UNIVERSITY OF CANBERRA TEACHING AWARDS

Instructions and supporting information

Closing date for all applications Friday 3 July 2015
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INTRODUCING THE UNIVERSITY OF CANBERRA TEACHING AWARDS

OVERVIEW

The University of Canberra Teaching Awards are an important part of the University’s commitment to the central place of teaching and learning within the university community. Winners of the awards are selected following written application to the Awards Committee and are honoured at the Vice-Chancellor’s Excellence Awards ceremony during Semester 2 each year.

There are five award types that recognise teaching excellence and outstanding contributions to student learning:

1. University of Canberra Citations for Outstanding Contributions to Student Learning – General
2. University of Canberra Citations for Outstanding Contributions to Student Learning - Innovation
3. University of Canberra Awards for Programs that Enhance Learning
4. Vice-Chancellor’s Award for Teaching Excellence for an Early Career Academic
5. Vice-Chancellor’s Award for Teaching Excellence for a Sessional Tutor or Demonstrator
6. Vice-Chancellor’s Award for Teaching Excellence

Nominations for these awards are accepted from current or former students, colleagues, peers and faculty management. A nominee has two years from receiving a nomination to make an application for an award. Members of University of Canberra staff who have received faculty, disciplinary or University of Canberra Students’ Association awards are also eligible to apply.

OBJECTIVES

The University of Canberra Teaching Awards are designed to recognise quality teaching practice and outstanding contributions to student learning, and to encourage knowledge sharing and dissemination across the institution and beyond. Recipients, with the support of staff from Teaching and Learning, will be invited to apply for the prestigious national Australian Awards for University Teaching (AAUT Awards).

UNIVERSITY OF CANBERRA AWARDS COMMITTEE

All applications are assessed against the selection criteria by an Awards Committee chaired by the Deputy Vice-Chancellor Education. The committee makes recommendations on the granting of awards and citations to the Vice-Chancellor. The Awards Committee is made up of:

- The Deputy Vice-Chancellor Education
- The Director of Teaching and Learning
- One member of staff from Teaching and Learning
- One representative of the University of Canberra Students’ Association

CANBERRA.EDU.AU
One external representative with expertise in learning and teaching
One recent teaching award winner

DUTIES OF AWARD WINNERS

The University of Canberra Teaching Awards are intended to demonstrate the value placed upon teaching and learning by the University. The awards are also seen as a way of promoting a culture of high quality teaching, learning and educational research; therefore, recipients are expected to share their knowledge and raise awareness of their activities throughout the University. This may take the form of workshops or lectures to fellow academics, videotaped interviews and case studies, publication or through acting as a source of support or advice for others involved in professional development activities.

Successful applications are archived by Teaching and Learning, to be made available for viewing by future nominees to help in preparation of their own applications.
SUMMARY OF AWARD TYPES

UNIVERSITY OF CANBERRA CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

There are two different kinds of Citations: General and Innovation

UNIVERSITY OF CANBERRA CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

University of Canberra Citations are intended to recognise and reward a wide range of contributions to student learning, and so there are no specific award categories. Citations are awarded to academic, general and sessional staff, and institutional associates, who have made significant contributions to student learning in a specific area of responsibility over a sustained period of no less than 3 years. Individuals and teams are encouraged to apply.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.
Number and value: Up to three Citations, with prize value of $2,000 each.
Presentations: Made at the Vice-Chancellor’s Excellence Awards ceremony in Semester 2.

Citation recipients may also be invited to apply for a suitable 2016 national Australian Awards for University Teaching.

UNIVERSITY OF CANBERRA CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING – INNOVATION

This innovation Citations are targeted towards teaching staff, either as an individual, a team, or a faculty, who have demonstrated leadership in trialling, piloting or implementing innovative pedagogical approaches, or new teaching strategies, or implemented new technologies that have enhanced students’ learning experiences and/or supported the enhancement of the University’s reputation for innovative teaching.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.
Number and value: Up to two Citations, with prize value of $2,000 each.
Presentations: Made at the Vice-Chancellor’s Excellence Awards ceremony in Semester 2.

