GRIFFITH UNIVERSITY

EDUCATIONAL EXCELLENCE COMMITTEE

A meeting of the Educational Excellence Committee was held on Monday, 14 February 2011 via video conference in 2.06, Bray Centre (N54) and 1.04, The Chancellery (G34).

MINUTES

PRESENT: Professor Keithia Wilson (Chair) 
Associate Professor Jock Macleod 
Associate Professor Janis Bailey 
Dr Afshin Akhtarkhavari 
Dr Peter Woods 
Dr Niru Nirthanan 
Dr Ann McDonnell 
Ms Chris Grimmer 
Ms Karen van Haeringen

APOLOGIES: Associate Professor Rod Barrett

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 4/2010 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

NIL

SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL
SECTION C: OTHER RECOMMENDATIONS AND REPORTS
(TO PERSONS/COMMITTEES OTHER THAN THE PARENT COMMITTEE(S))

2.0 GRIFFITH ACADEMY OF LEARNING AND TEACHING SCHOLARS

2.1 The Chair tabled the discussion paper, Griffith Academy of Learning and Teaching Scholars (Doc no 2010/0011565), and reminded members of the Educational Excellence Committee (EEC) that the Academy is designed to:

- recognise and reward the achievements of outstanding Griffith educators;
- further enhance the profile of learning and teaching within the University;
- further enhance leadership in learning and teaching at the Group and Faculty levels;
- contribute to learning and teaching strategy and practice at Griffith;
- contribute to the dissemination of scholarly good practice in learning and teaching at Griffith; and
- position Griffith as an exemplar institution for rewarding and recognising excellence in learning and teaching in the higher education sector.

2.2 The Educational Excellence Committee (EEC) noted that the paper was considered by Learning and Teaching Committee (6/2010 meeting), who gave in-principle support to the proposal for a Griffith Academy of Learning and Teaching Scholars. At this meeting, the Learning and Teaching Committee suggested some minor amendments to point 5.1 and noted that the proposal would also be considered by the Executive Group.

2.3 On the basis that these consultations have been successfully undertaken, and in light of the current ambiguity over the future of the Australian Learning and Teaching Council (ALTC), the DVC(A) has confirmed the need to create a forum where the University’s senior leaders in learning and teaching could meet and provide advice to the University in this area was essential.

Resolution

2.4 The Chair of the Educational Excellence Committee resolved to forward the proposal for the Academy to the Deans Learning and Teaching for discussion at their first Forum for 2011. Following this input, the document will be finalised and forwarded to the Learning and Teaching Committee. The Chair, EEC will provide an update to Educational Excellence Committee members at the next meeting.

SECTION D: MATTERS NOTED, CONSIDERED, OR REMAINING UNDER DISCUSSION

3.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING GUIDELINES STANDING ITEM – UPDATE

3.1 The EEC recalled that the Griffith Grants for Learning and Teaching Guidelines are scheduled to be revised during 2011. The review is to take account of the comments made by Committee members at the 4/2010 meeting and in light of current conversations surrounding the business processes that support these Guidelines. The Chair advised that the revisions to the Guidelines will be implemented in time for the 2011 round of Griffith Grants for Learning and Teaching.

3.2 As part of the review, the DVC (L&T) has advised the Chair (EEC) that the review of the Griffith Learning & Teaching grants in 2011 should include consideration of a more strategic use of the funds that support these Grants. The EEC was asked to
consider creating some senior leadership/fellowship positions (fixed-term) to focus on specific strategic issues for the university - particularly in preparation for TEQSA.

3.3 The EEC noted that currently the Griffith Grants for Learning and Teaching scheme is comprised of grants at four levels:

1. Strategic University wide projects (two years duration, up to $150,000);
2. Strategic Faculty/Group/Discipline based projects (one to two years duration, up to $50,000);
3. School/Program based projects (one year duration, up to $20,000); and
4. Individual/Course based projects (one year duration, up to $5,000).

3.4 The DVC (A)’s initial proposal for a revised scheme includes:-

1. $160,000 per year to the Groups ($40,000 to each of academic groups) for allocation and administration at Group level for one or more grants, awarded competitively by the Dean (L & T) following EEC guidelines but with a focus on implementation of Academic Plan strategies.
2. One senior fellowship in an area of institutional change/leadership/enhancement in (L & T) with a focus of implementation of a key element of the Academic Plan (up to $170,000 per year for 2-3 years).
3. One Strategic University-wide project (two years duration, up to $150,000).

