GRiffith University

Educational Excellence Committee

A meeting of the Educational Excellence Committee was held at 10:00am – 12:00pm on Monday, 11 May, 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
Dr Deborah Griffin
Associate Professor Gemma Carey
Associate Professor Mark Brimble
Ms Georgina Tkacz
Ms Christine Grimmer
Ms Leigh Sawyer (Secretary)
Mr Masaichiro Oi

Apologies:

Dr Gary Grant
Associate Professor Dianne Watters
Dr Therese Wilson

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 1/2015 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 The Griffith Awards & Citations for Excellence in Teaching schemes were launched via broadcast email from the Academic Provost on 20th April 2015. A copy of the broadcast email was attached for members’ information (2015/00008). The key dates for the schemes are:
- Group Learning and Teaching Citations applications are due on Monday, 1 June
- Griffith Awards for Excellence in Teaching nominations close on Monday, 29 May
- Griffith Awards for Excellence in Teaching applications are due on Tuesday, 21 July
2.2 Learning Futures held workshops on 16th and 17th April 2015 titled “Writing Applications for Griffith Group Learning and Teaching Citations” and will hold two workshops in May titled “Writing Applications for Griffith Awards for Excellence in Teaching”. The workshops have had strong attendance this year.

2.3 Following the 1/2015 meeting, the request for a quote from the Corporate Web team to develop a web form to receive Griffith Awards for Excellence in Teaching (GAET) applications online via the Grants and Awards web page was received and approved, and web forms for the Group Learning and Teaching Citation and GAET applications were developed and approved by the Chair. The Chair executively approved minor revisions to the Guidelines to reflect the new online submission process.

Presentation of Griffith Awards for Excellence in Teaching at Graduations

2.4 Arising from a discussion within the Graduations unit about streamlining graduation ceremonies, the DVC (Engagement) brought forward to the senior management group an item about the recognition of Griffith Awards for Excellence in Teaching winners at those ceremonies. In order to streamline future graduation ceremonies, and in light of the increase in the number of GAET categories this year, it was proposed that only the four Excellence in Teaching Group award winners (one from each Group) plus the award of Vice Chancellor’s Award for Griffith University Teacher of the Year should be presented at the relevant ceremonies rather than all GAET awards. All award winners are still to be recognised at the annual Gala events. Therefore, a minor edit to the Griffith Awards and Citations for Excellence in Teaching Guidelines was proposed to reflect this change in protocol detailed in the paper (2015/00009). Members considered this proposed change and all members, including a Postgraduate student representative, were in agreement with the recommendation to the Griffith Learning and Teaching Committee that the current arrangements for the presentation of all Griffith Awards for Excellence in Teaching at graduation ceremonies be retained for several key reasons, including:

2.4.1 Graduation ceremonies are an important opportunity to showcase learning and teaching at Griffith and to promote teaching excellence to Griffith students and their families;

2.4.2 Students are involved in the nomination process and therefore have an important role in the presentation of the Awards. While students no longer directly nominate staff for a GAET, student feedback data is used to identify the Academic Provost’s top 4% of teachers who are then approached to apply for a GAET Award. (Staff who ranked in the top 4% using the overall satisfaction of teaching item in two or more courses, and who also received a high response from student nominations for awards, receive a GAET nomination from the Academic Provost. Griffith data show that these staff are more highly represented in the field of Award applicants over the last 3 years);

2.4.3 Academic staff consider it more important to be presented with their Award in the presence of their students, rather than their peers. This has been tested in the past when a similar proposal was made some years ago, resulting in a consultation process with Award winners who all indicated their strong preference to receive their Award at the Graduation ceremony in the presence of their students.

Griffith Awards for Excellence in Teaching Selection Panels

2.5 The Guidelines require that Selection Panels are established by the EEC to review and evaluate GAET applications to advise the Committee in making recommendations to the Learning and Teaching Committee for the annual GAET awards. Each Selection Panel is chaired by a member of the Educational Excellence Committee. Where possible, panels comprise academic representatives from all academic Groups, a member of the Educational Excellence Committee, a representative from Learning
Futures, a previous award winner, a general staff member, and, as appropriate, staff with expertise in a specific category. The Deans (Learning and Teaching) are members of the Group Awards Panel.