Citation recipients may also be invited to apply for a suitable 2016 national Australian Awards for University Teaching.

UNIVERSITY OF CANBERRA AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

Awards for Programs that Enhance Learning recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education. The programs and services that receive program awards must
have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in other institutions.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: Up to two awards, with prize value of $1,500 each.

Presentations: Made at the Vice-Chancellor’s Excellence Awards ceremony in Semester 2. Award recipients may also be invited to apply for a suitable 2016 national Australian Awards for University Teaching.

VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC

The Vice-Chancellor’s Award for Teaching Excellence for an Early Career Academic recognises the work of an early career academic who has demonstrated excellence in their teaching and has made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to staff with no more than five years experience in a higher education setting (this should be interpreted as five consecutive calendar years and includes all tutoring, part-time teaching and teaching at other higher education institutions). Two of these five years must have been at the University of Canberra.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: One award, with a prize value of $1,500.

Presentations: Made at the Vice-Chancellor’s Excellence Awards ceremony in Semester 2. Award recipients may also be invited to apply for a suitable 2016 national Australian Awards for University Teaching.

VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR

The Vice-Chancellor’s Award for Teaching Excellence for a Sessional Tutor or Demonstrator recognises the work of a sessional tutor or demonstrator who has shown excellence in their teaching and has made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to all tutors and demonstrators who are employed at the University of Canberra on a sessional basis and have held that position for a minimum of 3 semesters (not necessarily consecutive semesters). The award is open to individuals only.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: One award, with a prize value of $1,000.

Presentations: Made at the Vice-Chancellor’s Excellence Awards ceremony in Semester 2. Award recipients may also be invited to apply for a suitable 2016 national Australian Awards for University Teaching.
VICE-CHANCELLOR’S AWARDS FOR TEACHING EXCELLENCE

The Vice-Chancellor’s Awards for Teaching Excellence recognise the work of either individuals or teams who have shown excellence in their teaching and have made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to all members of staff at the University of Canberra; individuals and teams are encouraged to apply.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: Up to three awards, with a prize value of $1,500.

Presentations: Made at the Vice-Chancellor’s Excellence Awards ceremony in Semester 2. Award recipients may also be invited to apply for a suitable 2016 national Australian Awards for University Teaching.

FURTHER INFORMATION

For further information contact Teaching and Learning.

Email: tl@canberra.edu.au
UNIVERSITY OF CANBERRA CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

CITATIONS OVERVIEW
Citations recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Citations are awarded to academic, general and sessional staff, and institutional associates, who have made significant contributions to student learning in a specific area of responsibility over a sustained period of no less than 3 years. Citations are be awarded for a wide range of contributions to student learning, both direct and indirect. Individuals and teams are encouraged to apply.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: Up to three Citations, with prize value of $2,000 each.

ELIGIBILITY
- All applications must relate to contributions to student learning at the University of Canberra.
- All members of staff are eligible to apply. This includes academic staff, professional staff, sessional staff and institutional associates (full-time or fractional, continuing or contract).
- Both team and individual nominations are encouraged. Teams may be of any size. If a team is larger than five members, a team name must be provided.
- Citation winners are eligible to apply for a citation for different achievements in other years.
- Receipt of a University of Canberra Citation will not affect a recipient’s eligibility to apply for any other type of award at the University of Canberra in future award rounds.
- Unsuccessful applicants are eligible to reapply in other years.

GENERAL CITATIONS - SELECTION CRITERIA
Applicants are required to select one selection criterion, determined by the nature of their contribution to student learning. Applicants must include clear and consistent forms of evidence that are matched to the selection criterion being addressed. In assessing nominations against the selected criterion, the Awards Committee will take into account the extent to which applicants show evidence that their contribution has:
- influenced student learning, student engagement or the overall student experience;
- gained recognition from fellow staff, the institution, and/or the broader community;
- been sustained for a period of no less than three years.
The Selection Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from student questionnaires and/or supporting teaching materials.

The following selection criteria apply (address one):

1. **Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to learning and teaching.

2. **Development of curricula, resources and services that reflect a command of the field.** 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; and contributing professional expertise to enhance curriculum or resources.

3. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs and learning styles; and contributing professional expertise to enhance assessment and/or feedback.

4. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education.

5. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.
INNOVATION CITATIONS – SELECTION CRITERIA

Applicants are required to respond to the selection criteria, determined by the nature of their contribution to student learning. Applicants must include clear and consistent forms of evidence that are matched to the selection criterion being addressed.

Applications for an Innovation citation may be made by an individual, group, research centre or faculty. In assessing nominations against the selected criterion, the Awards Committee will take into account the extent to which applicants show evidence that their contribution has:

- Demonstrated leadership in trialling, piloting or implementing innovative pedagogical approaches;
- Implemented new teaching strategies or new technologies that have enhanced students’ learning experiences;
- Undertaken evaluation of the effectiveness of the approach.
- And has resulted in unit or course which is now available flexibly or online;

Selection criteria for the Innovation Citations is currently under development but will only require evidence from a period of 12 months prior. Applications may also be specific to a short term project or activity with a duration of less than 12 months.

Contact tl@canberra.edu.au for details.

APPLICATION INSTRUCTIONS FOR GENERAL CITATIONS

Applications are only accepted by email to tl@canberra.edu.au, and must be saved in PDF or WORD format. Each application must include the following components:

1. A completed application form (Appendix 2) signed by the applicant and by the Dean or equivalent.

2. A written statement of no more than four A4 pages, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. The statement must be organised in this order:

   i. the proposed Citation (maximum 25 words) describing the distinctive contribution of the applicant;
   ii. an overview, summarising the applicant’s teaching philosophy, particular contribution, and describing the specific context for this contribution;
   iii. for a General Citation, a statement addressing one selection criterion from the five selection criteria listed above;
   iv. a statement identifying the way(s) in which this contribution has:

      a. influenced student learning, engagement and/or the overall student experience,
b. been sustained over time for a period of no less than 3 years for General Citations, and
c. been recognised by fellow staff, the institution, and/or the broader community.

3. A curriculum vitae, outlining the applicant’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to three A4 pages for applications from individuals or one A4 page per team member.

4. Two written references of no more than one A4 page each, to be provided by people who are able to comment on the applicant’s contribution to student learning against the chosen selection criterion. One of the referees MUST be the Head of the applicant’s faculty, discipline or administrative unit. If the nomination is from a team, the references should apply to the team. References must be signed by the referee. Electronic signatures on references supplied to the applicant or institution by email are acceptable.

APPLICATION INSTRUCTIONS FOR INNOVATION CITATIONS

Applications are only accepted by email to tl@canberra.edu.au, and must be saved in PDF or WORD format. Each application must include the following components:

5. A completed application form (Appendix 2) signed by the applicant and by the Dean or equivalent.

6. A written statement of no more than four A4 pages, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. The statement must be organised in this order:

   v. the proposed Citation (maximum 25 words) describing the distinctive contribution of the applicant;
   vi. an overview, summarising the applicant’s teaching philosophy or approach, particular contribution, and describing the specific context for this contribution;
   vii. for an Innovation Citation, a statement addressing one selection criterion from the selection criteria made available (these are currently under development);
   viii. a statement identifying the way(s) in which this contribution has:

       a. demonstrated leadership in trialling, piloting or implementing innovative pedagogical approaches,
       b. demonstrated or showcased new teaching strategies or new technologies to enhance student learning,
       c. been recognised by fellow staff, the institution, and/or the broader community.
UNIVERSITY OF CANBERRA AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

AWARDS FOR PROGRAMS THAT ENHANCE LEARNING OVERVIEW

Awards for Programs that Enhance Learning recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education. The programs and services that receive program awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in other institutions.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: Up to two awards, with prize value of $1,500 each.

There are eight Program Award categories, as follows:

1. **Widening participation**, encompassing approaches to learning and teaching which enhance student access, widen participation, and support progression.

2. **Educational partnerships and collaborations with other organisations**, encompassing partnerships between universities, and universities and other organisations—such as schools, private higher education providers, registered training organisations, professional bodies businesses and industries—in collaborative approaches to learning and teaching.

