GRiffith university

Educational Excellence Committee

Action Sheet

A meeting of the Educational Excellence Committee will be held at 10.00am on Wednesday 23 May at N54_2.01, Bray Centre, Nathan Campus

Present: APOlogies:

Associate Professor Keithia Wilson
Mr Kevin Ashford-Rowe Ms Margaret Fairman
Dr Cameron Allan Heather Cameron
Professor Graham Cuskey
Dr Ann McDonnell
Dr Cristina Poyatos-Matas
Dr Duncan Nulty
Professor Joy Cumming
Sam Di Mauro

Secretary: Christine Grimmer

CONTENTS

Item No. 2 - Confirmation of minutes

Description

Action Moved – Ann McDonnell, Seconded – Cristina Poyatos-Matas

Attachment

Item No. 3 – Chairs Report

Description REVISED GUIDELINES FOR GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING

The Chair reported on further revisions made at Learning and Teaching Committee to the revised Guidelines for the Griffith Awards for Excellence in Teaching. Final revisions approved at Academic Committee are as follows:

1. A category for first Year Advisors
2. Revised criteria for Post Graduate Supervision and Higher Degree Research Supervision
3. Guidance about structuring applications
4. Revision of the guidelines for the GAETS to match as closely as possible, those for the Carrick Awards for Australian University Teaching.
5. Inclusion, from 2008, of a Priority Award Category.
6. Change of name for the Innovation Across the Institution Awards to Programs that enhance Learning Award in keeping with the Carrick Institute Categories

The Learning and Teaching Committee approved the recommendations from...
Educational Excellence Committee, but requested that the Individual Teacher Award comprise five awards, one to be offered in each of the five broad discipline areas in the Carrick Award Scheme as follows:

- Individual Teacher Award offered in five discipline areas:
  - Biological Sciences, Health and Related Studies (including Medicine, Dentistry, Nursing, Physiotherapy etc)
  - Humanities and the Arts
  - Law, Economics, Business and Related Studies
  - Physical Sciences and Related Studies (including Building and Planning, Engineering, Computing and Information Science)
  - Social Sciences including Education

The other Teaching Excellence Awards approved are:

- Early Career Award
- Casual Academic Staff Award
- First Year Advisor Award
- Priority Award Category (from 2008)
- Honours and Postgraduate Coursework Supervision Award
- Higher Degree Research Supervision Award.

The following comments were also made by Academic Committee:

- It was recommended that the Educational Excellence Committee Chair be invited to review the fairness of excluding qualified teachers from the Early Career category;
- A number of members expressed a view that the requirements of the Griffith Awards process were too onerous and discouraged many staff, especially when there was no obvious professional development aspect to being involved;
- The Committee discussed the role of the GIHE workshop for GAET-nominated staff in assisting them to develop the evidence base and the conceptual framework to present a strong award application. The Chair also emphasised the importance of staff developing these skills for professional development purposes outside of the GAET process;
- One member queried the process for recognising outstanding teachers at other institutions.

Item No. 4 - REPORTS FROM SUB-COMMITTEES

No meetings to report

Item 5.0 STRATEGY FOR APPLICATIONS FOR CARRICK GRANTS AND AWARDS

The Chair of Education Excellence Committee, met with the Director of GIHE and the Head of the Secretariat regarding the current process for identifying and preparing applications for Carrick Grants and Awards. It was agreed that the Educational Excellence Committee would develop a Strategic Plan for a whole of university integrated approach to all Learning and Teaching grants and awards including Carrick Awards and Grants Schemes and the Griffith Awards and Grants Schemes.

Further, at the 2/2007 meeting of the Committee, The Chair tabled a message from the Deputy Vice Chancellor (Academic) requesting the Educational Excellence Committee to give consideration to three issues in relation to The Griffith Grants for Learning and Teaching Scheme, and make recommendations accordingly. These
issues are:

1. The extent to which the reporting and reference group requirements of our existing policy have been met;
2. Whether the EEC thinks there should be any changes to those aspects of our policy; and
3. Whether any other changes to our policy are desirable, especially in the light of the results for the scheme in 2006, which saw not all of the grant monies being allocated.