2.6 Members discussed the number and composition of GAET Selection Panels for 2015, particularly in light of the introduction of three new award categories, and the previously successful panel structure. In 2014 the following structure was used:

- A single Panel for the 4 Group Individual Awards, chaired by the Chair EEC, and including the Dean Learning Futures, the four Deans Learning & Teaching;
- Other Panels chaired by an EEC member to ensure greater consistency (Guidelines for Panel Chairs were attached (2015/00010));
- The number of Panels to be determined by the number of applications in each category, with each Panel assessing applications in two to three Award categories (Proposed 2015 panels were attached, 2015/000011);
- The Secretary for EEC acting as the Secretary for each Panel, again as a means of ensuring consistency between Panel processes and outcomes.

2.7 The Chair sought members’ views on the notional panel composition (2015/000011) including the streamlining of the composition of the Group Excellence in Teaching and Leadership in Learning and Teaching Award Panel. Professor Ramon Shaban and Professor Mark Brimble both agreed to Chair the Sessional Staff, Early Career and Work Integrated Learning and Online Teaching and Innovation in Learning Design Award panels respectively. Members considered student representation on the selection panels and agreed that the postgraduate student EEC member would join the Sessional Staff, Early Career and Work Integrated Learning Panel. The Chair requested that the Secretary contact Professors Shaban and Brimble within the week to confirm suitable dates, as well as the proposed chairperson for the remaining panels, Professor Alf Lizzio and the EEC Chair, as well as the Deans Learning and Teaching (as invited members of the Group Excellence in Teaching and Leadership in Learning and Teaching Awards panels). The Chair advised that the Panel Chair and Member Guidelines will be reviewed at the July EEC meeting before the selection panels meet.

Resolution

The EEC:

2.8 Noted the implementation of the new online submission process for the Group Learning and Teaching Citation and GAET applications and the minor revisions to the Guidelines executively approved by the Chair to reflect the new online submission process;

2.9 Recommended that the current arrangements for the presentation of all Griffith Awards for Excellence in Teaching at graduation ceremonies be retained for several key reasons (outlined above in 2.4) and that this recommendation be put to the Learning and Teaching Committee for consideration;

2.10 Agreed that four selection panels be convened for 2015 comprising two EEC members, with one of these members taking up the role of Chair. The Chair of each panel, the award categories they will oversee and panel membership was notionally agreed as per the attachment 2015/000011, with the addition of student representative, Masaichiro Oi as panel member for the Sessional Staff, Early Career and Work Integrated Learning Panel.
SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL

SECTION C: OTHER RECOMMENDATIONS AND REPORTS

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

3.1 In accordance with the Griffith Grants for Learning and Teaching Guidelines, the Educational Excellence Committee is asked to review the interim and final reports of all successful University level learning and teaching grant recipients and provide feedback to project teams.

The following grant report was attached for the consideration of the Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Project Status</th>
</tr>
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<tbody>
<tr>
<td>Margo Baas</td>
<td>Career Development Learning Modules for Griffith Online</td>
<td>Final Report</td>
</tr>
</tbody>
</table>

3.2 Members strongly endorsed the project outputs and noted the importance of maintaining the currency of and embedding this important career development initiative in curriculum. The Committee therefore endorsed the continuation of this work.

3.3 Members discussed the GAET Award categories and whether such employability initiatives are recognised through the GAETs. It was noted that the Committee, when next reviewing the Guidelines for 2016, would consider a re-naming of the Work Integrated Learning category. Members also agreed that this project would be suitable for an Office for Learning and Teaching grant application.

Resolution

The EEC:

3.4 Endorsed the Final Report of the Career Development Learning Modules for Griffith Online project;

3.5 Recommended that Margo Baas be invited to the July EEC meeting to discuss sustainability of this initiative, and that Prof Alf Lizzio also be invited to this meeting to contribute to consideration of embedding the outputs of this project; and

3.6 Recommended that this project be developed into an Office for Learning and Teaching grant application in the future.

SECTION D: MATTERS NOTED, CONSIDERED OR REMAINING UNDER DISCUSSION

4.0 STRATEGIC LEADERSHIP – CONTRIBUTING TO TEACHING EXCELLENCE - STANDING ITEM – UPDATE

4.1 The Committee has a standing item concerning the identification of strategic issues in learning and teaching which are relevant to staff engagement with awards and grants in learning and teaching. GALTS (Griffith Academy of Learning and Teaching Scholars) members have met for 2015 and identified the following 2015 priorities. These include:
• GALTS to provide input into the Teaching-emphasis Academic Careers@Griffith strategy project; and
• GALTS to make the new Griffith Model a standing agenda item.

4.2 New members were invited to note the attachment (2015/00014) outlining the Terms of Reference for the Griffith Academy of Learning and Teaching Scholars (GALTS).

