A meeting of the Educational Excellence Committee was held on Monday, 21 March 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 Catherine Howlett
Dr Peter Woods
Dr Niru Nirthanan
Ms Karen van Haeringen
Mr Roger Allingham
Associate Professor Rob Barrett

Ms Rosemary Marson (Secretary)

APOLOGIES:
Dr Afshin Akhtarkhavari
Ms Chris Grimmer
Dr Ann McDonnell

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 1/2011 meeting of the Educational Excellence Committee (EEC), having been circulated, were taken as read and confirmed.

SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS SUB-COMMITTEES

2.0 REVISIONS TO GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET) AND GROUP LEARNING AND TEACHING CITATIONS

2.1 At its 1/2011 meeting the Educational Excellence Committee recommended some minor revisions to the GAET awards which take account of the VC’s and DVC (A)’s feedback and align with the ALTC revisions for the 2011 round. These were subsequently approved by the Griffith Learning and Teaching Committee at its March meeting and outlined in the attached summary prepared by the Chair, EEC. Members were pleased to see that the following key revisions to the GAETS had been endorsed by the Learning and Teaching Committee (LTC):
• Alignment of the new 2011 ALTC categories and GAET awards: Teaching Large Classes and a new Programs category, Widening Participation.
• A proposed name change from Programs that Enhance Learning to Teams that Enhance Learning.
• Excellence in Teaching award structure – replacing the current GAET individual Excellence in Teaching Award structure, which is based on the ALTC 5 discipline categories, with the four academic groups – AEL, GBS, Griffith Health, and SEET.
• Introduce a new university-level award – the Vice-Chancellor’s Teacher of the Year award.

2.2 The EEC noted that the Secretariat is proposing some additional changes to both the GAET and the GLTC schemes, which were outlined in the Issues Paper prepared by the Secretariat. Members noted the recommendation that both sets of proposed changes be incorporated into a single revised set of guidelines.

The proposed changes are summarised here:

Proposed changes – Group Learning and Teaching Citation Scheme
a) Replacing all references to “Faculty” with “Group” to reflect the new structure.
   that a stipulation be added that staff who have been ALTC applicants are ineligible to apply to a future GLTC using the same contribution. This practice would not represent an even playing field given the level of support provided for ALTC applicants compared to GAET and GLTC applicants, nor does it help the selection process for the following year’s ALTC process.
b) that consideration be given to reversing the proportion of funds available to the GAETs and the GLTCs, the former becoming $50,000 and the latter $34,000. This would still provide for 17 citations of $2,000 each.

<table>
<thead>
<tr>
<th>Current GLTC Allocations per Group</th>
<th>Proposed GLTC Allocations per Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEL 8, GBS 7, HTH 5, SEET 4</td>
<td>AEL 5, GBS 4, HTH 4, SEET 4</td>
</tr>
</tbody>
</table>

Proposed changes - GAET Scheme
a) The following changes are recommended to simplify the GAET Guidelines, promote equity and streamline business processes:
   • that staff who have been ALTC applicants are ineligible to apply to a future GAET or GLTC using the same contribution. This practice would not represent an even playing field nor does it help the selection process for the following year’s ALTC process.
b) that consideration be given to reversing the proportion of funds available to the GAETs and the GLTCs, the former becoming $50,000 and the latter $34,000. This would provide for 17 citations of $2,000 each.
c) that three GAET program awards be available annually to a value of $4,000 to encourage suitable applicants and support the development of broader pool of possible ALTC program award applicants.

The breakdown of current and proposed Citation and Award allocations is depicted
Current Citation and Award Allocations | Subtotals | Proposed Citation and Award Allocations | Subtotals
---|---|---|---
24 Citations at $2,000 each | $48,000 | 17 Citations at $2,000 each | $34,000
11 Excellence in Teaching Awards at $3,000 each | $36,000 | 11 Excellence in Teaching Awards at $3,000 each ($33,000) | $50,000
1 Program Award at $3,000 | | 1 Vice Chancellor’s Award at $5,000 | |
3 Program Awards at $4,000 each ($12,000) | | |
TOTAL | $84,000 | TOTAL | $84,000

EEC supported the recommendation that the GLTCs and the GAETs be integrated into one Learning and Teaching Award Scheme (and one document) to highlight the developmental nature of the scheme and enable applicants the time to build and document evidence of good practice. EEC also supported the suggestion that it be given authority to re-allocate in any year, funds for the GLTC scheme from Groups who have not awarded all of their Citations to other quality applications from other Groups.

