GRiffith University

EDUCATIONAL EXCELLENCE COMMITTEE

A meeting of the Educational Excellence Committee was held at 10:00am – 12:00pm on Monday, 13th July, 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 Gary Grant
Associate Professor Gemma Carey
Associate Professor Mark Brimble
Ms Georgina Tkacz
Ms Christine Grimmer
Associate Professor Dianne Watters
Mr Masaichiro Oi
Ms Sarah Matthews
Ms Leigh Sawyer (Secretary)

APOLOGIES:

Dr Therese Wilson
Dr Deborah Griffin

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 2/2015 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

Presentation of Griffith Awards for Excellence in Teaching at Graduations

2.1 At its May meeting EEC members considered the proposal to streamline the graduation ceremonies, resulting in the following proposal to the LTC:

2.2 As a result of a discussion within the Graduations unit about streamlining graduation ceremonies, the DVC (Engagement) raised with the Executive Group a reduction in the
number of Griffith Awards for Excellence in Teaching (GAET) winners recognised at the graduation ceremonies. With a view to streamlining 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) and the Vice Chancellor's Award for Griffith University Teacher of the Year should be presented at the relevant ceremonies rather than all GAET awards. It was further proposed that all award winners still be recognised at the annual Celebrating Teaching Week Gala Night events. This proposed change required a modification to the current Griffith Awards for Excellence in Teaching Guidelines which indicate that GAET winners will receive their medal or certificate at the Graduation ceremonies.

At the 2/2015 (11 May 2015) meeting of the Educational Excellence Committee (EEC), members considered this proposed change to the Griffith Awards and Citations for Excellence in Teaching Guidelines. All EEC 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:
  
  * Graduation ceremonies are an important opportunity to showcase learning and teaching at Griffith and to promote teaching excellence to Griffith students and their families;
  * 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);
  * 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.

Educational Excellence Committee members recognise that their role is limited to making recommendations and not decisions, and move this matter forward to be considered by the Griffith Learning and Teaching Committee for final decision-making.

2.3 After discussion, members of the LTC agreed with the recommendation from EEC. This recommendation was subsequently moved forward by the Academic Provost to the Vice Chancellor for ratification.

Noted

**GAET AWARDS UPDATE AND REVIEW FOR 2015**

2.4 At its 2/2015 meeting the Educational Excellence Committee agreed that four selection panels would 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 category/ies the Panel will assess and notional panel membership was agreed (see 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.

2.5 Learning Futures has sent invitations to Panel Chairs and Panel Members seeking availability for panel meetings that will be scheduled between 11th and 22nd August 2015.

2.6 27 (4 did not specify a category) notices of intention to apply have been received. The applicant’s chosen categories are distributed amongst the selection panels as follows:

2.6.1 Panel 1 - Group Excellence in Teaching Award & Leadership in LT Award Panel – 7 applicants
2.6.2 Panel 2 – Sessional Staff, Early Career & WIL Panel – 10 applicants
2.6.3 Panel 3 - Online Teaching Award & Innovation in Learning Design Award Panel – 5 applicants
2.6.4 Panel 4 - Programs and Teams that Enhance Learning, High Impact Strategies for Progression, Retention & Attainment & Student Advising Award – 1 applicant

2.7 The Chair advised at the 2/2015 meeting that the Panel Chair Guidelines would be reviewed at the July EEC meeting before the selection panels meet to review applications.

2.8 Three key documents were attached for EEC members who are either Chairing and participating on the GAET Panels for consideration and discussion –

- Griffith Awards and Citations for Excellence in Teaching Guidelines (2015/000016),
- Guidelines for Griffith Awards for Excellence in Teaching (GAETs) Selection Panels (2015/000017), and
- Guidelines for Griffith Awards for Excellence in Teaching (GAETs) for Chairs of Selection Panels (2015/000018)

2.9 The Chair requested that the Secretary advise following the meeting whether the notices of intention to apply in the Group Excellence in Teaching Award category comprised a representative from each Group.

2.10 The Chair stepped through the key considerations for Panel Chairs as set out in the Guidelines for Griffith Awards for Excellence in Teaching for Chairs of Selection Panels, with a focus on eligibility and managing conflicts of interest. The Griffith Awards for Excellence in Teaching Guidelines provisions in relation to confidentiality and selection criteria were then discussed.

2.11 Members were advised that:

- Panel members are required to review and rank applications before the panel meeting.
- Chairs should start the meeting by considering members’ rankings.
- Panel Chairs should act as facilitators in the process.
- Panels may decide to confer an award, a highly commended certificate and can choose to allocate more than one award per category. Where more than one award is granted the professional grant is to be shared equally between the recipients. This decision is a recommendation to EEC and the Academic Provost.
- The panel will also develop feedback for each applicant.
- The decisions of the panel can be by majority vote, and in the case of a split the Chair has the deciding vote. A secret ballot can also be undertaken, with the Secretary collecting the votes and reporting these anonymously.
- The EEC Secretary will act as Secretary to each of the four selection panels and will monitor consistency of the panel processes. In 2015, the Secretary will again record audio of the selection panels to assist with developing accurate and comprehensive constructive feedback for applicants.
- Recommendations and applicant feedback for each selection panel will be brought to EEC for consideration and endorsement. EEC will also consider recipients for the Vice Chancellor's Award.

