GRiffith University

Educational Excellence Committee

A meeting of the Educational Excellence Committee was held at 10:00am - 12:30pm on Monday 28 November 2011 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)
Associate Professor Jock MacLeod
Dr Catherine Howlett
Ms Karen van Haeringen
Ms Chris Grimmer
Dr Brett Freudenberg
Mr Richard Iles

Professor Alf Lizzio (for item 6.0)

Ms Rosemary Marson (Secretary)

Apologies:
Mr Roger Allingham
Associate Professor Janis Bailey
Dr Afshin Akhtarkhavari
Dr Ann McDonnell
Dr Niru Nirthanan
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 5/2011 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 Griffith Awards for Excellence in Teaching (GAET) and Group Learning and Teaching Citations - Standing Item

2.1 The Chair introduced this item and reminded members that during 2011 the EEC had noted a series of minor suggested modifications to the guidelines for the GAET scheme.

2.2 Members considered a summary of proposed changes to the Griffith Awards for Excellence in Teaching for 2012 (doc no. 2011/0004017). The Chair introduced this item and advised members that the proposed changes primarily focus on the Excellence in Research Supervision category; specifically a change from the current description – Contribution to professional practice in supervision to Contribution to the...
enhancement of supervision practices, and additionally that this criterion is not essential, and should be addressed only where relevant.

2.3 The Chair further advised that the proposed change has been prompted by concerns over the low applications in this area over the past two years (0 applicants in 2011) and that these concerns have been raised by the DVC (Research) directly with the DVC (Academic), who referred the matter to the Chair, EEC for discussion with the Dean (Griffith Graduate Research School).

2.4 Members noted the additional change to the GAET guidelines concerning the recommended font to be used in the applications is to be Times New Roman, not Arial, as is currently included in the guidelines.

2.5 EEC members also considered a table outlining the proposed timelines for the 2012 deadlines for the GAET, Griffith Citations, and Griffith Grants for Learning and Teaching. Members raised concerns over the 16 July deadline for the GAET applications, also noting that this deadline is duplicated as 23 July in the draft table. Members asked for clarification on the GAET deadline, suggesting that the later date is preferable, as it is less likely to clash with DEEWR deadlines for citations and awards.

Resolution

2.6 The EEC resolved to recommend the proposed changes to the GAET guidelines, as described in document 2011/0004017, to the Learning and Teaching Committee for implementation in 2012.

SECTION B: ACTION UNDER DELEGATED AUTHORITY

NIL

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

3.0 VICE CHANCELLOR’S AWARD FOR TEACHER OF THE YEAR

3.1 The Chair introduced this item and reminded members of the EEC that in 2011, the University introduced the inaugural Vice Chancellor’s Teacher of the Year Award, which was announced at the Celebrating Teaching Gala Nights. This prestigious Award acknowledges an outstanding contribution to student learning and is awarded to a recipient of the Group Awards for Excellence in Teaching. The Chair, EEC advised that this year’s congratulations go to joint award winners:

- Dr Paula Jervis-Tracey (School of Education and Professional Studies), and
- Dr Jessica Vanderlelie (School of Medical Science).

3.2 The Chair advised the EEC that Dr Jervis-Tracey had attended South Bank for the Celebrating Teaching Gala evening to receive her award, and that Dr Vanderlelie had attended the Ceremony at the Gold Coast, where she had received strong applause.

3.3 Members of the EEC noted the tabled, confidential minute extract from the EEC’s October meeting, in which the process and recommendation for selecting the Vice Chancellor’s Teacher of the Year had been documented. Within this context, the Chair of the EEC reminded members that Professor Sue Spence had asked the EEC to consider the winners from the Groups Excellence in Teaching Awards and to
recommend a candidate for the Vice Chancellor’s Award for the Griffith University Teacher of the Year to her for transmission to the Vice Chancellor. Members of the EEC recalled that Professor Spence’s advice included the use of a secret ballot.

