning environments. The Student Advising Award Category seeks to recognise that students are whole people and to acknowledge and reward the various staff supporting their needs. Members discussed the evidence of scholarship required for the new categories. Professor Lizzio suggested that some thoughtful scholarship is required for the leadership and learning design categories, but that the focus of the assessment of the applications will be on activity and outcomes. It was noted that the online teaching and learning design do not overlap as the online teaching award is, in essence, a teaching award.

2.7 The edits and activity to date to address the remaining recommendations from the 5/2014 meeting were summarised in the attachment, Summary of proposed changes to

Resolution
The EEC:
- endorsed the revised Guidelines for the Griffith Awards and Citations for Excellence in Teaching with a view to making recommendations to the Academic Provost for Executive approval and ratification at Learning and Teaching Committee; and
- noted the activity to date to address the other recommendations from the 5/2014 meeting.

SECTION B: ACTION UNDER DELEGATED AUTHORITY
NIL

SECTION C: OTHER RECOMMENDATIONS AND REPORTS

3.0 ANNUAL REPORT FOR THE EDUCATIONAL EXCELLENCE COMMITTEE FOR 2014

3.1 The 2014 Annual Report (2015/00004) which includes the work plan for 2015 for the Educational Excellence Committee was considered by members. The Report will be tabled at both the Learning and Teaching Committee and the Academic Committee. The Chair is seeking the input of Committee members into the final Report. The Report is a requirement of the University’s Academic Committee.

3.2 Members queried the current status of the SET/SEC review. The Chair recommended that the Dean Learning Futures be invited to the May meeting to present an update on this initiative.

Resolution
The EEC endorsed the 2014 Annual Report and recommended that it be presented to Learning and Teaching Committee.

The EEC recommended that the Dean Learning Futures be invited to the present an update on the SET/SEC review at the May meeting.

4.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING – INTERIM AND FINAL REPORTS

4.1 There were no grant reports for consideration of the Committee at this meeting.

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

5.0 STRATEGIC LEADERSHIP – CONTRIBUTING TO TEACHING EXCELLENCE - STANDING ITEM – UPDATE
5.1 The Dean Learning Futures and Project Officer, Dr Paula Myatt were invited to the meeting to provide an update and seek feedback from Committee members on strategic issues with respect to the Teaching-Focussed Academic Careers@Griffith strategy. Associate Professor Heather Alexander, Portfolio Leader, Program and Teaching Quality and a project team member also joined the meeting as a visitor.

5.2 The Dean Learning Futures, Professor Alf Lizzio, provided an overview of the rationale for the proposed Teaching-Focussed Academic Careers@Griffith strategy. The University is seeking to identify ways to best support and celebrate staff in teaching-focussed positions.

5.3 Professor Lizzie proposed that EEC act as Reference Group for this project. The Chair recommended that the Teaching-Focussed Academic Careers@Griffith strategy be added to all future EEC agendas as a standing item.

5.4 Associate Professor Alexander advised that during the six month first phase of this project institutional data will be gathered, primarily through face to face interviews. At the end of phase one a discussion paper will be presented. Dr Myatt explained that the project plan presented (2015/00007) was in draft form. The project will seek to identify what we are doing now and how it is working. The project will address key questions around how we define teaching, service and engagement and leadership. Data will be gathered from a number of leaders including Heads of School and Academic Supervisor positions to discuss promotion matters. The project will seek to identify gaps in knowledge and pockets of excellence. The following three key areas will guide the interview protocol:

1. confirmation and promotion: What is the journey of a teaching-focussed academic?
2. experiences of supervisors, including those mentoring and guiding academics; and
3. what does a teaching-focussed career look like? This will include consideration of the leadership components needed for identity making in a school environment.

5.5 Dr Myatt requested that EEC members act as informants in the pilot stage to confirm the project method, by participating in interviews.

