A meeting of the Educational Excellence Committee was held at 10:00am - 12:30pm on Monday 12 March 2012 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 Marion Tower  
Dr Catherine Howlett  
Ms Karen van Haeringen  
Ms Chris Grimmer  
Dr Peter Woods  
Professor Alf Lizzio  
Ms Rosemary Marson (Secretary)

APOLOGIES:  
Dr Niru Nirthanan  
A/ Professor Robyn Hollander  
Dr Afshin Akhtarkhavari  
Associate Professor Jock MacLeod  
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 6/2011 meeting of the Educational Excellence Committee (EEC), having been circulated, were taken as read and confirmed.

2.0 MEMBERSHIP

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:

   Associate Professor Janis Bailey, and  
   Associate Professor Rod Barrett.

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

   Associate Professor Robyn Hollander (GBS),  
   Dr Marion Tower (HTH),  
   Associate Professor Jock MacLeod (AEL),  
   Dr Catherine Howlett (SEET), and  
   Ms Chris Grimmer (GIHE nominee of Director).
SECTION A: RECOMMENDATIONS AND REPORTS TO ACADEMIC COMMITTEE AND ITS
SUB-COMMITTEES

3.0 ANNUAL REPORT FOR THE EDUCATIONAL EXCELLENCE COMMITTEE FOR 2011

3.1 The EEC considered the 2011 EEC Annual Report (2012/0012251), which includes the Work Plan for 2012 for the Educational Excellence Committee. Members noted that the Report highlights the Committee’s work for 2011 in key areas, including:

3.1.1 Griffith’s Learning and Teaching Awards – significant work was undertaken in 2011 to review and revise the guidelines for the Citations and GAET schemes, which resulted in combining these into a single scheme;

3.1.2 National Learning and Teaching Schemes (Citations, Awards, and Fellowships) – substantial input from the EEC and the Chair in particular concerning the identification, selection, and mentoring of applicants in these schemes.

3.1.3 Griffith Grants for Learning and Teaching – key achievements here include the review of Guidelines, participation in the selection of the Fellowships and Institution Grant recipients, oversight of the Progress reports for the institutional grants.

3.1.4 Strategic Initiatives in 2011 – EEC played a strategic role in the development and implementation of the Griffith Academy of Learning and Teaching Scholars (GALTS), as well as providing critical guidance and input into the final report of the Promotion Excellence Initiative (PEI) project.

3.2 Members of the EEC agreed to endorse the 2011 EEC Annual Report and recommend it to the Learning and Teaching Committee for consideration and approval. The Head, Secretariat advised that comparative data concerning the numbers of recipients for the national learning and teaching schemes is now available and should be included in the 2011 EEC Annual Report.

3.3 The EEC further endorsed the proposed 2012 work plan for the Educational Excellence Committee, which includes the following activities:

<table>
<thead>
<tr>
<th>National OLT Citations and Awards</th>
<th>Continued input into the selection process concerning the national OLT learning and teaching awards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffith Citations and Awards</td>
<td>Continued review and input into the guidelines and processes for the Griffith learning and teaching award schemes for excellence in teaching (citations, fellowships, and awards), including overseeing the administration of the scheme.</td>
</tr>
<tr>
<td>Griffith Learning and Teaching Grants and Fellowships</td>
<td>Continued review and input into the guidelines and processes for the Griffith Learning and Teaching grants and fellowship scheme.</td>
</tr>
<tr>
<td>Celebrating Teaching Week</td>
<td>In collaboration with GIHE, ongoing oversight of, and input into the planning of the Celebrating Teaching Week.</td>
</tr>
<tr>
<td>Griffith Academy of Learning and Teaching Scholars</td>
<td>Continued administration and oversight of the Griffith Academy of Learning and Teaching Scholars.</td>
</tr>
</tbody>
</table>

Resolution

3.4 The EEC resolved to recommend the Committee’s 2011 Annual Report (2012/0012251), including the 2012 Work Plan, to the Learning and Teaching Committee.
SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL

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

4.0 CELEBRATING TEACHING EVENTS – 2012

4.1 The Director, (GIHE) Professor Alf Lizzio, introduced this item and spoke of the need to revisit the notion of how GIHE, and more broadly the University, attracts the involvement of academic staff in the Celebrating Teaching Excellence activities. The EEC was advised that the Director and the Deans Learning and Teaching are exploring ways that will assist in identifying academic staff and their good teaching practices early in their careers.

