A meeting of the Educational Excellence Committee was held at 10.00am on Monday 16 August and video-conferenced between Room 2.06, Bray Centre (N54) Nathan campus and Room 1.04 the Chancellery (G34) Gold Coast campus.

<table>
<thead>
<tr>
<th>Item 1.0</th>
<th>WELCOME AND ACKNOWLEDGEMENT TO COUNTRY</th>
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<tbody>
<tr>
<td>Description</td>
<td>The Chair welcomed members and acknowledged the traditional owners on which the meeting was held.</td>
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<tr>
<th>Item 2.0</th>
<th>ATTENDANCE</th>
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<tr>
<td>Present:</td>
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<tr>
<td>Professor Keithia Wilson (Chair)</td>
<td>Ms Heather Cameron</td>
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<tr>
<td>Associate Professor Rod Barrett</td>
<td>Mr Sam Di Mauro</td>
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<tr>
<td>Associate Professor Jock Macleod</td>
<td>Dr Steve Drew</td>
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<tr>
<td>Associate Professor Janis Bailey</td>
<td>Dr Ann McDonnell</td>
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<tr>
<td>Ms Christine Grimmer</td>
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<tr>
<td>Associate Professor Saras Henderson</td>
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<td>Ms Di Selzer</td>
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<td>Professor Parlo Singh</td>
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<tr>
<td>Ms Chloe Maher</td>
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<tr>
<td>Dr Peter Woods</td>
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<td>Secretary: Kathy Watson</td>
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**Action:** Apologies noted.

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<tr>
<th>Item 3.0</th>
<th>CONFIRMATION OF ACTION SHEET</th>
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<tr>
<td>Action</td>
<td>The action sheet of the 1/2010 meeting was accepted as a true and accurate record of the Committee’s meeting.</td>
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### Item 4.0 CHAIRPERSON'S REPORT

**Description**
The Chair extended a warm welcome to Chloe Maher, undergraduate student representative to her first meeting.

4.1 The Chair’s Report and the ALTC Standing Item 10. will be combined here. The Chair reported the following:

**ALTC Update**
- Griffith received 8 - ALTC Citations for Outstanding Contributions to Student Learning.
- Griffith received 2 ALTC Priority Project Grants as Lead and 1 ALTC Project Partner Grant, funded in Round 1
- ALTC changes for 2011 included changes to the Grants Scheme – only two closing dates for applications in 2011, April and October; Two categories of Grants: Leadership for Excellence in Learning and Teaching Program will be maintained in 2011 and Innovation and Development; and the Guidelines will be released in September.
- Research Status of ALTC Funded Projects
  ‘ALTC-funded projects, Fellowships and other initiatives may include a research component. In this case, a portion of the income derived may be eligible for inclusion in an institution’s Category 2 income or ‘other public sector research income’. Individual institutions determine the proportion of ALTC income, if any, that might meet the eligibility requirements for Category 2 income.’

**Actions**
Nil.

### Item 5.0 STRATEGIC LEADERSHIP – IDENTIFYING TEACHING EXCELLENCE STANDING ITEM - Update

**Description**
Professor Kerri-Lee Krause spoke to this item. DVC (A) Professor Sue Spence provided a suggestion to reward high performing programs based on CEQ data. CEQ data currently is low therefore strategies to improve is being considered.

The DVC (A) Commendations are based on Student Evaluations of Teaching (SET) data. The proposed award would focus on Improvement in Programs, Student Evaluation of Courses (SEC), graduates and CEQ data.

Discussion and questions are invited – is this a good idea, how would it be managed and how often awarded?

- How would the award recognise high performing programs?
- Program Convenor Leadership is important role, how would all staff involved in a Program be included in the Program Award?
- What strategies could be implemented to improve CEQ data?
- Professional oriented/clinical practice/internal courses may have better outcomes than general programs?
- Change in Programs generally takes 3-4 years, suggest to review programs for overall improvement over 3-4 year span.
- What criteria would be used for exemplary programs? How would the various components be included and defined such as: cross campus teaching, internal/external teaching, use of technology and teaching excellence?
- Program Convenors don’t have control over how staff teach but do have influence for professional development, awards and improvement processes.
- Suggestion to include in Program criteria: Program context such as junior staff; profile of students, international, off campus, Program Convenor could write the context description for a Program.
- Program Convenors already have a huge job, time constraints, already overworked and there is no financial reward for the position.
Suggestions for strategies to Implement:

- Dean Learning and Teaching recommend excellence for a specific criterion, then invite the Program Convenor to apply.
- Could criteria be set up so performance is recognised? eg. Poor  Fair  Excellent
- Could use a Quality Auditing Process, not competitive, staff would compare to a ‘Gold Standard’ and DVC (A) would recognise achievement.
- Are there other solutions to address poor CEQ data? Staff could consider other ways to address poor CEQ data.
- Program Level – Operation Program Focus, HOS asked to talk at final year lectures to provide information and explain the CEQ survey, to encourage engagement with the process for students, also to ask what can be done to improve the student experience?

Suggestions - Build on current successful strategies:

- Reflect experience of Alf Lizzio, the impact of bringing back final year students for a Forum to synthesise learning, initiatives for improvement.
- Strategies such as – capstone experiences; ideas to develop a ‘sense of community in final year’; identify and including sharing of good practice; emphasise improvement overtime/changes/innovations/flexibility to change; use Alumni for feedback and share that data.
- Maximise sharing mechanisms: Heads of School, Celebrating Excellence Models for Final Year Experience, podcasts, HOS Meetings in October – Coordinated approach (include on website)

DVC (A) wants Griffith to be seen as rewarding high performing courses/programs (objective data is easily obtained through FBS).