2.12 The Chair recommended that all unsuccessful applicant feedback this year include advice that applicants choosing to re-apply and address the selection panel feedback should note that each year’s field is different and that their new application will be assessed in comparison to the current year’s applicant field in that category.

2.13 The Chair confirmed that Selection Panel Chairs’ will be advised of the confirmed date and time of their panel meeting by the end of the week (Friday 17th July 2015).

Resolution

The EEC recommended that:

2.14 the Secretary EEC advise the Chair following the meeting whether the notices of intention to apply in the Group Excellence in Teaching Award category comprise a representative from each Group;

2.15 all unsuccessful applicant feedback this year include advice that applicants choosing to re-apply and address the selection panel feedback should note that each year’s field is different and that their new application will be assessed in comparison to the current year’s applicant field in that category.

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.

3.2 Section 8.1 of the Griffith Grants for Learning and Teaching Guidelines state:

Reports must be submitted in the format of the report template. The templates are intended to be dynamic documents that provide a complete record of the project’s reports and feedback on reports from the relevant review committees. The template, complete with the review committee’s feedback, will be returned to project leaders to retain, so the next section of the template can be completed for the second and/or final report.
The Educational Excellence Committee may request that applicants revise and re-submit their reports in line with specific feedback provided. Such feedback is designed to enhance the possible success of the project.

3.3 At the 2/2015 meeting members endorsed the grant report (2015/00012):

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

3.4 At the 2/2015 meeting members Recommended that Margo Baas be invited to an EEC meeting to discuss sustainability of this initiative, and that Prof Alf Lizzio also be invited to this meeting.

3.5 Margo Baas will attend the October EEC meeting.

Noted

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.

4.2 The Chair invited Ms Debbie Paltridge, Project Officer, Peer Review Project, to attend the meeting and brief members on the Peer Review Project and the concepts of formative and summative peer review of teaching.

4.3 The Committee was asked to consider the strategy of making peer review of teaching mandatory for all GAET applicants from 2017 onwards as a means of further embedding peer review at Griffith as a practice for enhancing the quality of learning and teaching, in addition to providing further independent data to support claims of good teaching in individual award applicants. It is not proposed that this apply to Group Citation applicants. A late paper for this agenda item was distributed to members prior to and tabled at the meeting, (2015/000021).

4.4 Ms Paltridge advised the Committee that there are currently two peer review processes: Peer Assisted Course Enhancement Scheme (PACES); and Pro-teaching. PACES takes a course focus, Pro-teaching provides participants with feedback on their teaching. Staff volunteer for Pro-teaching and the review is undertaken by a colleague from their discipline and a learning and teaching expert. The program was established as part of a Griffith Grant for Learning and Teaching project. There isn’t a clear connection between the two peer review processes. This project is exploring ways to expand peer review into all learning environments, including considering the possibility of a summative process. The purpose of the project is to identify what would need to happen to make peer review processes summative. Five years of peer review process data has been analysed. The Reference Group has considered a philosophy of peer review and recommend one peer review process at Griffith. The Chair is a member of the Reference Group and advised that the group is proposing peer review processes...
that incorporate a truly collegial approach and have recommended the deliberate use of the words “peer enhancement” to describe peer review processes. Members discussed the following issues:

- Notion of peer enhancement is very positive, removes the reductive nature, is less judgemental. This aligns with the approach the Conservatorium has taken.
- Possibility of a pilot summative process involving trained/calibrated observers.
- Reference Group’s desire to make peer review the norm for award applicants.
- Query current uptake of peer review process across the four Groups. Ms Paltridge advised that distribution is not even and is driven in part by whether there are dedicated staff coordinating the programs in the Group.
- Query link with academic promotions. Prof Lizzio confirmed that there is a Human Resources member on the Reference Group, however there are a number of HR issues to navigate in order to link peer review processes to promotion, and the scope of this project is limited to recommendations in relation non-HR initiatives, such as teaching excellence awards at this point in time.
- Other forms of evidence available to staff. Student evaluation and peer review are one part of the evidence. Promotions Boards and supervisors need education in relation to how to weigh the various forms of evidence. Need a credible system of peer enhancement.
- Peer review is an inherently formative process. Concern about how summative peer enhancement evidence might be used.
- Using the word “mandatory” for peer enhancement evidence in award applicants could be a deterrent to applicants and reduce the number of applications.
- Education needed in Groups to clarify misconception that peer enhancement is a remedial process.

4.5 The Chair asked members to consider incorporating summative rather than formative peer enhancement processes as a requirement for GAET applications. The Guidelines could include a provision to the effect that (for Griffith Award for Excellence in Teaching applicants) engagement with a peer enhancement process is “highly recommended”. Members discussed that framing this encouragement in the Guidelines as “highly recommended” would likely become “mandatory” in practice over time. Members supported the incorporation in the Guidelines of a recommendation that applicants incorporate evidence of engagement with an established peer enhancement process, and that the Guidelines could include advice about effective methods of peer enhancement.