3. **The first-year experience**, encompassing the academic and social transition to higher education, learning and teaching within large student groups, and the quality of the first-year student experience.

4. **Flexible learning and teaching**, encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning.

5. **Innovation in curricula, learning and teaching**, encompassing innovations that encourage novel approaches to learning and teaching, innovations that align assessment with curriculum design, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.

6. **Postgraduate education**, encompassing programs that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature and postgraduate learning support.

7. **Services supporting student learning**, encompassing services directly related to student learning such as services for specific groups of students, information access, course advising, language and learning support, counselling and disability support.
8. **Global citizenship and internationalisation**, including curriculum, student exchange, student experience, international recruitment, international recruitments and transition programs for international students.

It is intended that eligible programs are broader than one or two subjects or a limited service that involves only a few students. For example, programs may involve a service or program provided at the institutional, faculty or discipline level, a program of study across a year or number of years, or a service program directed at particular student groups.

**ELIGIBILITY**

- All applications must relate to programs based at the University of Canberra or programs where the University of Canberra is the lead institution.
- All members of staff are eligible to apply. This includes academic staff, professional staff, sessional staff and institutional associates (full-time or fractional, continuing or contract).
- Teams may be of any size. If a team is larger than five members, a team name must be provided.
- Winners of a University of Canberra Award for Programs that Enhance Learning are ineligible to apply for a further Program Award within two years of their original award.
- Receipt of a University of Canberra’s Award for Programs that Enhance Learning will not affect a recipient’s eligibility to apply for any other type of award at the University of Canberra.
- Unsuccessful applicants are eligible to reapply in other years.

**SELECTION CRITERIA**

Applicants are required to address four selection criteria, which will be given equal consideration by the Awards Committee. Applicants must include clear and consistent forms of evidence that are matched to the selection criteria being addressed. In assessing nominations against the selected criteria, the Awards Committee will take into account:

- evidence of the effectiveness of the program in formal and informal evaluation
- the degree of creativity, imagination or innovation
- evidence of the sustained effectiveness of the program for no less than three years.

The Selection Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from student questionnaires and/or supporting teaching materials.

The following selection criteria apply (address all four):
1. **Distinctiveness, coherence and clarity of purpose.** The extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.

2. **Influence on student learning and student engagement.** The extent to which the program targets identified needs and directly or indirectly enhances student learning, student engagement and/or the overall student experience of higher education.

3. **Breadth of impact.** The extent to which the program has led to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the program.

4. **Concern for equity and diversity.** The extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

**APPLICATION INSTRUCTIONS**

Applications are only accepted by email to tl@canberra.edu.au, and must be saved in PDF or WORD format. Each application must include the following components:

1. A completed **application form** (Appendix 2) signed by the applicant and by the Dean or equivalent.

2. A **written statement** of no more than **twelve A4 pages**, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. The statement should include all information that might be referred to in the submission and must be organised in this order:
   
   i. Synopsis (350–400 words, in third person);
   
   ii. a statement addressing the selection criteria:
      
      a. Distinctiveness, coherence and clarity of purpose
      b. Influence on student learning
      c. Breadth of impact
      d. Concern for equity and diversity

   The synopsis must cover a description of the program and its teaching areas, the program’s contribution to student learning and engagement, and the program’s impact on students. The synopsis must be written in the third person and is a requirement of the nomination. The word limit is strictly 350-400 words.

   The remainder of the written statement should be devoted to addressing the category of nomination and each of the four criteria in turn. Evidence in support of the claims against these criteria must be provided. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of nominations.

3. A **curriculum vitae** to outline the team’s educational qualifications and experience. The **curriculum vitae** are limited to one A4 page per team member. Pages in excess of this limit will be removed.
4. **Two written references** of no more than one A4 page each, to be provided by people who are able to comment on the applicant’s contribution to student learning against the selection criteria. One of the referees must be the head of the work area, faculty or discipline in which the program is positioned. The references should apply to all members of the team. Each reference must be signed by the referee. Electronic signatures on references supplied by the referee to the applicant by email are acceptable.
VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC

OVERVIEW VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC

The Vice-Chancellor’s Award for Teaching Excellence for an Early Career Academic recognises the work of an early career academic who has demonstrated excellence in their teaching and has made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to staff with no more than five years experience in a higher education setting (this should be interpreted as five consecutive calendar years and includes all tutoring, part-time teaching and teaching at other higher education institutions). Two of these five years must have been at the University of Canberra.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: One award, with a prize value of $1,500.