4.2 The Director, GIHE further advised that as part of this strategy, the Griffith Institute for Higher Education is planning to reconfigure the Celebrating Teaching seminar program for 2012 to include good practice round-table discussions that will be followed by university-wide presentation and dissemination events. These will be held at the end of semester and will focus on two themes. In Semester 1 the theme will focus on retention and in Semester 2 on graduate/student success. The round-table discussions and university-wide presentations will be held at northern and southern venues.

4.3 In line with this approach, the Director advised that 12 academic staff will be identified (three per academic group) and that they will be invited to participate in a preliminary workshop, designed to refine their ideas on their good practice. The EEC was advised that, ideally, this approach will result in a greater number of staff being involved in the GIHE Teaching Excellence programs and activities.

4.4 The EEC was further advised that, as part of the planning for the Celebrating Teaching seminar program for 2012, the following dates have been circulated to the Deans (Learning and Teaching) for comment and are included here for comment and feedback by the Educational Excellence Committee.

4.5 The EEC endorsed the approach to the 2012 Celebrating Teaching Events, as outlined above.

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 reviews the interim and final reports and of all successful Level 1 and 2 learning and teaching grant recipients and provides feedback to project teams.

5.2 The EEC noted that 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._
5.3 The following grant reports were attached 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 Calvin Smith</td>
<td>University-wide Implementation Strategy for Embedding Revised Griffith Graduate Attributes into Curricula</td>
<td>7 month Progress Report</td>
</tr>
<tr>
<td>Ms Janine Chipperfield</td>
<td>Implementing Peer Assisted Study Sessions (PASS) in the Griffith Health and Business Groups</td>
<td>Final Report</td>
</tr>
<tr>
<td>Ms Carol-joy Patrick</td>
<td>Expansion of the SAGC tool for use by academics to measure generic skill growth in students</td>
<td>Interim Report</td>
</tr>
</tbody>
</table>

5.4 In considering these Reports individually, the EEC agreed to the following general observations and suggestions for improvements in the current Grant Reporting process:

**Dissemination**

5.5 Although the final page of the Grant Report pro forma (page 9) includes a section on the dissemination strategy to be used upon successful conclusion of the Grant, the EEC suggested that this section be strengthened by requiring project leaders to list more clearly the deliverable outcomes, linking them to the University’s priorities, and outlining ways in which they will be made available to the wider University community. The EEC considered a range of ideas, including the use of Facebook – including Group and the University’s Facebook pages; and the strategic use of the revised Learning and Teaching pages on the University website to host the Reports and their key outcomes. The University’s long-term project for developing a Digital Repository was also considered as a viable option for storing and disseminating Project outcomes and outputs. In addition, the Committee agreed that projects of outstanding value to the wider University community should be presented by the Project Leader at Academic Committee.

**Sustainability**

5.6 The EEC noted that many of the Griffith Grant Projects include the development of one-off tools that support course development and delivery and that these can generically be described as ‘static resources’. The EEC further noted that the support provided in the service-level agreements is often restricted to the provision of space and support on the University’s server, rather than any ongoing support and maintenance for the effective evolution of such tools. Consequently, the University has sponsored a series of stand-along resources, with little potential for these resources to interconnect with each other. The EEC suggested that the use of wikis or blogs as part of the project deliverables may be one approach to address this situation.

**Corporate ownership**

5.7 In the context of these issues, the EEC agreed that the conceptualisation and development of the grant proposals need to take place within the context of the University’s and the academic Groups’ priorities for learning and teaching. The EEC further agreed that consideration and consultation of grant applicants with the Deans (Learning and Teaching) and possibly Heads of School would ensure that the issue of how the projects connect with core University business in considered, including issues around sustainability and dissemination.
Grant report format

5.8 In light of the above comments, the EEC recommended the following amendments to the format of the Grant Report pro forma:

5.8.1 List of resources/deliverables from the Project;
5.8.2 Agreed storage of resources in readily accessible University sites;
5.8.3 Amend front page to include the year in which the implementation of the grant commenced.

5.9 Dr Calvin Smith – University-wide implementation strategy for embedding revised Griffith Graduate Attributes into curricula.

Summary to-date: Griffith University has completed a revision of its graduate attributes and is implementing communication and curriculum strategies across all courses and programs within the University. Project Leader, Dr Calvin Smith, has coordinated a range of University-wide actions to embed these revised attributes into curricula.

