GRIFFITH UNIVERSITY

EDUCATIONAL EXCELLENCE COMMITTEE

A meeting of the Educational Excellence Committee was held at 10:00am – 12:00pm on Monday, 12th October, 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)
Dr Deborah Griffin
Ms Christine Grimmer
Associate Professor Dianne Watters
Associate Professor Gemma Carey
Ms Rosemary Marson
Professor Alf Lizzio
Mr Masaichiro Oi
Professor Darryl Hawker
Associate Professor Mark Brimble
Ms Leigh Sawyer (Secretary)

APOLOGIES:
Professor Ramon Shaban
Dr Therese Wilson
Dr Gary Grant

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 4/2015 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 2016

2.1 At its 4/2015 meeting the EEC endorsed the recommendations of the selection panels for the Griffith Awards for Excellence in Teaching (GAET) and agreed to forward the recommendations to the Learning and Teaching Committee. The Academic Provost
executively approved the EEC’s recommendations and the winners (at the time of writing) are to be announced University-wide in a broadcast email.

2.2 At its 4/2015 meeting the EEC considered the Group award winning applications and made a recommendation to the Academic Provost for the Vice Chancellor’s Teacher of the Year Award to take forward to the Vice Chancellor. The Vice Chancellor has approved the recommended Vice Chancellor’s Teacher of the Year Award recipient. The winner will be announced at the Celebrating Teaching Gala evenings in week 14.

2.3 Members discussed the quality of this year’s applications. The Chair noted the significant number of applications received that did not meet the Guidelines. The Chair proposed that these issues and a paper prepared by the Secretary EEC identifying issues with respect to the Guidelines, award categories and processes be discussed at the October meeting of the committee. The issues include two raised by EEC members:

2.3.1 Revising the Innovation in Learning Design category criteria; and
2.3.2 Strengthening the Guidelines with respect to the expectations for Practice Overview sections; and,
2.3.3 Tightening up the Guidelines to reduce the number of non-compliance issues for 2016.

2.4 Members were invited to provide feedback on ways to improve the 2016 Guidelines, award categories and processes. Suggestions will be formalised into a set of recommendations for Learning and Teaching Committee.

The following documents were attached to inform the discussion of the points outlined in 2.3 above:

2.4.1 The 2015 Griffith Awards & Citations for Excellence in Teaching Guidelines (2015/000024)
2.4.2 A document prepared by the EEC Secretary identifying issues with respect to the Guidelines, award categories and processes (2015/000023)
2.4.3 Draft of the 2016 Griffith Awards & Citations for Excellence in Teaching Guidelines for discussion (2015/000025)

2.5 The Chair explained that the draft 2016 Griffith Awards and Citations for Excellence in Teaching Guidelines were based on an earlier version of the guidelines which situates the selection criteria in the body of the guidelines, noting that this was a consciously “applicant centred” approach. The Chair also flagged a need to be explicit in the guidelines regarding procedural matters, for example, the need to use the selection criteria as headings in the application, as some applicants in this year’s round had failed to do so and in one case merged two criterion which made it difficult for the selection panel to objectively assess the application. Members discussed the following issues:

2.5.1 the use of the Assignment Builder software to create a template that requires applicants to use the selection criteria as headings when completing the application form
2.5.2 indicating the number of Group Learning and Teaching Citations awarded by each Group as set out in page 3 of the draft Guidelines. The Chair confirmed that this number is the maximum number that can be awarded
2.5.3 ways to encourage applicants to incorporate peer review of teaching evidence into their applications
2.5.4 increasing the pipeline of applicants
2.5.5 the availability of degree program reporting through the Office of Planning Services that is linked to the Program Review Framework.

Recommendations

That the following GAET Process matters be actioned:

2.6 The Secretary research the possibility of recommending the use of Assignment Builder for completing the application form to applicants.
2.7 the Academic Provost's top 4% of teacher information be distributed to Deans Learning and Teaching and Heads of School as early as possible to enable Groups and Schools to encourage their staff to apply for an award.
2.8 the awards schemes be opened earlier in the year and that starting in 2016, the schemes will be launched in mid February.
2.9 The Chair requested that the link to the degree program reporting reporting tool be distributed to members for their information.

