

Guidelines for Faculty staff Excellence in Teaching Award submission

1. Objective

The faculty Excellence in Teaching and Service Awards are conferred annually to celebrate and reward excellence in teaching and service that academic and professional staff deliver. Eligibility for the awards is open to academic staff employed on a fulltime or fractional basis, continuing or contract.

2. Eligibility

All submissions must relate to teaching activities in higher education and supported by the University. Submissions are open to individuals and teams with current teaching appointments (full time or fractional, continuing or contract).

Teams

Team submissions can only include members with a contribution of 10 per cent or higher.

3. Categories

Nominees must select the relevant teaching category below. The Teaching Award categories are:

1. **Biological Sciences, Health and Related Studies** (including Agriculture, Animal Husbandry, Medical Sciences and Nursing)
2. **Early Career** – open to staff with no more than five years' experience teaching in higher education institutions. The five years can be non-sequential and must be counted on a semester basis. This includes all tutoring and part-time teaching.
3. **Humanities and the Arts**
4. **Law, Economics, Business and Related Studies**
5. **Neville Bonner Award for Indigenous Education** – up to two awards are open to both individuals and teams who must demonstrate their contribution to Indigenous education. Indigenous and non-Indigenous academic staff may nominate. This category **MUST** be chosen if submitting for an Indigenous Award
6. **Physical Sciences and Related Studies** (including Architecture, Building and Planning, Engineering, Computing and Information Science)
7. **Social and Behavioural Sciences** (including Psychology and Education)

4. Assessment Criteria

All submissions will be assessed on the evidence provided in response to the **four** criteria below:

- 1 Approaches to teaching and the support of learning that influence, motivate and inspire students to learn. This may include:
 - Fostering student development by stimulating curiosity and independence in learning.
 - Participating in effective and empathetic guidance and advice for students.
 - Assisting students from equity and other demographic subgroups to participate and achieve success in their courses

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- Encouraging student engagement through the enthusiasm shown for learning and teaching.
 - Inspiring and motivating students through effective communication, presentation and interpersonal skills.
 - Enabling others to enhance their approaches to learning and teaching.
 - Developing and/or integrating assessment strategies to enhance student learning.
- 2** Development of curricula, resources or services that reflect a command of the field of study. This may include:
- Developing and presenting coherent and imaginative resources for student learning.
 - Implementing research-led approaches to learning and teaching.
 - Demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning.
 - Communicating clear objectives and expectations for student learning.
 - Providing support to those involved in the development of curricula and resources.
 - Contributing professional expertise to enhance curriculum or resources.
- 3** Evaluation practices that bring about improvements in teaching and learning. Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include:
- Showing advanced skills in evaluation and reflective practice
 - Using a variety of evaluation strategies to bring about change
 - Adapting evaluation methods to different contexts and diverse student needs and learning styles
 - Contributing professional expertise to the field of evaluation in order to improve program design and delivery.
 - Dissemination and embedding of good practice identified through evaluation.
- Please note that evaluation practices do not include student assessment.
- 4** Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience. This may include:
- Participating in and contributing to professional activities related to learning and teaching.
 - Innovations in service and support for students; coordination, management and leadership of courses and student learning.
 - Conducting and publishing research related to teaching.
 - Demonstrating leadership through activities that have broad influence on the profession.
 - Providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort.
 - Influencing the overall academic, social and cultural experience of higher education

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5. Addressing the Assessment Criteria

This component is limited to **four A4** pages and describes the nominee's teaching activities and achievements, addressing the four assessment criteria and providing evidence to support claims.

It should comprise the following elements presented in order:

- **Synopsis** of up to 200 words, which includes a description of the nominee's teaching area or discipline, teaching experience and teaching focus and methods. The synopsis must be:
 - written in the third person
 - avoid jargon and use plain English
 - should inform the broadest possible audience about the nominee's teaching
- **Overview** of the nominee's teaching and its context.
- **Statement** addressing the four assessment criteria (include criterion headings), providing supporting evidence including impact on student learning.
- **Reference list:** nominees should use their preferred recognised reference style throughout and include a reference list within the four pages. Links to reference lists online are not allowed.

6. Evidencing your Contribution

All nominations will be assessed on the evidence provided in response to the assessment criteria.

Assessment will also be based on the extent to which nominees show evidence that their contribution has:

- a. Influenced student learning, student engagement or the overall student experience
- b. Gained recognition from fellow staff, the institution, and/or the broader community
- c. Been sustained for a period of no less than three years, not including time taken for
- d. Claims for excellence that are supported by formal and informal evaluation
- e. Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
- f. Information contained in student data or institutional student surveys, references, and selected teaching materials submitted by the nominee.

7. Statement of Contribution (for team nominations)

Team submissions must include a paragraph of up to 250 words which explains the role and indicates the percentage contribution of team members (limited to team members with 10 per cent or higher), in addition to the team information included within the nomination form.