Resolution

The EEC recommended that:

4.6 That at the September or October meeting, following the GAET Selection Process, as part of the annual review of the Guidelines, EEC consider which award categories should include peer enhancement evidence as a highly recommended form of evidence in support of applications for Griffith Awards for Excellence in Teaching.

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

4.7 Dr Paula Myatt attended the meeting to provide an update on the Teaching-Emphasis Academic Careers@Griffith strategy. Dr Myatt tabled a late paper at the meeting (2015/000022) and advised that:
• Uptake of interviews has been small, 17 staff have accepted invitations to attend focus groups to date. Finding a strong sense of convergence with clearly identified issues.
• A key theme concerns the academic supervisor role in creating a culture endorsing learning and teaching, and the power they have in influencing academic’s careers. The need may be emerging for academic supervisors to be provided with leadership development.
• Another key theme involves defining teaching excellence and how supervisors assess this. A document guiding staff would be useful.
• Project has found that academic-supervisor relationships differ between the Groups, and thus collecting Group level data is important.
• Diversity of profiles of teaching emphasis academics. Project only interviewing those staff with more than 50% teaching profile.

The Chair requested that the above key points be picked up in the project report including the data gathered from surveys regarding academic supervisors.

Resolution

The EEC recommended that:

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

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

GGLT UPDATE AND REVIEW FOR 2015

5.1 Expressions of Interest for the Griffith Grants for Learning and Teaching schemes, Group Projects and Strategic Priority, were due on Monday 29th June. In total 52 EOI s were submitted in 2015, compared to 59 EOI s received in 2014. The Group Projects Scheme EOI s were distributed to the Deans Learning and Teaching for consideration by their selection panels for outcomes to be advised by 27th July. Five (5) EOI s for Strategic Priority Scheme projects were received and will be provided to the Dean Learning Futures. The table below provides a breakdown by Group of submissions received for each scheme.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>STRATEGIC PRIORITY</th>
<th>Total</th>
</tr>
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<td></td>
</tr>
<tr>
<td>GBS</td>
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<td></td>
</tr>
<tr>
<td>GRIFFITH HEALTH</td>
<td>18</td>
<td></td>
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<tr>
<td>GRIFFITH SCIENCES</td>
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<tr>
<td>LEARNING FUTURES</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>47</strong></td>
<td><strong>52</strong></td>
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Noted
6.0 OLT STANDING ITEM – UPDATE

**2015 OLT FELLOWSHIP, CITATION AND AWARD APPLICATIONS**

6.1 The Office for Learning and Teaching advised the outcome of the 2015 Fellowships round on 6th July. Both Griffith nominees were successful, with Griffith the only University to receive two fellowships this year:

- **Professor Amanda Henderson**
  National Senior Teaching Fellowship
  Programme Title: *Establishing education governance frameworks between academia and industry*

- **Dr Jessica Vanderlelie**
  National Teaching Fellowship
  Programme Title: *Partnering with alumni to enhance graduate success in the health science disciplines*

6.2 A summary of national OLT Fellowship performance by University was attached as *(2015/000020)*. Members discussed the need for more promotions of Griffith’s success in national teaching excellence recognition and the most appropriate medium for this. The Chair agreed to raise this suggestion with the Academic Provost for Learning and Teaching Committee consideration.

6.3 Four 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 Awards in 2015. From November until now Professor Keithia Wilson (Chair EEC) and Professor Alf Lizzio (Dean, Learning Futures) have undertaken intensive application writing and editing to bring the applications to a very high standard. The four applications were submitted on 2nd July.

Noted

**2015 OLT GRANTS SCHEME**

6.4 On 22nd June, Griffith submitted 1 Innovation and Development full application and eight (8) seed applications for 2015 Round 2.

6.5 On 6th July, the OLT announced the outcome of the 2015 Round 1 Innovation and Development Grants. Griffith was successful obtaining two of only 9 grants awarded nationally:

- **Project Leader:** **Professor Stephen Billett**, School of Education and Professional Studies
  Title: *Augmenting students’ learning for employability through post-practicum educational processes*
  Funding: $467,000

- **Project Leader:** **Dr Anoop Patiar**, Department of Tourism, Sport and Hotel Management
  Title: *Enhancing student employability skills through virtual field trips in the hospitality industry*
  Funding: $273,000
Noted

7.0 SET/SEC REVIEW

At the 1/2015 meeting members queried the current status of the SET/SEC review. This item was held over to the September EEC meeting.

Noted (item held over)

8.0 PROMOTING EXCELLENCE INITIATIVE (PEI) STANDING ITEM

This item was held over to the September EEC meeting.

Noted (item held over)

9.0 CELEBRATING TEACHING EVENTS 2015

This item was held over to the September EEC meeting.

Noted (item held over)

10.0 NEXT MEETING

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

(Chair)

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