3.4 Members recalled that in order to assist them in this process, the full applications for each of the six candidates were distributed to members as confidential attachments. In addition, one page summaries of the six applications, as well as a spreadsheet summarising the SET and SEC data for the six applications, were distributed to members. The Chair brought individual sheets with the six applicants listed for the secret ballot.

3.5 Members recalled that they had brought their ranked listing of the applications to the meeting and agreed that the discussion should commence with the rank order to test the level of initial agreement between members’ perceptions; this was followed by full discussion of the relative strengths of the applications. A secret ballot concluded the process and resulted in a recommendation to the Vice Chancellor via the DVC (A). Members further recalled that the discussions were to remain strictly confidential and that the assessment of the applicants was to be based strictly on the applications and material before them.

3.6 Members of the EEC agreed that this process had been effective in considering the finalists of the Group Awards for Excellence in Teaching and selecting the candidate/s from this pool for the Vice Chancellor’s Teacher of the Year Award.

4.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING – PROGRESS & FINAL REPORTS

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

4.2 In reviewing the grant reports, the EEC recalled that Section 8.1 of the Griffith Grants for Learning and Teaching Guidelines states that:

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.

4.3 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>Steve Drew</td>
<td>Putting the “Principles” to work in SEET</td>
<td>19 month</td>
</tr>
<tr>
<td>Rowan Michael</td>
<td>Supporting English Language Enhancement</td>
<td>7 month</td>
</tr>
<tr>
<td>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>19 month</td>
</tr>
<tr>
<td>Michael Balfour</td>
<td>Theatre Scope</td>
<td>19 month</td>
</tr>
<tr>
<td>Janine Chipperfield</td>
<td>Implementing PASS in the Griffith Health and Business Groups</td>
<td>Final</td>
</tr>
</tbody>
</table>
4.4 The EEC considered the above-mentioned Reports and agreed to the following actions:

4.4.1 Dr Rowan Michael’s progress report should be forwarded to the PVC (INS), who considered this project in November 2010 and, in approving the project, recommended that Rowan and his team undertake an environmental scan from technological and pedagogical perspectives to identify existing technology and resources that might support online ILR development, thus alleviating the need to develop new resources. In light of this suggestion, the EEC suggested that the PVC (INS) be given the opportunity to comment on the 7 month report, particularly in relation to the use of emerging technologies and their capacity to enhance the project’s objectives (see page 3 of 13).

4.4.2 Consideration of Ms Chipperfield’s Final Report be deferred to the 1/2012 meeting of the EEC.

4.4.3 The Committee’s feedback for the Reports submitted by Drew, Clapton, and Balfour is summarised below and will be finalised by the Secretary and forwarded to the Chair for confirmation and distribution before the close of 2011.

   4.4.3.1 Steve Drew - The EEC agreed that the Project is making sound progress towards its objectives. The EEC reiterated the importance of gaining ongoing support from the Head of School when designing and implementing projects such as this. The EEC agreed that the current system is onerous in terms of the paperwork and that the proposed use of the PAT system is less paper intensive.

   4.4.3.2 Jayne Clapton - The EEC noted an Appendix to this Report, in which the Project Team outlined their actions and responses to the Report considered in March 2011. The EEC noted the delays in obtaining institutional data. The EEC looked for evidence of a practical application of social inclusion theory within a teaching context at Griffith.

   4.4.3.3 Michael Balfour – The EEC agreed that this project has had significant uptake across the University and that there is clear and substantial evidence of the change activities that have been employed as part of the project. The EEC suggested that in the Final Report, the project team should include clear evidence of the impact of these activities and throughputs in student learning and satisfaction. The EEC noted that the Report was well-presented with tables used effectively to communicate data findings. The EEC raised concerns about the long-term sustainability of this project, noting that it has been accepted in many discipline areas at Griffith. The EEC requested that the project team be asked to address this matter in their Final Report.