The EEC commended the work undertaken so far in relation to this project, noting in particular the usefulness of the survey work with students (see on-line survey findings, page 9). In relation to the on-line student survey, the EEC recommended that the project continues to promote the connections between graduate outcomes and graduate attributes, as an area of significant benefit to the University as a whole and as a means of students mapping their skills as they progress through their studies.

The EEC agreed that the work on the project to-date represents a significant resource-creation strategy in terms curricula and graduate attributes, and recommends that in the final phase, the Project leader and team consider ways in which the project can provide strategies for creating links between the resources developed so far and ways to use these within the academic Groups. These will need to be incorporated into the final report on the project.

5.10 Ms Janine Chipperfield – Implementing Peer-Assisted Study (PASS) is the Griffith Health and Business Groups

Summary to-date: This project aligns closely with the specific priorities of the Health Group (i.e. increase retention rates) and the Business Group (i.e. engaging in substantial, strategic curriculum development to meet AACSB accreditation).

Ms Chipperfield and the Project Team are to be commended on this project. Of particular note are the positive student outcomes and the strong use of data to provide evidence of outcomes. This project adds to our understanding of evidence-based practice. The major strength of the project is the demonstrable evidence of outcomes in terms of student learning.

Given the current importance of PASS as a key intervention for commencing students, and the amount of funding required for implementation, the Committee has identified the need for further clarification and elaboration of some aspects of the Report.

5.10.1 Project Scope The grant was awarded as a joint project between the Health and Business Groups. As it currently stands, while the Final Report includes generic information on the implementation of PASS in both Groups (page 2), detailed findings of the impact on student outcomes are presented only for the Health Group. For a Final Report, detailed reporting of analyses and findings on student impact of the PASS will also need to be included for GBS students in the section Project Evaluation – Evaluation findings (pages 3 to 5). The Committee has the expectation that one of the key findings of the Project will be
the disciplinary differences between the impact of PASS in the Health and Business Groups.

5.10.2 Student Uptake of PASS in Courses While the Final Report includes figures in Health for the uptake of low SES students, no figures are presented on percentage uptake of students overall for each course. Given the importance of PASS as a university-wide intervention strategy, the Final Report will need to also include rates of student uptake for courses by School, Campus and Group (Health and Business), as well as an overall average for each Group and for the University. A full list of the courses in both Business and Health Groups participating in the PASS trials will also need to be included.

5.10.3 Retention Rate improvement The Committee seeks clarification of the figures presented on page 4 (para 1) regarding higher retention rates among PASS participants. The Committee found difficulty in interpreting the presented means and requests clarification of findings and analyses. The Committee would also like the findings presented in the figure on page 4 to be described in the text.

5.10.4 Decreased failure rates in courses The Committee seeks clarification of the course/s at Logan in which failure rates have climbed following the withdrawal of PASS.

5.10.5 Decision Guidelines for optimal implementation of PASS Given the success of the project the University is considering wider application across the Institution. To facilitate this process, the Committee requests that the Final Report include some recommendations for the University-wide implications of this project, including:

- What are the recommended criteria for a convenor to seek to offer a PASS program within his or her course?
- What are the conditions under which a School of Faculty would consider introducing a PASS program or suit of programs?
- What are the particular types of courses in which PASS is best implemented.

5.10.6 Timelines for Re-submission The EEC recommends that the revised Final Report for this project be re-submitted for the May Meeting of the EEC. The revised Report should be forwarded to the Secretary by Friday, 11th May.

5.11 Ms Carol-joy Patrick – Expansion of the SAGC tool for use by academics to measure generic skill growth in students.

Summary to-date: As a result of project meetings and discussions about the design of the tool and additional deliverables have been included. The first involved a request for additional funds from Faculties to extend the capabilities of the tool; and the second involved a review of the questionnaire to determine its strategic alignment with the Griffith Graduate Attributes.

Members of the EEC noted that the project was awarded in 2008 and builds on work completed by Professor Alf Lizzio on an on-line tool, which has been developed here to incorporate features to track student generic skills/graduate attributes.