In respect of these issues, the Sub-Committee which considered applications for funding in the 2006 round of Griffith Grants for Learning and Teaching provided the following notes for the consideration of the Deputy Vice Chancellor (Academic):

“The Sub-Committee also recommended that the current grant process be reviewed, as currently there is a significant amount of time and effort spent in submitting/assessing applications that may not warrant funding under the guidelines, for example, applications that are seeking funding for course development, purchase of equipment or research oriented projects. The Sub-Committee recommended that the following new process be considered and trialled:

- Applicants to be asked to submit a one page Expression of Interest document to be considered by the Learning and Teaching Committee or an appointed Sub-Committee;
- Applicants would be asked to confer with their Dean (Learning and Teaching) prior to submitting an Expression of Interest. Groups may wish to consider running a workshop to facilitate this process;
- Applicants may then be invited to make a presentation to the Learning and Teaching Committee or Sub-Committee, and to address any questions that may be asked.
- The Sub-Committee also recommended that the categories be revised to link more closely with the Carrick Grants Scheme.

The Chair developed, for the consideration of the Educational Excellence Committee, a draft strategy for a whole of university integrated approach to all Learning and Teaching grants and awards including Carrick Awards and Grants Schemes and the Griffith Awards and Grants Schemes and which takes into consideration issues noted in Items 6.3, 6.4 and 6.5 above.

**Action**

There being insufficient time to address this Item fully the Chair resolved to present a revised structure of the Griffith Grants for Learning and Teaching to Learning and Teaching Committee at its June 4 meeting and to table the whole of University strategy and process to the July meeting of Learning and Teaching Committee.

**Item No 7.0**

**REVISED GUIDELINES FOR GRIFFITH AWARDS FOR EXCELLENCE IN TEACHING**

**Action**

Item addressed in Chair’s Report

**Item No 8 - GRIFFITH GRANTS FOR LEARNING AND TEACHING INTERIM REPORTS**

**Description**

The Guidelines for Griffith Grants for Learning and Teaching require reporting as follows:
Reporting

A report on the outcomes of the project and a financial statement showing funding expenditure, both endorsed by the relevant Dean/Provost and Director, must be lodged with the Secretary, Learning and Teaching Committee by 31 August in the year of the project’s completion date. An interim progress report is also required by 31 October of the year in which the grant was approved for commencement.

In the case of a Strategic Program project, an interim progress report is also required and must be lodged with the Secretary, Learning and Teaching Committee by August of the year following the year of the award of the grant.

Interim reports for the February 2006 round of Griffith Grants Learning and Teaching were attached for noting by the Committee.

Members reported that in general, grant holders had complied with reporting requirements.

Action

Attachment

Item No. 8 - FINAL REPORT FROM SIGNATURE EXPERIENCE GRANT

Description

A call for initiatives aimed at embedding the Griffith signature experiences was made by the DVC (Teaching and Learning) to the University community on 5 August 2004. Funds were allocated by the DVC (Teaching and Learning) on the recommendation of sub-committees of the Academic Plan Task Force established to monitor and support the projects. Two grant types were made available:

- Small grants – funds of up to $3,000 for proposals from small groups of staff
- Large grants – funds of up to $20,000 for School/Faculty/Group level proposals

A final signature report has been submitted by Phillip Rodgers-Falk entitled The Pathways Model - Pathways to Indigenous Inclusive Teaching and Learning Practices (2007/0002252) and is included for comment by the Educational Excellence Committee.

Members noted that the findings of the report are very significant both for the issues of Indigenous content and Indigenous Knowledge across the academic work of the University and especially for the Indigenous Academic Centre currently under development.

Action

1. Postponed until the June 13 meeting of Educational Excellence Committee

Attachment

The Pathways Model - Pathways to Indigenous Inclusive Teaching and Learning Practices (2007/0002252)

Item No 10 MEETING DATES FOR 2007

Meeting Day: Wednesdays 10.00 – 12.30pm Confirmed

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**OTHER BUSINESS**

**NEXT MEETING**

The next meeting of the Educational Excellence Committee is to be held on Wednesday 13 June in Room L08_1.7, Logan campus.