5.0 DEEWR LEARNING & TEACHING STANDING ITEM – UPDATE

5.1 The Chair introduced this item and advised that the transition of the Australian Learning and Teaching Council (ALTC) to the Department of Education, Employment and Workplace Relations (DEEWR) is complete.

5.2 The Chair drew members’ attention to the consultation paper, Higher Education Learning and Teaching Review, which was released on 16 November 2011 and contains full details of the continuing grant and award schemes to operate under DEEWR. Members of the EEC noted that these include:
• Citations (to be reduced in number to 160 per annum);
• Teaching Excellence Awards (two awards in each of the eight discipline areas);
• Programs that Enhance Learning Awards (12 awards across seven categories);
• Retention of the Prime Minister’s Award for Australian University Teacher of the Year and the Career Achievement Award;
• Up to five national teaching fellowships (funding of $250,000 per fellowship for a period of 12 months each); and
• Up to five mid-career fellowships (funding of $60,000 per fellowship).

5.3 EEC was advised that the proposed timelines for these schemes are as follows:

5.3.1 Learning and Teaching Grants Scheme – Round 1 applications close 1 March 2012; Round 2 applications close 3 August 2012.

5.3.2 Citations and Awards – citation nominations close 15 June 2012; Teaching and program award nominations close 20 July 2012.

5.3.3 Fellowships – Nominations close 28 February 2012.

5.4 Members of the EEC noted that a copy of the full Report, Higher Education Learning and Teaching Review, November 2011, can be located at http://www.deewr.gov.au/HigherEducation/Programs/Quality/Pages/OLT.aspx (DEEWR Office for Learning and Teaching website).

6.0 STRATEGIC ISSUES IN LEARNING AND TEACHING – STANDING ITEM

6.1 The Director, GIHE attended the meeting for this item, and was invited to lead the discussion on the role of evidence in preparing applications for the various award and grant schemes that recognise excellence in learning and teaching.

6.2 The Director, GIHE thanked the Chair for the opportunity to speak to the Educational Excellence Committee and advised that he aims to work collaboratively with the EEC and other key stakeholders in the learning and teaching area to develop a framework for the various forms of evidence that can be used by academic staff to support their applications for awards and grants in the learning and teaching area. The Director further advised that he believes that such a framework should not only include the types of evidence, but also a ranking of the various quality levels for such evidence. In this way, both the sources and levels of quality measures will be available to staff, who depending on their own status as early, mid, or advanced career practitioners, can select the level and type of evidence most appropriate and useful to their application.

6.3 Members of the EEC endorsed the development of such a framework and agreed that all academic staff should be encouraged to document their teaching-related processes and collect evidence of their performance throughout the semester for each course being taught. Members agreed that such a framework will highlight to academic staff the various means by which they can document their teaching process and its impact on their teaching, thus having the capacity to raise the level of buy-in of academic staff in this process. Members further agreed that encouraging and facilitating staff engagement in capturing evidence of their teaching is a key priority for the university at this stage. Members noted that frequently staff interpret quality in terms of excellence, when in fact the notion of ‘fit-for-purpose’ is a more effective and productive correlation, and one that the proposed framework will aim to foster in academic staff.

6.4 The EEC also agreed that many of the University’s current systems, for example, the Course Profile process, can be used by staff to gather data and reflect upon outcomes concerning their teaching practice. The Director, GIHE endorsed this view.
6.5 Members of the EEC thanked the Director, GIHE for his presentation and looked forward to ongoing discussions on the development of the framework to support evidence for learning and teaching.

6.6 The EEC noted the following items of interest, which will be discussed at a future meeting:

6.6.1 Associate Professor Rod Barrett has proposed the value of developing a set of Principles to Promote Excellence in HDR Supervision Practices at Griffith.

6.6.2 Peer Mentoring Workshops to be organised with Deans (Learning and Teaching) to build scholarly networks for engagement with awards and grants schemes and scholarship of learning and teaching.