ELIGIBILITY

- All University of Canberra early career teaching staff are eligible to apply. All applications must relate primarily to contributions to student learning at the University of Canberra. The award is open to staff with no more than five years experience in a higher education setting (this should be interpreted as five consecutive calendar years and includes all tutoring, part-time teaching and teaching at other higher education institutions). Two of these five years must have been at the University of Canberra.

- Winners of a Vice-Chancellor’s Award for Teaching Excellence (VCATE) are ineligible to apply for a VCATE award within two years of their original award.

- The award is open to individuals only.

- Unsuccessful applicants may reapply in subsequent years.

- Receipt of a VCATE will not affect a recipient’s eligibility to apply for any other type of award at the University of Canberra in future rounds.

SELECTION CRITERIA

Nominees are required to address five selection criteria, which will be given equal consideration by the Awards Committee. Applicants must include clear and consistent forms of evidence that are matched to the selection criteria being addressed. In assessing nominations against the selection criteria, the Awards Committee will take into account:

- the extent to which the claims for excellence can be supported by formal and informal evaluation;
the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

The Awards Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from student questionnaires and/or supporting teaching materials.

The following selection criteria apply (address all five):

1. **Approaches to teaching that influence, motivate and inspire students to learn.** This may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

2. **Development of curricula and resources that reflect a command of the field.** 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.

3. **Approaches to assessment and feedback that foster independent learning.** This may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs.

4. **Respect and support for the development of students as individuals.** This may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

5. **Scholarly activities that have influenced and enhanced learning and teaching.** This may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; 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.

**APPLICATION INSTRUCTIONS**

Applications are only accepted by email to tl@canberra.edu.au, and must be saved in PDF or WORD format. Each application must include the following components:

1. A completed **application form** (Appendix 2) signed by the applicant and by the Dean or equivalent.
2. A written statement of no more than six A4 pages, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. The statement should include all information that might be referred to in the submission and must be organised in this order:

   i. An overview no more than one A4 page, focussing on the specific character of the applicant’s teaching and achievements. The overview should include the applicant’s educational philosophy and beliefs, a description of the teaching context and an integrated summary of the claims relating to the selection criteria.

   ii. An argument of no more than five A4 pages addressing each of the selection criteria:

      a. approaches to teaching that influence, motivate and inspire students to learn,
      b. development of curricula and resources that reflect a command of the field,
      c. approaches to assessment and feedback that foster independent learning,
      d. respect and support for the development of students as individuals, and
      e. scholarly activities that have influenced and enhanced learning and teaching.

3. A curriculum vitae, outlining the applicant’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to three A4 pages.

5. Two written references of no more than one A4 page each, to be provided by people who are able to comment on the applicant’s contribution to student learning against the selection criteria. One of the referees MUST be the Head of the applicant’s faculty, discipline or administrative unit. Electronic signatures on references supplied to the applicant or institution by email are acceptable.
VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR

OVERVIEW VICE-CHANCELLOR’S AWARD FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR

The Vice-Chancellor’s Award for Teaching Excellence for a Sessional Tutor or Demonstrator recognises the work of a sessional tutor or demonstrator who has shown excellence in their teaching and has made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to all tutors and demonstrators who are employed at the University of Canberra on a sessional basis and have held that position for a minimum of 3 semesters (not necessarily consecutive semesters). The award is open to individuals only.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2015.

Number and value: One award, with a prize value of $1,000.

