1. Recommendation

The establishment of an Academy of Learning and Teaching Scholars at Griffith University in 2010.

2. Context for Recommendation

An environmental scan of current mechanisms in Higher Education for the institutional recognition of learning and teaching excellence identified the emerging concept of an Academy of Scholars in Learning and Teaching. A small number of such Academies have been, or are currently being established nationally (e.g., Deakin University, James Cook University, Flinders University and the University of Southern Queensland). The primary purpose of such Academies is to provide ongoing institutional recognition for excellent scholars of learning and teaching, and thus to further enhance the profile of learning and teaching within the institution. It is recommended that such an Academy of Learning and Teaching Scholars be established at Griffith University.

3. Academy Goals

3.1 The broad goals of the Griffith Academy will be:
- To recognise and reward the achievements of outstanding Griffith educators
- To further enhance the profile of learning and teaching within the University
- To further enhance leadership in learning and teaching at the group level
- To contribute to learning and teaching strategy and practice at Griffith
- To contribute to the dissemination of scholarly good practice in learning and teaching at Griffith
- To position Griffith as an exemplar institution for rewarding and recognising excellence in learning and teaching in the higher education sector.

3.2 The Academy will undertake an annual planning process aimed at operationalising the above goals. An annual program of University level and group level activities will be developed in consultation with the Deputy Vice Chancellor (DVC(A)) and the Deans (Learning and Teaching).

4. Academy Model

Given the current well populated learning and teaching governance context at Griffith University, it is proposed that the Griffith Academy of Learning and Teaching Scholars (GALTS) have a membership model limited to Carrick/ALTC/OLT * Individual award winners, Carrick/ALTC/OLT Fellows and Discipline Scholars. It is considered that such a focused membership based on national recognition would enable the Academy to establish a distinct institutional purpose and role, more appropriately recognise outstanding achievement, and restrict its size so that it can be more efficiently self-administered. It is intended that Academy fulfil a unique purpose at Griffith, which complements, rather than competes, duplicates or significantly overlaps with existing learning and teaching structures and committees.

* Australian Learning and Teaching Council, Office of Learning and Teaching
5. **Academy Membership and Roles**

5.1 **Expectations of Members and Functions of the Academy**

The expectations of members are two-fold: to contribute to capacity building in learning and teaching, including the scholarship of learning and teaching at the group level; and, to advise executive and senior staff on strategic issues and directions in learning and teaching.

The role of Academy members is:

- **Leadership and capacity building within the University and Groups**
  This function involves Academy members working with Deans (Learning and Teaching) to build capacity in learning and teaching within the University and groups through, for example, contributing to:
  - Scholarship in learning and teaching
  - Mentoring networks
  - Communities of practice
  - Advising on learning and teaching grants, fellowships
  - Leading learning and teaching strategic projects
  - Chairing strategic working parties
  - Reviewing the implementation of strategic activities
  - Presentations to staff showcasing excellence in learning and teaching

- **Institutional level strategic advising**
  This function involves Academy staff meeting once or twice a year with the Deputy Vice Chancellor (Academic) (DVC(A)). The Deans (Learning and Teaching) are to advise on strategic directions in learning and teaching at Griffith. Academy members with particular areas of expertise might also be invited by senior university staff to assist with current learning and teaching initiatives within the university. Examples of this include the implementation of scholarly networks in groups initiated through the ALTC Promoting Excellence Initiative (PEI) in 2010, and the provision of group-based leadership to support the implementation and embedding of the revised assessment policy.

5.2 **Conditions of Membership**

- **Entry** – Entry to the Academy is by invitation only. In any year, OLT recipients of Prime Minister’s Award, Career Achievement Award, Individual Teaching Excellence Awards, Teaching Fellowships, and Discipline Scholars who are currently contributing to leadership in learning and teaching, will be invited by the DVC (A) to join the Academy for a three-year term of membership. At the end of three years, members are welcome to apply to the DVC (A) to extend their membership for a further three years. Application for extension is based on a member’s achievements and contributions to learning and teaching during their previous term of membership. The founding members of the Academy will be recruited by an invitation from the Vice Chancellor and DVC (A) to Griffith’s successful recipients to date of Carrick/ALTC/OLT individual awards and fellowships who continue to contribute to leadership in learning and teaching. Current Academy members, and Chair Educational Excellence Committee, as a group, may recommend annually to the DVC (A) up to two senior academic (level D/E) staff for membership based on their sustained contribution to learning and teaching in the Institution and/or higher education sector. This membership would also be for a three-year period.

- **Conditions of membership** – A condition of membership is that Academy members continue to demonstrate significant leadership in learning and teaching policy and
practice, as evidenced by, for example, membership of a University committee (e.g., Academic Committee, Learning and Teaching Committee, Programs Committee) or group Learning and Teaching Committee (or equivalent by negotiation) for their term of membership, or involvement in University/group level projects aimed at enhancing the quality of learning and teaching at Griffith.

- **Workload recognition** – Membership of the Academy per se will not represent a workload activity. Rather the various service, teaching and research activities of Academy members will be allocated and recognised in the same manner as other staff members, in consultation with their Dean (Academic) and Head of School, in line with their group/school workload model.

6. **Administration of the Academy and Reporting Lines**

As a “virtual” organisation, the Academy requires only a minimal structure:

- **Steering Group** – The Academy will be administered by a small voluntary Steering Group of Academy members. The Steering Group will be chaired by an Academy member appointed by and reporting to the DVC (A).
- **Administrative support** – The GIHE would provide administrative support for the management of the Academy on behalf of the DVC (A).
- **Reporting** – The Academy will provide an annual report on their activities to the DVC (A). This report may be tabled at the Learning and Teaching Committee.
- **Review** – The Deputy Vice Chancellor (Academic) will review the Academy after three years.

7. **Funding**

Funding is sought for three purposes:

1) Professional development support of members
2) Catering for Academy events, and
3) Administration by the GIHE.

Fellows who undertake professional development funded from this source will be expected to feedback key content to inform learning and teaching at Griffith.

8. **Sponsorship**

The organisational sponsor is Professor Ian O’Connor, Vice Chancellor and President.

9. **Consultation Process**

The recommended design of the Academy is the outcome of a consultation process initiated by the Educational Excellence Committee with relevant senior staff viz. all Deans (Academic) and Deans (Learning and Teaching), and the Chair of the Griffith Learning and Teaching Committee.