That the following revisions be made to the draft 2016 Griffith Awards and Citations for Excellence in Teaching Guidelines:

2.10 the wording with respect to the number of Group Learning and Teaching Citations to be awarded by each Group be revised to reflect this is the maximum number that can be awarded.
2.11 the following wording be inserted into the dot point list of examples of evidence to be incorporated into the body of applications for citations and excellence in teaching awards:
   2.11.1 “this data source is highly regarded by the University and recommended by the Griffith Awards for Excellence in Teaching scheme”.
2.12 the list of examples of evidence for each scheme be grouped into the following headings: Student Data, Peer Data and External Benchmark Data.
2.13 the word “must” be inserted regarding the need to append Course Improvement Plans where these have been completed.
2.14 References to Open Universities Australia evaluations should also mention Griffith Online. Use of the word “semester” throughout the draft Guidelines should be replaced with the words “teaching period” and both terms defined up front in the Glossary.
2.15 The Chair further requested that the Secretary develop a series of application checklists for each of the three award types.

That the revised draft 2016 Griffith Award and Citations for Excellence in Teaching be provided to the Academic Provost for executive approval this year in time for the mid February launch of the schemes.

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 The following grant report was attached (2015/000026) for the consideration of the Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Project Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Michael Howes</td>
<td>Sustainability Across the Curriculum</td>
<td>7 month Progress Report</td>
</tr>
</tbody>
</table>

3.4 The Chair asked that members send any comments on the progress report to the Secretary.

3.5 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>

3.6 Margo Baas and Sharon Hensby attended the meeting and presented an update on the project. Two papers were discussed: The Griffith Employability and Career Success Framework table (2015000027); and the Griffith Employability Framework Introduction document (2015000028). The Employability Framework was endorsed by Learning and Teaching Committee and has since been revised to incorporate partnering for career success from future students to alumni (transition towards, transition in, transition through and transition out) and has been incorporated into the Griffith Model. The project produced an employability framework website that includes exemplars. The framework aims to drive conversations in the schools and enable the design of locally appropriate employability interventions. The framework can act as quality audit tool or assist in the design of assessment tasks.

3.7 Members discussed implementation and the relationship to other projects operationalizing the Griffith Model. Members discussed holding events to disseminate good practice. The Dean Learning Futures thanked the project team for their work and noted that Griffith has gained the most value from this grant out of all of the strategic priority grants.

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.

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

4.2 Dr Paula Myatt attended the meeting to provide an update on the Teaching-Emphasis Academic Careers@Griffith strategy. Dr Myatt tabled the paper “Focusing on Teaching Academic Careers – Issues and Recommendations” (2015000031) which provides goal statements underpinned by more specific recommendations. It was noted that the recommendations of the report are to be presented to the Academic Provost. Members reviewed the goals and recommendations and discussed the following issues:

4.2.1 Continue to create a positive culture to support teaching (Goal 1, recommendation 1.1) be revised to include Group Learning and Teaching Committees in the “Key Leadership Groups” list

4.2.2 The recommendations should each include a responsible person/group

4.2.3 Need to operationalize across disciplines – what is acceptable scholarship?

4.2.4 Recommendation 3.2 regarding recognition of scholarship as being research into teaching

4.2.5 Blurred understanding of contribution to the professional good, service, once this exceeds 10%

4.2.6 Goal 4, increase the recognition of ‘leadership’ as an essential element in successful academic careers, the need for a pathway for this to materialise

4.2.7 Goal 5, Academic Supervision, incorporating the word “aspiration”

Resolution

The EEC recommended that:

4.3 Dr Paula Myatt consult with Associate Professors Brimble and Carey regarding recommendations 3.2 and 3.4 regarding the definition of scholarship and incorporate the revisions discussed and continue to develop iterations of the paper.