**Actions**

1. Dean (SO) to take these ideas to the HOS meeting in October
2. Academic staff consider possible solutions to improve poor CEQ data
3. Consider - Is the idea of rewarding Programs a good idea?
<table>
<thead>
<tr>
<th>Item 6.0</th>
<th>GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET) STANDING ITEM</th>
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| **Description** | 6.1 Research Supervision Award – GAET criteria C  
Experienced Research Supervisors are encouraged to apply for this award and possibly apply for an ALTC Citation in this category in the future. Professor Keithia Wilson recently sat on ALTC selection panels and emphasised that quality of evidence must be emphasised in all applications.  

6.2 Faculty Learning and Teaching Citations (FLTC)  
Discussion about collecting quality evidence:  
SET/SEC needs to be augmented with other evaluations such as PEER Evaluation; Need strategies to get more students engaged in completing SET/SEC forms; Need documentation for HOS to encourage staff to collect evidence for innovative teaching practices and data for FLTC and GAET awards and Mid-year Review of Academic work  

6.3 Funding of shared GAET Awards  
Clarification: GAET prize money must be split if two people receive the award in the same year (information in the guidelines)  
Discussion for the value of a Griffith Annual Integrated Calendar with timelines requirements for FLTC and include SET/SEC deadlines. Concern was raised for staff requiring their SET/SEC data by week 16 when applying for awards. |
| **Action** | 1. Secretary to draft revision of documenting evidence requirements from GAET to include in FLTC  
2. Secretary to draft an Annual Integrated Calendar for Learning and Teaching Awards. |

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<tr>
<th>Item 7.0</th>
<th>GRIFFITH GRANTS FOR LEARNING AND TEACHING GUIDELINES</th>
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<tr>
<td><strong>Description</strong></td>
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<td><strong>Action</strong></td>
<td>1. Secretary to put on the agenda for the next meeting.</td>
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<th>Item 8.0</th>
<th>ALTC STANDING ITEM - UPDATE</th>
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| **Description** | 8.1 Confidential - ALTC Award applications submitted by Griffith, tabled. ALTC decisions are expected in September  
8.2 2010 ALTC Grant applications  
Tabled: 2010 ALTC Grants applications submitted by Griffith staff (2010 incomplete) to date,  
In 2010 Griffith has received two ALTC Grants as Lead, one as partner;  
Over the last four years Griffith has received 14 ALTC Grants as Lead and 10 ALTC Grants as partner.  
A result of discussion was agreement that the Griffith website should be updated to include all ALTC grants whether lead or partner.  
8.3 ALTC Citations and Awards identification and development process – review  
Transparency of the identification process: EEC – GIHE – Secretariat are working together on the transparency of the ALTC Award Schemes process, in the development of lists of potential candidates which must be approved by DVC (A), Dean Student Outcomes /Director GIHE and tabled at EEC and LTC to ensure that all staff are aware and priority areas are identified.  
For national awards, draft applications for Citations/Awards will need to be tabled early by moving the timeframe ahead and assuming all feedback processes are engaged and continued. Support for the excellence feedback provided by GIHE/Secretariat was highlighted by many staff and they emphasised the importance of maintaining that excellent support. There is a need to continue building capacity of Committee members to gain understanding of: what makes an excellent application; the processes needed to build |
capacity; quality assurance processes to monitor the selection process and support for applicants and the value for Committee members to review draft applications as a quality assurance process. In an effort to investigate additional mechanisms as a way for dissemination of good practice, the Academy of Scholars may be a possibility. Committee feedback is important for Quality Assurance, building capacity and long term processes to increase feedback potential.

A suggestion – identify potential ALTC applicants early to support consistency in collecting evidence over time; consider 12 or more applicants, approach the potential applicants in September to start working on their applications and engage senior staff in the process of mentoring and ranking potential applicants as a systematic approach.

### Action

1. Secretary to update the Secretariat records and Griffith website to include all ALTC grants, lead or partner involving Griffith staff.
2. Recommend the co-development of a list of potential ALTC Citation applicants by the Secretariat, GIHE & EEC, in consultation with Deans L&T.
3. Recommend to Secretariat a 2 phase process for the development of ALTC Citations, commencing in August/Sept of the previous year.

### Item 9.0 PROMOTING EXCELLENCE INITIATIVE - STANDING ITEM

#### Description

Chris Grimmer reported she will send information for the Mentoring Workshop. The workshop will emphasise the role of a critical friend, bringing together information and relationships between teaching and evidence, such as PEER Evaluation and Feedback; keeping to deadlines in the application process; developing a narrative – telling a personal story; and the value of encouragement.

The theme for Celebrating Teaching this year is tied to the ‘Principles to Promote Excellence in Learning and Teaching Practices at Griffith’. Podcast examples of teaching excellence relating to the Principles will be shared.

The Role of the Academy in the Learning and Teaching awards and grants process will be investigated.

#### Action

1. Secretary put on the October agenda, The Role of the Academy in the Learning and Teaching awards and grants process.

### Item 10.0 OTHER BUSINESS

#### Description

### Item 12.0 NEXT MEETING

#### Description

10.00am – 12:30pm Monday, 4 October video-conferenced between N54_2.06 Nathan Campus and G23_3.01 Gold Coast Campus.

#### Action

Noted.