2.3 Members noted that on occasions ALTC applications have been re-cycled in the GAET or GLTC schemes and agreed that this is not an acceptable practice and the revised Guidelines need to stipulate that ALTC applications cannot be re-cycled in the GAET or GLTC schemes.

2.4 Members considered these proposed changes, noting that in undertaking these revisions, the University wishes to ensure that, where possible, its internal schemes provide the strongest possible foundation for academic staff, who claims excellence in a field of learning and teaching, to engage in the nationally-funded schemes to the best of their ability. Members asked if any formal review of the Griffith Learning and Teaching schemes had been undertaken, and were advised that while the Deans (L&T) look at activity at the Group-level, not formal review has been undertaken to date. The Head, Secretariat advised that the attached data tables represented an attempt to analyse Griffith’s performance to-date in relation to the Griffith schemes for learning and teaching and asked members to note that there is little correlation between the grants process and our ALTC success. Members agreed that the Griffith grant processes should feed into the bigger picture and that the relationship between ‘local’ activities and national projects/areas of interest should be part of the assessment of Griffith grants and other schemes. Members further agreed that the Griffith grant schemes should be viewed as an opportunity for academic staff to think more systematically and reflect upon their teaching ideals and practice; and to apply a scholarly, focus with demonstrable evidence to support their claims to teaching excellence. Members agreed that the revised points outlined in 2.2 and 2.3 represented a step towards this goal and agreed to endorse them, recommending that the related guidelines be revised to reflect these proposed changes.

Resolution

2.5 The Educational Excellence Committee resolved to recommend the proposed revisions to the Griffith Awards for Excellence in Teaching, as outlined in 2.2 and 2.3 above, and summarised in the document, Issues paper – Griffith Schemes for Encouraging, Recognising and Rewarding Outstanding Teaching and Learning, March 2011, for discussion with the Deans Learning and Teaching, and then the Learning and Teaching Excellence Committee.
SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL

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

NIL

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

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

3.1 The Chair provided an update on discussions with the Griffith Learning and Teaching Committee concerning revisions to the Griffith Learning Teaching Grants scheme, which had been discussed at the February Educational Excellence Meeting. Members considered a paper prepared by the Chair, EEC from the February meeting and endorsed by the Learning and Teaching Committee at its March meeting. These changes are summarised below –

Proposed Revisions to the Scheme
It is proposed to create a two-tiered scheme with the first tier combining an Institution-wide Fellowship and Grant scheme, and the second tier focusing on a Group administrator Grant scheme.

(a) Tier 1 - Institution-wide Fellowship and or Grant scheme -

Providing up to $200,000 per fellowship/grant up to 2 years in duration (Procedurally for each project, $100 000 will be transferred initially; with the second amount be transferred dependent on a satisfactory progress report after 1 year.). Funding up to 2 Fellowships and/or grants in any year, to focus on strategic projects which will be clarified annually.

Establishing a flexible scheme that aims to fund the most strategic and highest quality applications in each round, which may include 2 Fellowships, or 2 grants, or 1 of each.

Decisions on the funding of Fellowships and or Grant will be made by a sub-committee of L&T Committee.

A sub-total of $400 000 per year will be allocated for the Institution-wide Fellowship and or Grant

Rationale - The establishment of fellowships enables salary buy-out for senior academic staff individuals/teams to undertake strategic projects within the University. The acknowledged benefit of Fellowship schemes in general is their capacity to accelerate and strengthen staff expertise in learning and teaching in targeted priority areas. While the fellowships would be open to all senior staff within the university, the DVC(A) may also invite particular senior staff with expertise in a strategic area to apply. Funding for Fellowships will include staff buy-out, as well as resources for project officer assistance and resource development.
(b) Tier 2 - Group-administered Grant scheme -

Providing $200,000 from DVC (A) funds to the academic groups through the Deans (Learning & Teaching), on the basis of 60% of funds to be distributed equally between the 4 Groups, and the remaining 40% to be distributed according to student load (EFTSL).

The focus for the Grants would be the implementation of Academic Plan strategies which could include projects at levels 2, 3 or 4 in the current scheme viz. Group/Faculty/discipline, School/Program, or Course levels.

The Deans L&T would allocate funds to appropriately selected projects and then administer, monitor and report on their progress annually to the L&T Committee.