Noted

LEARNING FUTURES' PROFESSIONAL LEARNING@GRIFFITH SITE DEMONSTRATION

4.3 At the 1/2015 meeting members recommended that Associate Professor Heather Alexander be invited to present a demonstration of the Professional Learning@Griffith site.

4.4 Associate Professor Alexander delivered a presentation and demonstration of the site and explained the origins of the work in the review of the Griffith Institute for Higher Education and of the Graduate Certificate in Higher Education. The Professional Learning@Griffith site is structured around the Professional Learning Framework and its component Learning Domains. The site contains self-paced modules and scholarly readings, which are structured around both the Learning Domains and specific courses within the Graduate Certificate in Higher Education. Individual course sites allow you to complete the assessment items that contribute to attainment of the Graduate Certificate. A series of learning and teaching grant reports, including the Office for Learning and Teaching’s Good Practice Guides, are housed by Learning Domain. Learning Futures will continue to add Griffith learning and teaching grant project final report abstracts as they become available. The site has experienced positive enrolment numbers. The Committee thanked Associate Professor Alexander and Learning Futures for their work to develop the site.

Noted

TEACHING-EMPHASIS ACADEMIC CAREERS@GRIFFITH STRATEGY – STANDING ITEM – UPDATE

4.5 At the 1/2015 meeting members resolved that the Teaching-Emphasis Academic Careers@Griffith strategy project be added to all future EEC agendas as a standing item. Dr Paula Myatt attended the meeting to provide an update on the Teaching-Emphasis Academic Careers@Griffith strategy. Dr Myatt advised that:

4.5.1 Interview questions matrix has been developed and refined;
4.5.2 Ethics and survey applications have been submitted and approved;
4.5.3 Preliminary Human Resources data have been discussed;
4.5.4 12 interviews have been completed (6 of 8 Deans (Academic)/(L&T); 4 of 4 HR Managers)
4.5.5 Interview reports have been completed and returned to participants: 6 of 12.
4.5.6 Issues arising so far out of the interview process:
   4.5.6.1 Issues around the process of appointments, promotion and confirmation;
   4.5.6.2 Identification of three types of teaching-emphasis academics:
   • Those staff appointed to the position and see it as temporary;
   • Those staff that see themselves as career teaching-emphasis academics; and
• Those staff appointed to the teaching-emphasis position, but lack a clear understanding of this role.

4.5.6.3 Apparent confusion amongst interviewees regarding guidance available, documentation, to clarify a teaching-emphases academic’s role.

4.5.6.4 Notion of “Scholarly” approaches is clear, but “scholarship” is not so clear to teaching-emphasis academics.

4.6 Members discussed the issues arising from the interviews, including the lack of clear distinction between service and teaching in a work profile. The notion of a fourth type of teaching-emphasis academic, those that have hope of moving to a balanced profile. The question was posed, if there is confusion regarding the scope and content of the teaching-emphasis academic role, how do we provide guidance and also support diversity? Members agreed that the Deans Learning and Teaching, and particularly Deputy Heads Learning and Teaching and Heads of School, are at the coalface of these issues and should be included in the interview phase of the project. Dr Myatt advised that Human Resources is contacting these staff to invite them to participate in the project. Members recommended that the Deputy-Heads Learning and Teaching be interviewed together as a group, but by Academic Group to assist in identifying any differences between Groups. Associate Professor Gemma Carey highlighted the Griffith Grant for Learning and Teaching project led by Professor Scott Harrison that addresses issues around the 21st century academic as an important piece of work that goes to the Arts, Education and Law Group issues in this space. The Chair invited Dr Myatt to present an update and data gathered to date at the July EEC meeting.

Resolution

The EEC recommended that:

4.7 the Deputy-Heads Learning and Teaching be included in the project interviews, and be interviewed together as a group, by Academic Group; and

4.8 Dr Paula Myatt be invited to the July EEC meeting to present an update on the project.

5.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING – STANDING ITEM – UPDATE

GGLT UPDATE AND REVIEW FOR 2015

5.1 Members noted the seven Strategic Priority Scheme applicants successful in obtaining grants in the 2014 round. The Project Leader/s and Titles for these projects are:

Project Leader: Associate Professor Leonie Rowan, School of Education and Professional Studies
Title: Building ‘rapport-ability’ through collegial conversations: Action research for teaching development

Project Leader: Dr Ian Davis, Griffith Institute for Educational Research
Project Title: On-line learning peer expert project: Improving skills and approaches in delivering online course content and assessment – PILOT