The EEC raised concerns about the ongoing sustainability of this tool, and asked that this be addressed in the Final Report.
6.0 GRANT AND FELLOWSHIPS FOR LEARNING AND TEACHING GUIDELINES
STANDING ITEM – UPDATE

6.1 The Chair, EEC introduced this item and reminded members that the 2011 structure of Grants and Fellowships has yet to be reviewed for 2012. The Chair alerted members of the EEC to the view of the Deputy Vice Chancellor (Academic) (DVC (A)) that the current composition of the Griffith Grants and Fellowships may be revised for 2012, and in line with this, the Chair sought initial input into this re-design for 2012.

6.2 Members of the EEC discussed the following issues:

- **Priority areas** - Institutional level grants and fellowships being advertised across a range of priority areas, versus the DVC (A) identifying a small number of targeted priorities for each annual round.

- **Project Initiation** - Institutional level grants and fellowships being advertised versus the DVC(A) approaching individuals or teams with an established track record in targeted priority areas.

- **Levels of Grants** - Maintaining the dual levels of Institutional grants/fellowships administered by the DVC (A) and Group level grant funding administered by the Deans Learning and Teaching.

6.3 Members of the EEC considered these options and agreed that, as the Guidelines currently stand, the combination of university-level and group-level funding allocations ensures a certain degree of flexibility within the University in that it allows for the Groups to foster innovative projects that are potentially of significance for the University as a whole; as well as strategic university-wide initiatives that reflect key issues within the learning and teaching arena, as identified by the DVC (A).

6.4 The Chair noted the general support of the EEC for the continuation of a split-level approach to funding of the Griffith Grants and Fellowships and agreed to take this opinion into account when discussing this matter with the DVC (A).

7.0 OLT STANDING ITEM – UPDATE

7.1 2012 Fellowship, Citation and Award applications

Members of the EEC noted the confidential list of applicants for these national schemes, which includes: twelve citation applications and nine award applications. The Chair, EEC suggested that copies of past, successful citation applications be distributed with the 2/2012 Agenda for the benefit of EEC members. The EEC also noted that the OLT Fellowship applications from Professor Ross Guest (GBS) and Dr Scott Harrison (AEL) have been submitted.

7.2 2012 Grant applications

The EEC was advised by the Chair that the first round of OLT grant applications have been submitted for 2012, with Griffith submitting the following five applications as the lead institution.

- Ruth McPhail/Ron Fisher (DERHR)
- Nikos Mattheos (Dentistry and Oral Health)
- Madonna Stinson (Education and Professional Services)
- Marion Tower (Nursing and Midwifery)
- Lian Wen (Information and Communication Technology)

The EEC was advised that these applications were submitted under one of the OLT Grant categories: Innovation and Development, Leadership for Excellence in Learning.
and Teaching, and Seed Projects. The EEC noted that the criteria and guidelines for these can be found at http://www.olt.gov.au/grants-and-projects/programs-and-applications.

8.0 PROMOTING EXCELLENCE INITIATIVE (PEI) STANDING ITEM

8.1 Ms Christine Grimmer and Ms Karen van Haeringen provided an update on the work of the Queensland Promoting Excellence Network, and particularly drew the EEC’s attention to the following outcomes and activities:

8.1.1 One Q-PEN network forum (hosted by QUT) - Relationships established with disciplinary and national networks; fostering of effective communication with DIISTRE through presentation and contribution by Ms Suzi Hewlett.

8.1.2 OLT Grants/Good Practice showcase – Communication with DIISTRE via Marguerite De Sousa about co-locating the Q-PEN dissemination showcase with OLT’s Queensland’s Citation Ceremony.

8.1.3 Planning is underway for a writing retreat program, with a revised approach that takes into account the geographic challenges for Queensland.

9.0 GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING (GAET) STANDING ITEM - UPDATE

9.1 The EEC noted that the changes for 2012 to the GAET Guidelines have been ratified by the Learning and Teaching Committee at its 1/2012.

10.0 UNIVERSITIES AUSTRALIA – BEST PRACTICE FRAMEWORK FOR INDIGENOUS CULTURAL COMPETENCY

10.1 The EEC noted that in January 2012 Universities Australia released the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities. The Framework was also endorsed by the Indigenous Higher Education Advisory Council in late 2011.