Sub-total of $200 000 per year for the Group-administered Grant scheme

3.2 The Chair, EEC led discussion of this item and advised that the DVC (A) has suggested that the Level 1 Grants and Fellowships will proceed; Level 2 grants at the Group level will also proceed. A set of revised guidelines for the 2011 Griffith Learning and Teaching Grants and Fellowship scheme will be prepared for discussion at a later EEC meeting

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

4.1 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.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Project Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Michael Balfour (att 7.3a)</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>
</tr>
<tr>
<td>Assoc Professor Jayne Clapton (att 7.3b)</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>
</tr>
<tr>
<td>Dr Steve Drew (att 7.3c)</td>
<td>Putting the “Principles” to work in SEET: developing capability and practice for teaching excellence using peer review</td>
<td>Interim Report</td>
</tr>
<tr>
<td>Janine Chipperfield (att 7.3d)</td>
<td>Implementing Peer Assisted Study Sessions (PASS) in the Griffith Health and Business Groups</td>
<td>Interim Report</td>
</tr>
<tr>
<td>Dr Marion Mitchell (att 7.3e)</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>
</tr>
<tr>
<td>Dr Duncan Nulty (att 7.3f)</td>
<td>Promoting good practices in assessment</td>
<td>Interim Report</td>
</tr>
<tr>
<td>Dr Calvin Smith (att 7.3g)</td>
<td>Staff Development: WIL</td>
<td>Final Report</td>
</tr>
<tr>
<td>Roslyn Franklin (att 7.3h)</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>
</tr>
</tbody>
</table>
4.3 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.

4.4 The following members of EEC agreed to meet as a Learning and Teaching Grants sub-committee for this purpose: Prof Keithia Wilson, A/Prof Janis Bailey, and Ms Christine Grimmer on 15 March 2011.

4.5 Discussion of this item was deferred to the next meeting of the EEC, when the feedback from the sub-committee will be tabled for discussion.

5.0 ALTC UPDATE - STANDING ITEM

5.1 2011 Fellowship and Citation applications

The EEC noted the following three ALTC Fellowship applications submitted to the ALTC on 25 February 2011. Successful Fellows will be announced by ALTC in late May 2011.

- Professor Ross Guest
  Disciplinary Leadership for Developing a National Strategy to Embed Threshold Concepts, as a Foundation for Academic Standards, in Undergraduate Economics Education

- Dr Scott Harrison
  Improving academic standards through innovative pedagogies for the Higher Degree Research students in Performing Arts

- Professor Alf Lizzio
  A systems approach to enhancing student learning outcomes and improving teaching quality

A confidential paper was tabled at the next meeting, which listed the ten citations to be submitted to the ALTC and the end of April 2011. Members also received verbal advice that early indications are that three individual awards and three program awards will also be submitted to the ALTC.

6.0 MEMBERSHIP

6.1 Educational Excellence Committee members welcomed the following new Committee members:

Dr Catherine Howlett (SEET)
Mr Roger Allingham (U/Grad student representative).
7.0 PROMOTING EXCELLENCE INITIATIVE STANDING ITEM

7.1 As Ms Christine Grimmer had submitted apologies for the meeting, the EEC agreed to defer its consideration of the final report of the Promoting Excellence Initiative to the next meeting.

8.0 PRINCIPLES TO PROMOTE EXCELLENCE IN LEARNING AND TEACHING AT GRIFFITH: IMPLEMENTATION PLAN STANDING ITEM

8.1 discussion of this item was deferred to the April meeting.

9.0 CHAIR’S REPORT

9.1 The Chair asked members to double check the times of the next meetings, given that two of the meeting times had been changed.

9.2 Update on the Australian Learning and Teaching Council – The Chair referred members to the ALTC press released (listed in details as item 8.2) and drew the Committee’s attention to the schemes that will be funded for 2011 and asked that committee members alert colleagues in their academic groups to these schemes. The Chair also took the opportunity to remind members that the ALTC has received overwhelming support from the sector to continue its work in some guise, which at this stage will be with the DEEWR.

9.3 The Griffith Academy of Learning and Teaching Scholars. The Chair reminded members that the paper relating to this 2010 EEC initiative was considered by the LTC at its December 2010 meeting, at which time feedback had been provided with a view to revising the document. The Chair of EEC was requested by the DVC(A) to discuss the document at a Deans (Learning and Teaching) Forum. The Chair advised that the Deans (L&T) has endorsed the paper with minor revisions and that it would now proceed to Academic Committee for final consideration.

9.4 The Aboriginal and Torres Strait Islander Curriculum Development and Implementation Working Party and Reference Group Update. The Chair advised members that a full-time Project Officer has been appointed to this project and that the first phase of the project, namely the drafting of protocols for the community engagement that will be central to this project, was underway.

10.0 NEXT MEETING

The next meeting of the Educational Excellence Committee will be held on Monday, 18 April 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)  
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  
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