6.6.3 DEEWR Grants Showcase.

7.0 DEEWR - OFFICE FOR LEARNING & TEACHING – POTENTIAL APPLICANTS FOR 2012 – DEFERRED ITEM

7.1 The EEC were advised that a draft and confidential list of potential DEEWR citation and award applicants has been collated and was be tabled at the meeting. The Chair advised that the draft list takes into account previous recipients of GAETs, ALTC Citations and ALTC awards, as well as feedback provided by the Deans (Learning & Teaching) in October/November 2011. The Chair further advised that, as the list has not yet been considered by the Director, GIHE, in consultation with the Chair, EEC and key staff from the Secretariat, who will collectively prepare a shortlist of potential applicants for consideration and approval by the DVC (A), it is premature for the draft list to be tabled before the EEC.

7.2 The Chair further advised that the confidential list will be tabled at the 1/2012 meeting of the EEC for members’ information.

8.0 PROMOTING EXCELLENCE INITIATIVE (PEI) – STANDING ITEM

8.1 The EEC agreed to defer discussion of this item to the 1/2012 meeting.

9.0 CELEBRATING TEACHING EXCELLENCE WEEK 2011 – DEFERRED ITEM

9.1 The EEC agreed to defer discussion of this item to the 1/2012 meeting.

10.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING - STANDING ITEM

10.1 The EEC was advised that the Grants Sub-committee of the Learning and Teaching Committee met on Wednesday 12 October to interview applicants for the university-level Griffith grants. The EEC noted the following successful applications:
Dr Steve Drew (GIHE), Dr Brett Freudenberg (AFE), Dr Christopher Klopper (EPS), A/Professor Heather Alexander, Ms Janine Masters (GIHE), A/Professor Glenn Finger, Dr Lynda Davies (AEL), A/Professor Fiona Kumari Campbell (GLS), Dr Sven Venema (ICT), Dr Shane Barry, (HLS), Dr Marty Fletcher (GBS), Dr Ray Tedman (MED), Dr Helen Massa (MSC), Ms Janine Chipperfield (HTH).

**Embedding sustainable peer observation and peer assistance for improving teaching practice at Griffith University: creating a culture and communities of practice to build capabilities.**

Ms Nicole Graham, Mr Tony Lyons (Student Services), Ms Megan Kair (Development and Alumni), Mr James Aspin (Griffith International), Professor Chris Auld (HLS), A/Professor Richard Hindmarsh (ENV).

**E-mentoring for global careers: Connecting students to international employers to enhance and contextualise career development learning.**

10.2 A list of the Griffith group-level grants for learning and teaching was attached for members’ information.

11.0 **CHAIR’S REPORT**

11.1 The Chair reported on the recent launch of the Griffith Academy of Scholars, and highlighted that two lunches had been held to launch the Academy – one at South Bank and one at the Gold Coast campus. A dinner was also organized as part of the Academy’s strategy to recognise and reward teaching excellence. The Chair reported that the Academy plans to have input into future Celebrating Teaching Weeks at Griffith and will convene again in February-March 2012. The Chair advised that developing effective mentoring programs that actively involved in capacity building for learning and teaching is to be a key focus of the Academy.

12.0 **2012 MEETING SCHEDULE**

12.1 The Educational Excellence Committee noted the following scheduled of meeting dates in 2012, all meetings are scheduled for **Monday, 10:00am – 12:30pm**:

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Campus</th>
<th>Venue Allocated</th>
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<tbody>
<tr>
<td>13 February</td>
<td>NA/GC</td>
<td>N54_2.06</td>
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<tr>
<td>12 March</td>
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<td>G34_1.04</td>
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<td>23 April</td>
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<td>8 October</td>
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<td>5 November*</td>
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</table>

*This meeting is booked for Nathan in N54_2.02.*
13.0 **NEXT MEETING**

The next meeting of the Educational Excellence Committee is scheduled for Monday, 13th February, 2012 at 10am via video conference in room 2.06, Bray Centre (N54) and room 1.04, the Chancellery (G34).

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

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