11.0 ORIENTATION OF NEW MEMBERS

11.1 The Chair advised that it is customary to outline the functions of the Committee at the first meeting for incoming members. The Chair advised that the EEC is primarily an advisory committee that works closely with the University’s Learning and Teaching Committee to monitor the University’s performance in the areas of learning and teaching excellence, including:

- Monitoring the University’s national performance in learning and teaching grants, awards, and fellowships;
- Advising the Learning and Teaching Committee on strategies for recognising and rewarding excellence in learning and teaching;
- Overseeing the University’s processes for the Griffith Awards for Excellence in Teaching scheme;
- Overseeing the University’s processes for the Griffith Grants for Learning and Teaching scheme; and
- Overseeing the dissemination of good practice across the University through the Celebrating Teaching program and other events that showcase excellence practice in learning and teaching.
11.2 The Chair also drew members’ attention to the structure of the Agenda, which includes standing items that reflect the core business of the EEC and allow the Committee to check the progress of items concerning the grants and awards schemes, as well as those relating to the Office of Learning and Teaching on a routine basis.

11.3 Incoming members noted these points and agreed to contact either the Chair or the Secretary, if they had any questions.

12.0 CHAIRPERSON’S REPORT

The Chair reported on the following items of interest that have arisen since the previous meeting:

12.1 *The February Learning and Teaching Committee update* – the Chair of EEC reported that the Learning and Teaching Committee is reviewing the course review and improvement plans, including the option for various sources of data that academic staff can use in their analysis of their teaching.

12.2 *The Griffith Academy of Learning and Teaching Scholars update* – the Chair reminded members of the EEC that this was an EEC initiative in 2010 and launched in 2011. The Academy includes national individual awards winners and discipline scholars. It is envisaged that the Academy will play a central role in supported a series of learning and teaching events, including workshops with staff who achieve high SET/SEC results to examine their practice and its effectiveness, with a view to disseminating these practices. The Committee endorsed this strategic approach to identify staff with effective learning and teaching practices and suggested that consideration be given to identifying the future (i.e. 2013) group of OLT Fellowship applicants be included in this strategy.

12.3 *Aboriginal and Torres Strait Islander Curriculum Development and Implementation Working Party and Reference Group Update* – the Chair reported that the work of this group is ongoing and will be, in part, informed by the recent release of the *National Best Practice Framework for Indigenous Cultural Competency in Australian Universities*. The Chair alerted members to the priorities listed in this document (page 3), and advised that they provide a useful framework for the embedding of Indigenous curriculum within the higher education context.

13.0 VICE CHANCELLOR’S TEACHING BURSARIES

13.1 The EEC noted that the following staff have been awarded the Vice Chancellor’s Bursary for the Graduate Certificate in Higher Education, which they undertook in Semester 2, 2011:

- Dr Danielle Twigg (EPS),
- Dr Susanne Garvis (EPS),
- Dr Mirela Malin (AFE),
- Dr Mary Sidebotham (NRS), and
- Dr Heather Green (PSY).
14.0 2012 MEETING SCHEDULE

14.1 The Educational Excellence Committee is scheduled to be held on the following dates in 2012:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Nathan campus</th>
<th>Gold Coast campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 12 March</td>
<td>Room 2.06, Bray Centre (N54)</td>
<td>Room 1.04, The Chancellery (G34)</td>
</tr>
<tr>
<td>Monday 16 April</td>
<td>Room -1.18, Glyn Davis (N72)</td>
<td>Room 3.01, Multimedia (G23)</td>
</tr>
<tr>
<td>Monday 21 May</td>
<td>Room 2.06, Bray Centre (N54)</td>
<td>Room 1.04, The Chancellery (G34)</td>
</tr>
<tr>
<td>Monday 16 July</td>
<td>Room 2.06, Bray Centre (N54)</td>
<td>Room 1.04, The Chancellery (G34)</td>
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<tr>
<td>Monday 3 September</td>
<td>Room 2.06, Bray Centre (N54)</td>
<td>Room 1.04, The Chancellery (G34)</td>
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<tr>
<td>Monday 8 October</td>
<td>Room 2.06, Bray Centre (N54)</td>
<td>Room 1.04, The Chancellery (G34)</td>
</tr>
<tr>
<td>Monday 5 November</td>
<td>Room 2.06, Bray Centre (N54)</td>
<td>Room 1.04, The Chancellery (G34)</td>
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15.0 NEXT MEETING

The next meeting of the Educational Excellence Committee is scheduled for Monday, 16th April, 2012 at 10am via video conference in room -1.18, Glyn Davis (N72) and room 3.01, the Chancellery (G34).

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

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