Project Leader: Ms Tania Milne, School of Nursing and Midwifery
Project Title: A framework for the provision of culturally safe and transformative education for ATSI students within midwifery@Griffith
Project Leader: Dr Sven Venema, School of Information and Communication Technology
Project Title: A whole of school approach to facilitating a successful first year in ICT: Measuring the impact on culture and student experience

Project Leader: Dr Michael Howes, Griffith School of Environment
Project Title: Sustainability across the curriculum - A trans-disciplinary approach

Project Leader: Dr Alison McDonald, Griffith School of Environment
Project Title: STEA²M: Collaborative development of an engineering, arts and architecture precinct

Project Leader: Dr Geraldine Torrisi-Steele, School of Information and Communication Technology and Dr Sakinah Alhadad, Learning Futures
Project Title: Enhancing student success and retention by supporting metacognition throughout the BMm program: Pilot study

Noted

6.0 OLT STANDING ITEM – UPDATE

2015 OLT FELLOWSHIP, CITATION AND AWARD APPLICATIONS

6.1 The Office for Learning and Teaching is yet to advise the outcome of the 2015 Fellowships round. Griffith submitted two applications on 2 February 2015.

6.2 Eleven previous Griffith Award winners were invited by the Chair EEC, on behalf of the Academic Provost, and the Dean Learning Futures in November 2014 to apply for OLT Citations in 2015. Since November Learning Futures has worked closely with these academics to support the development of their applications. An Institutional Selection Panel Chaired by the Academic Provost and comprising the Dean Learning Futures, Chair Educational Excellence Committee and two GALTS representatives (Prof Stephen Billett and Assoc.Prof Brydie-Leigh Bartleet) was convened on 13th April 2015. The Panel reviewed near to final draft applications and shortlisted six nominees. This review panel also provided further feedback to enhance the quality of the applications, leading to further application development work.

6.3 The list of OLT Citation nominees and OLT Award applicants was tabled for noting (2015/00013) in a confidential document at the meeting.

Noted

2015 OLT GRANTS SCHEME

6.4 On 28 November 2014, Griffith submitted 4 full applications and 7 Expressions of Interest for 2015 Round 1 Innovation and Development grants. The OLT advised the outcomes of the EOI submissions only on 30 April, with the outcome of full applications submitted to be distributed at a later date (when 2015 Round 2 application outcomes are advised). The Griffith staff that submitted EOI are listed below:

- Dr Mike Davies, School of Education and Professional Studies
6.5 Of the 7 EOI submitted, one was successful and invited to submit a full application in Round 2. Professor Darryl Low Choy from the Griffith School of Environment submitted the successful EOI.

6.6 The due date for applications for round 2, 2015 is 22\textsuperscript{nd} June 2015. Interested applicants are required to submit an internal Expression of Interest by 9\textsuperscript{th} March 2015. Learning Futures has endorsed all 7 Notices of Intention to Apply as lead institution and 2 partner Notices of Intention to apply received for round 2. Learning Futures will be scheduling a targeted workshop/consultation session in mid May to support the development of round 2 submissions.

Noted

7.0 SET/SEC REVIEW

At the 1/2015 meeting 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. This item was held over to the July EEC meeting.

Noted (item held over)

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, advising that the group will meet on 14\textsuperscript{th} and 15\textsuperscript{th} May. The Chair requested that the nominee of the Dean Learning Futures provide an update following this meeting, at the July EEC meeting.

Noted

9.0 CELEBRATING TEACHING EVENTS 2015

The nominee of the Dean Learning Futures advised that the Dean Learning Futures is in discussions with the Academic Provost regarding the theme for Celebrating Teaching Week and Gala nights events for 2015.

Noted

10.0 VICE CHANCELLOR’S TEACHING BURSARIES

10.1 The University offers Vice Chancellor’s Teaching Bursaries for staff enrolled in the Graduate Certificate in Higher Education or Master of Learning. Teaching Bursaries are for the specific purpose of providing teaching relief during the course of study and
will be paid to the appropriate School at the end of the semester. Continuation of the Teaching Bursary will be subject to satisfactory program progress.

10.2 One new application was received and approved for Semester 1 and 2 2015. The successful applicant is Dr Georgina Barton, School of Education and Professional Studies.

Noted

11.0 NEXT MEETING

The next Educational Excellence Committee is scheduled to be held on Monday 13th July 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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<tbody>
<tr>
<td>13 July 2015</td>
<td>NA/GC</td>
<td>N54_2.06</td>
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<td>G34_1.04</td>
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<td>7 September 2015</td>
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<tr>
<td>12 October 2015</td>
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Confirmed: ........................................ (Chair)

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