5.6 Members were very supportive of the project, commending it as a great place to start and an important piece of work. Members noted the following issues in this space for the project team’s consideration:

5.6.1 Recommendations to guide strategy and provide guidance for supervisors, that can contribute to a shared cultural understanding would be supported.
5.6.2 The current staff perception that teaching-focussed is 70% teaching. Some staff see this as a punishment.
5.6.3 Need to model/identify other useful teaching and learning activities beyond the classroom. The service component is important. We want leaders in learning and teaching to share their expertise.
5.6.4 Heads of School and Deputy Heads of School often play a key leadership role in lifting retention rates, but this is not currently a formalised role.
5.6.5 What does scholarship look like in the context of a teaching-focussed role? This is likely to be driven by the nature of the discipline, but common ground could be identified. Noted that Arts, Education and Law Group is quite diverse and teaching-focussed academics in the Queensland College of Art, for example, may differ to other disciplines.
5.6.6 The project needs to take account of academic Group differences in understanding and defining a learning and teaching-focused role and scholarship of learning and teaching, with key differences identified and acknowledged.

5.6.7 A nuanced definition of performance recognition should be developed that ensures teaching-focused roles are not viewed negatively.

5.6.8 Importance of academic managers leveraging staff strengths in the right way.

5.6.9 Need for teaching-focused academics to achieve recognition, including for the purpose of promotion, through teaching awards.

5.6.10 Consideration of career pathways should take into account discipline differences, for example, the one on one teaching predominantly undertaken by Queensland Conservatorium teachers.

5.6.11 The difference between teaching-focused academics and scholarly teaching fellows. The Enterprise Bargaining Agreement refers to scholarly teaching fellows, but not teaching-focused academics. Griffith Business School and the School of Nursing and Midwifery have recently appointed Scholarly Teaching Fellows.

5.6.12 There have been incidences of staff being moved to teaching-focused positions involuntarily.

5.6.13 The Academic Work Profiles at Griffith document was initiated by EEC and developed by the DVC(A) but has been withdrawn due to a decision that each academic Group would devise their own.

5.7 Professor Lizzio advised that the project will only focus on teaching-focused academics but that it is likely that scholarly teaching fellows will benefit from this work.

5.8 Associate Professor Alexander advised members that Learning Futures recently launched the Professional Learning@Griffith site which provides a number of resources including lecture resources and self-paced modules which an contribute towards the Graduate Certificate in Higher Education. Associate Professor Alexander will send the link to the site to EEC members. Associate Professor Gemma Carey will share the link to the Queensland Conservatorium’s online learning resources developed through an Office for Learning and Teaching grant.

Resolution
The EEC recommended that:

- The Committee act as Reference Group for the Teaching-Focussed Academic Careers@Griffith strategy project.
- The Teaching-Focussed Academic Careers@Griffith strategy project be added to all future EEC agendas as a standing item.
- Committee members participate in interviews with Dr Myatt for the pilot stage of the project.
- That Associate Professor Alexander and Dr Myatt be invited to the 11 May 2015 meeting for a 10:00am presentation to report back on progress with the project.
- That Associate Professor Alexander be invited to present the Professional Learning@Griffith site to members at the May meeting and that Associate Professor Gemma Carey be invited to present the Queensland Conservatorium online resources.
6.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING – STANDING ITEM – UPDATE

GGLT UPDATE AND REVIEW FOR 2015

6.1 Eight Strategic Priority Scheme applicants were successful in obtaining grants in the 2014 round. The list of successful applicants will be tabled at the May meeting.

6.2 In 2015 the Griffith Grants for Learning and Teaching Scheme key dates are:

- Scheme opened: 11 May 2015
- Learning Futures conducts workshops “Writing Expressions of Interest for Griffith Grants for Learning and Teaching”: 26 and 27 May 2015
- Expressions of Interest due: 29 June 2015
- Successful EOI applicants advised to proceed to full application 7 August 2015
- Full Applications due: 21 September 2015

Noted

7.0 OLT STANDING ITEM – UPDATE

2015 OLT FELLOWSHIP, CITATION AND AWARD APPLICATIONS

7.1 In December 2014 the University was notified that all 4 applications for 2014 Australian Awards for Teaching Excellence and Program Awards were successful. At the AAUT Ceremony in Canberra on 9 December, Associate Professor Brydie-Leigh Bartleet was awarded the Australian University Teacher of the Year Award. This is Griffith’s most successful year in the AAUT award submissions. A summary of national outcomes for the 2014 OLT Awards round by successful University and number of awards received was attached for noting (2015/00005).