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

GGLT UPDATE AND REVIEW FOR 2015

5.1 Full applications from successful Expressions of Interest for the Griffith Grants for Learning and Teaching schemes, Group Projects and Strategic Priority, were due on Monday 21st September. The Group Projects Scheme applications were distributed to the Deans Learning and Teaching for consideration by their selection panels for outcomes to be advised by 26th October and the full applications for the Strategic
Priority Scheme projects were provided to the Dean Learning Futures. The table below lists the number of full applications received.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>Strategic Priority Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEL</td>
<td>3</td>
</tr>
<tr>
<td>GBS</td>
<td>6</td>
</tr>
<tr>
<td>GRIFFITH HEALTH</td>
<td>7</td>
</tr>
<tr>
<td>GRIFFITH SCIENCES</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
</tr>
</tbody>
</table>

Noted

6.0 OLT STANDING ITEM – UPDATE

2015 OLT FELLOWSHIP, CITATION AND AWARD APPLICATIONS

6.1 On 21st September the Office for Learning and Teaching released the outcome of the 2015 Australian Awards for University Teaching, Citations for Outstanding Contributions to Student Learning. This year five out of six Griffith nominees were awarded citations. The Citation recipients and short descriptions of their citation are listed below:

Dr Caryl Bosman, *Griffith School of Environment*
For leading the design, implementation and scholarly evaluation of Studio Pedagogy at scale in the Planning discipline

Associate Professor Ruth McPhail, *Department of Employment Relations and Human Resources*
For sustained commitment to facilitating the aspirations and success of first year Business students

Dr Andrew Pearson, *School of Medical Science*
For scaffolding the success of commencing Health Science students

Associate Professor Halim Rane, *School of Humanities*
For scholarly and educational leadership of the Griffith University Islam-West Relations major

Dr Tim Stevens, *Griffith School of Environment*
For innovation and leadership in the Griffith Marine Biology major

6.2 To date the University is yet to receive advice from the Office for Learning and Teaching regarding the outcome of the 2015 Australian Awards for Teaching Excellence and Program Awards.

6.3 The Learning Futures Grants and Awards team has prepared four summary tables (2015000029 and 2015000032) with comparative data for the OLT Citations, Awards, Fellowship and Australian University Teacher of the Year schemes from 2010-2015.
Griffith is ranked number 1 for both Fellowships and Citations, and number 4 nationally for Awards (Awards results for 2015 are still pending).

**Noted**

**2015 OLT GRANTS SCHEME**

2.1 To date the University is yet to receive advice from the Office for Learning and Teaching regarding the Innovation and Development full application and eight (8) seed applications submitted on 22nd June, for 2015 Round 2.

2.2 In 2016, one round of grants will be offered by the OLT, accepting both Innovation and Development grants, and Strategic Priority Commissioned grants. The closing date of the 2016 round is Monday 2 November 2015. Learning Futures has received four Notices of Intention to Apply – two as Lead and two as Partner for the 2016 round to date. Grants and Awards Officers in other institutions confirm that the delay in notifying the outcomes of 2015 Round 2 seed and full applications has inhibited the number of applications for Round 1, 2016 in their universities as well.

**Noted**

7.0 PROMOTING EXCELLENCE INITIATIVE (PEI) STANDING ITEM

The nominee of the Dean Learning Futures advised that the Queensland Promoting Excellence Network’s (Q-PEN) forum was held on 23-24th September, coinciding with the Brisbane OLT Citations Ceremony. Dr Gavin Sanderson from the University of South Australia presented the findings and resources developed as a result of his OLT grant project titled “Institutional approaches supporting the development of national tertiary learning and teaching grant applications”. Dr Jessica Vanderlelie and Associate Professor Brydie-Leigh Bartleet also presented at the forum. Di Weddell, Branch Manager, OLT, presented an update on OLT matters but no further specific details are available regarding the new institute. The Chair noted the recent publication of Professor Ross Milbourne’s report regarding the proposed new institute and agreed to distribute the report to members following the meeting.

**Noted**

8.0 CELEBRATING TEACHING EVENTS 2015

The nominee of the Dean Learning Futures advised that Celebrating Teaching Week preparations are continuing and noted the calendar of events for the week provided to members (2015000030).

**Noted**

9.0 NEXT MEETING

This was the final meeting of the Educational Excellence Committee for 2015. The schedule of meetings for 2016 is yet to be determined and will be distributed to members as soon as this is available.
Noted

Confirmed: .................................
            (Chair)

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