3.5 The EEC endorsed, in-principle, the decision to revise the Griffith L&T Grants scheme for implementation in 2011, as detailed above, and tabled at the meeting. The EEC made the following suggestions:

1. full support for the concept of a Fellowship;
2. full support for retaining at least one level 1 grant;
3. mixed support for retaining at least one level 2 grant viz. value of Group focused grants;
4. full support for retaining funding for Group level grants with the following additional suggestions:
   - consider funding of level 4 grants by Schools,
   - collapse level 2 & 3 grants in the current system into a single grant scheme to be administered at the Group level,
   - consider discussing with Deans L&T the potential use of Group L&T performance funding - specifically the 15% allocated to groups - for funding the Group level grants/L&T projects which would then allow more University funding for the Fellowships & Level 1 grants.

Resolution

3.6 The EEC agreed that:

- The Chair should continue discussions with the DVC (A) (also Chair, Learning and Teaching Committee), as well as relevant staff from the Secretariat on the proposed review of the Griffith Grants;
- The EEC should convey its in-principle support of the proposed changes (see 3.5 above) to the Learning and Teaching Committee;
- The Chair should meet with relevant staff from the Secretariat with a view to commencing the re-drafting of the Grants Guidelines and submitting this draft to the March meeting of the EEC for consideration, and recommendation to the Learning and Teaching Committee.

4.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET) STANDING ITEM - UPDATE
The Chair provided a summary of the major structural changes to the GAET Guidelines for 2011; for example, replacing the five discipline categories for Teaching in Excellence Awards with four Group categories as per the Griffith academic structure; creating a VCs award for the strongest of the Group award winners; aligning the ALTC Awards by including the new Priority area of Teaching large classes; and the Programs Award of “Widening participation”.

The EEC considered the summary of issues highlighted by the GAET selection panels from the 2010 awards round, which was attached for consideration and discussed with a view to identifying potential detailed changes for 2011. Before working through the individual panel feedback, members noted some general and ongoing issues around the organisation of the submissions, particularly in relation to matters of layout (many of the submissions are too crowded, with formatting and line spacing ignored in terms of readability); and coherence of the material presented (key points need to be addressed, story and evidence need to cohere, the document needs to be well-written and engaging). Members were advised that the University has gained experience in document layout from preparing the ALTC applications and that this experience can be brought to the preparation of GAET and FLTC documents.

Panel 2/3 - EEC agreed that, where appropriate, more attention needs to be paid to aligning Griffith’s internal grant programs with both the priority areas of the ALTC (eg First Year Experience, or Work-integrated Learning) and those of the Academic Plan 2011-2013. Members of EEC agreed that more work needs to be undertaken on defining what is meant by ‘program’ in terms of the GAETS. For example, the term may be interpreted as relating to a degree program or it may be interpreted as relating to a program of study assistance or learning focus that operates across academic degree programs. The EEC agreed that the issue of defining what is meant by program needs to be included in the broader review of the GAETS.

Research Supervision - EEC noted that, in the past, a précis of applicants’ history of grant submissions and successes/failures has been included in the information provided to panel members charged with assessing incoming applications. Members debated the merits or otherwise of this practice and agreed that applicants should be judged on the submission alone, and that additional information concerning previous attempts may prejudice panel members’ decisions.

Work-integrated Learning – Members of the EEC noted that one of the major issues facing this area is the diversity in the portfolio of applicants, which includes academic staff, clinicians, and professional/administrative staff, including individual staff members and teams of staff. Members agreed that this diversity should be regarded as a strength, reflecting the breadth of activity in this area across Griffith. Members further agreed that some of the categories are broader in their application than others, and this is particularly the case with the WIL area.

4.2 The Chair noted that the lower number of GAET applications in 2010 compared to other years was the result of a change in the nomination process, and that this will need to be reviewed for the 2011 round.

4.3 The EEC considered the summary of number of applications received for each GAET category from 1999 – 2010, and noted that the data is arranged according to academic groups, for example, Business, Law, and Economics, that do not reflect the academic structure at Griffith. Representatives from the Griffith Law School asked for the data for the Law School to be disaggregated, so that the School can undertake a more detailed analysis of its performance in the Learning and Teaching area for these Griffith internal schemes.