7.2 The Chair advised members that Associate Professor Bartleet and Associate Professor Leonie Rowan have been invited to join the Griffith Academy of Learning and Teaching Scholars as members. Associate Professor Bartleet has also been invited to take up a number of other learning and teaching leadership roles.

7.3 The Office for Learning and Teaching published the 2015 Australian Awards for University Teaching Programme Information and Nomination Instructions in December 2014. The revised instructions include the following changes from 2014:

Citations
- Maximum number of Citations will be reduced from 160 to 150
- Assessment criteria for Citations have been changed from five to four

Teaching and Programme Awards
- Amendment of the assessment criteria for Programme and Teaching Awards
- Some categories of the Programme awards have been merged. There are six categories in 2015 instead of eight
- Teaching awards nominees no longer have to provide student survey questionnaires as a supporting document, however, student data should be drawn from their institution’s quality surveys or a broader source of evidence to support excellence of teaching throughout.
The Citation and Award monies granted as a prize to the recipient’s institution must be spent within three years

7.4 One National Senior Teaching (Professor Amanda Henderson) and one National Teaching (Dr Jessica Vanderlilie) fellowship application were submitted to the Office for Learning and Teaching on 2 February. In addition, eleven Citation applications and five award applications are currently in preparation. The list of applicants was tabled for noting (2015/00006) in a confidential document at the meeting. Time frames for the national scheme were discussed.

Noted

2015 OLT GRANTS SCHEME

7.5 On 28 November 2014, Griffith submitted 4 full applications and seven Expressions of Interest for 2015 Round 1 Innovation and Development grants. The OLT is yet to advise the outcome of Round 1 applications. The due date for applications for round 2 2015 is 22nd June 2015. Interested applicants are required to submit an internal Expression of Interest by 9th March 2015, only full proposals from successful R1 EOIs and Seed project applications may be submitted in Round 2.

Noted

8.0 PROMOTING EXCELLENCE INITIATIVE (PEI) STANDING ITEM

The nominee of the Dean Learning Futures will provide an update on the work of the Queensland Promoting Excellence Network which meets two to three times a year. The next meeting will be held in May 2015 and is likely to focus on a draft rubric that has been developed by members for evaluating the quality of national award applications.

Noted

9.0 CELEBRATING TEACHING EVENTS 2015

The University's Celebrating Teaching Week was held in the week beginning 3rd November, offering opportunities for Griffith staff to engage in a diverse range of local and University-wide events. The Celebrating Teaching Gala Nights were held at the Gold Coast campus on Monday 3rd and at Nathan Campus on Thursday 6th November, recognising the winners of the Griffith Awards for Excellence in Teaching and Griffith staff who have won national Teaching Excellence Awards, Grants and Fellowships.

The nominee of the Dean Learning Futures advised that Celebrating Teaching Week was very successful and that the Academic Provost was very interested in the week. A preliminary meeting has been scheduled to discuss plans for the 2015 Celebrating Teaching Week to discuss the gala night video plan.

Noted

10.0 OTHER BUSINESS
The nominee of the Dean, Learning Futures asked EEC members if they would find the 2015 Key Dates for Learning and Teaching Awards, Citations and Grants Calendar useful. Members agreed that this would be a useful document. The nominee of the Dean agreed to distribute the calendar to members.

**Noted**

11.0 **NEXT MEETING**

The next Educational Excellence Committee is scheduled to be held on Monday 11th May 2015. The schedule of meetings for 2015 is detailed in the table below. All meetings are scheduled for **Monday 10:00am – 12:30pm**:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Campus</th>
<th>Venue Allocated</th>
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<tr>
<td>11 May 2015</td>
<td>NA/GC</td>
<td>N54_2.06</td>
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<tr>
<td>13 July 2015</td>
<td>G34_1.04</td>
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<tr>
<td>7 September 2015</td>
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<tr>
<td>12 October 2015</td>
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**Noted**

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

            (Chair)

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