4.3 The EEC noted that the Deputy Vice Chancellor (Academic), Professor Sue Spence, has requested the Committee to consider ways of recognising and rewarding the contribution of administrative/professional staff to learning and teaching within the University. One suggestion has been the inclusion of two additional GAET awards to
the value of $1,000 each. EEC members considered this suggestion and agreed that there are a range of issues to be considered here, not least is the fact that many professional staff work in teams and that to identify a single individual may not constitute a fair recognition of the achievements in the proposed area. Also, the issue of the collection of evidence to support claims of success for projects developed and championed by professional staff may be an issue in some instances, as this is not an area that professional staff have traditionally had to consider as part of their daily duties. Members also noted that some revisions to the existing policy and procedures would need to be undertaken to accommodate the inclusion of an award for professional staff.

4.4 EEC members will discuss some of these issues in more detail at the March meeting in order to revise the FLTC and GAET Guidelines for 2011.

4.5 In relation to the summary of the number of applications received for each GAET category, the Committee requested the Secretary to breakdown the data so that the figures for the Griffith Law School could be analysed on their own. The Secretary has undertaken to do this for the next meeting.

5.0 **GRIFFITH GRANTS FOR LEARNING AND TEACHING – INTERIM AND FINAL REPORTS**

5.1 In accordance with the Griffith Grants for Learning and Teaching Guidelines, the Educational Excellence Committee was asked to review the interim and final reports and of all successful Level 1 and 2 learning and teaching grant recipients and provide feedback to project teams.

5.2 The following grant reports were submitted to the EEC for the Committee’s consideration:

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<tr>
<th>Name</th>
<th>Project Title</th>
<th>Project Status</th>
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<tr>
<td>Professor Michael Balfour</td>
<td>Theatre Scope: Attainment, Access and Engagement Developing sustainable responses to inclusion, diversity and student success through innovative and creative work-based learning initiatives</td>
<td>Interim Report</td>
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<td>(att 7.3a)</td>
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<td>Assoc Professor Jayne Clapton</td>
<td>Engaging with the Moral Obligations of Social inclusion in Higher Education: Leading Griffith University’s Agenda for Excellence from Logan</td>
<td>Interim Report</td>
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<td>(att 7.3b)</td>
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<td>Dr Steve Drew</td>
<td>Putting the “Principles” to work in SEET: developing capability and practice for teaching excellence using peer review</td>
<td>Interim Report</td>
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<td>(att 7.3c)</td>
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<td>Janine Chipperfield</td>
<td>Implementing Peer Assisted Study Sessions (PASS) in the Griffith Health and Business Groups</td>
<td>Interim Report</td>
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<td>(att 7.3d)</td>
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<td>Dr Marion Mitchell</td>
<td>The development of efficient and effective objective simulated clinical evaluations (OSCE) in the Health Group to support clinical competence of graduates</td>
<td>Final Report</td>
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<td>Dr Duncan Nulty</td>
<td>Promoting good practices in assessment</td>
<td>Interim Report</td>
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<td>Dr Calvin Smith</td>
<td>Staff Development: WIL</td>
<td>Final Report</td>
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<td>Roslyn Franklin</td>
<td>Virtual Internship - bridging the local, rural, remote and international boundaries through a collaborative communication environment using Horizon Wimba</td>
<td>Final Report</td>
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<td>(att 7.3h)</td>
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5.3 The Committee noted that, given the detailed nature of the Reports and the need for an appropriately thorough response on the part of the Committee, the best course of action would be to establish a sub-group to consider the Reports and formulate suitable responses to the academic staff listed in 5.2.
5.4 The following members of EEC agreed to meet for this purpose: Prof Keithia Wilson, A/Prof Janis Bailey, and Ms Christine Grimmer. The Secretary will organise a meeting time for the Reports to be considered.

6.0 ALTC UPDATE - STANDING ITEM

6.1 2011 Fellowship and Citation applications

The EEC noted verbal advice from the Head, Secretariat that, following consultations across Groups via Deans (Learning and Teaching) in late 2010, three ALTC Fellowship applications plus ten Citation applications are planned for submission to the ALTC in 2011.

At the next meeting, the Head, Secretariat will provide a list of ALTC Fellowship applications submitted in 2011. At the conclusion of the 2011 Citation and Awards rounds, the Head, Secretariat will also provide a report of the applications submitted to the ALTC for these schemes.

7.0 MEMBERSHIP

7.1 Educational Excellence Committee members expressed their appreciation to the following outgoing Committee members for their contributions to the work of the group during their terms of office:

Mr Sam Di Mauro
Associate Professor Sara Henderson
Ms Di Selzer
Professor Parlo Singh
Ms Heather Cameron
Ms Chloe Maher

7.2 Educational Excellence Committee members welcomed the following new or returning Committee members:

Professor Keithia Wilson
Dr Ann McDonnell
Ms Chris Grimmer
Dr Peter Woods
Dr Afshin Akharkhavari
Dr Niru Nirthanan
Ms Karen van Haeringen

7.3 The Chair, EEC took this opportunity to outline the key functions and responsibilities of the EEC for the new members; noting that this would serve as an induction for the incoming members. Drawing members’ attention to the revised EEC Constitution (2010/0011605), the Chair highlighted the primarily advisory role of the EEC – particularly in relation to the University’s Learning and Teaching Committee. The Chair also alerted members to the operational nature of much of the Committee’s work (overseeing University processes for the Griffith Awards for Excellence in Teaching, as well as those for the Griffith Grants for Learning and Teaching scheme, for example). In summary, the Chair invited new members to contact her via telephone or email, if they have any additional questions on the role and functions of the EEC.

8.0 STRATEGIC LEADERSHIP – CONTRIBUTING TO TEACHING UPDATE

8.1 For the benefit of the new members, the Chair recapped on some of the significant achievements of the EEC:
Refining the SET and SEC questionnaires,
Designing for the institutional strategy for identifying learning and teaching applicants,
Developing mentoring schemes for teaching,
Griffith Academy of Learning and Teaching Scholars, and
Clarifying work profiles as part of the revised promotion round process.

9.0 THE REVIEW OF ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES – SELF REVIEW OF EDUCATIONAL EXCELLENCE COMMITTEE

9.1 Members noted that the revised Constitution for the Educational Excellence Committee was considered and recommended for approval by Academic Committee by the December meeting of the Learning and Teaching Committee.

10.0 PROMOTING EXCELLENCE INITIATIVE STANDING ITEM

10.1 The EEC agreed to defer its consideration of the final report of the Promoting Excellence Initiative to the next meeting.

11.0 CHAIR’S REPORT

11.1 Celebrating Excellence in Teaching Week – 1-5 November 2010
Ms Chris Grimmer was asked to present this item.

Members were invited to comment on the GIHE Report, Celebrating Excellence in Teaching Week including comments about the Gala evenings. Ms Grimmer advised that these events had received a very high level of engagement and attendance in 2010, in part due to the close collaboration between the GIHE and External Relations. Ms Grimmer asked for ideas on how to improve and enhance these functions for 2011 and the Chair invited members to bring ideas forward at the 2/2011 meeting.

11.2 Aboriginal and Torres Strait islander Curriculum Development and Implementation Working Party and Reference Group Update. The Chair advised that the Working party continues to meet and that work is proceeding with the grant received for this initiative.

11.3 The Australian Learning and Teaching Council. The Chair alerted members to the recent announcement from the Federal government about the closure of funding to a range of programs, including the Australian Learning and Teaching Council (ALTC). The Chair advised that, in response to this proposal, the ALTC, ALTC Fellows, and Vice-Chancellors from the IRUA, among others, are lobbying the Federal government to reconsider its decision.

12.0 NEXT MEETING

The next meeting of the Educational Excellence Committee will be held on Monday, 21 March at 10am via video conference in room 2.06, Bray Centre (N54) and room 1.04, the Chancellery (G34).

Confirmed: ………………………………………. (Chair)
Date: ..............................................

DISTRIBUTION LIST

Professor Keithia Wilson (Chair)                              Information Copies
                                                        (without attachments unless stated)

Associate Professor Jock Macleod
Associate Professor Janis Bailey
Associate Professor Rod Barrett
Dr Afshin Akhtarkhavari
Dr Peter Woods
Dr Niru Nirthanan
Dr Ann McDonnell
Ms Chris Grimmer
Ms Karen van Haeringen

Ms Rosemary Marson (Secretary)

Other Copies
Binding CARMS copy (attachments)
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