ELIGIBILITY

• All applications must relate to contributions to student learning at the University of Canberra.
• All tutors and demonstrators who are employed at the University of Canberra on a sessional basis and have held that position for a minimum of 3 semesters (not necessarily consecutive semesters).
• Winners of a Vice-Chancellor’s Award for Teaching Excellence (VCATE) for a Sessional Tutor or Demonstrator are ineligible to apply for a VCATE award within two years of their original award.
• The award is open to individuals only.
• Unsuccessful applicants may reapply in subsequent years.
• Receipt of a VCATE for a Sessional Tutor or Demonstrator will not affect a recipient’s eligibility to apply for any other type of award at the University of Canberra in future award rounds.

SELECTION CRITERIA

Applicants are required to select one or two of the five selection criteria. Applicants must include clear and consistent forms of evidence that are matched to the selection criterion being addressed. In assessing nominations against the five selection criteria, the Awards Committee will take into account:

• the extent to which the claims for excellence can be supported by formal and informal evaluation;
• the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

The Awards Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from student questionnaires and/or supporting teaching materials.
The following selection criteria apply (address one or two):

1. **Approaches to teaching that influence, motivate and inspire students to learn.** This may include:
   - fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values;
   - encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

2. **Development of curricula and resources that reflect a command of the field.** 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.

3. **Approaches to assessment and feedback that foster independent learning.** This may include:
   - integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs.

4. **Respect and support for the development of students as individuals.** This may include:
   - participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

5. **Scholarly activities that have influenced and enhanced learning and teaching.** This may include:
   - showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; conducting and publishing research related to teaching.

**APPLICATION INSTRUCTIONS**

Applications are only accepted by email to tl@canberra.edu.au, and must be saved in PDF or WORD format. Each application must include the following components:

1. A completed **application form** (Appendix 2) signed by the applicant and by the Dean or equivalent.

2. A **written statement** of no more than **four A4 pages**, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. The statement should include all information that might be referred to in the submission and must be organised in this order:
   i. An overview no more than **one A4 page**, focussing on the specific character of the applicant’s teaching and achievements. The overview should include the applicant’s
educational philosophy and beliefs, a description of the teaching context and an integrated summary of the claims relating to the selection criteria.

ii. An argument of no more than three A4 pages addressing and providing evidence for one or two of the selection criteria:
   
   a. approaches to teaching that influence, motivate and inspire students to learn,
   b. development of curricula and resources that reflect a command of the field,
   c. approaches to assessment and feedback that foster independent learning,
   d. respect and support for the development of students as individuals, and
   e. reflective practice that has influenced and enhanced learning and teaching.

3. A curriculum vitae, outlining the applicant’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to three A4 pages.

6. Two written references of no more than one A4 page each, to be provided by people who are able to comment on the applicant’s contribution to student learning against the selection criteria. One of the referees MUST be the Head of the applicant’s faculty, discipline or administrative unit. Electronic signatures on references supplied to the applicant or institution by email are acceptable.
VICE-CHANCELLOR’S AWARDS FOR TEACHING EXCELLENCE

OVERVIEW VICE-CHANCELLOR’S AWARDS FOR TEACHING EXCELLENCE

The Vice-Chancellor’s Award for Teaching Excellence recognise the work of either individuals or teams who have shown excellence in their teaching and have made outstanding contributions to enhancing the quality of learning and teaching at the University of Canberra. The award is open to all members of staff at the University of Canberra; individuals and teams are encouraged to apply.

Closing date: Applications to be submitted by email, no later than 5pm, 3 July 2014.

Number and value: Up to three awards, with a prize value of $1,500.

ELIGIBILITY

- All members of staff are eligible to apply. This includes academic staff, professional staff, sessional staff and institutional associates (full-time or fractional, continuing or contract).
- Winners of a Vice-Chancellor’s Award for Teaching Excellence (VCATE) are ineligible to apply for a VCATE award within two years of their original award.
- Individuals and teams are encouraged to apply.
- Unsuccessful applicants may reapply in subsequent years.
- Receipt of a VCATE will not affect the candidate’s eligibility to apply for any other type of award at the University of Canberra in future award rounds.

SELECTION CRITERIA

Applicants are required to address five selection criteria, which will be given equal consideration by the Awards Committee. Applicants must include clear and consistent forms of evidence that are matched to the selection criteria being addressed. In assessing nominations against the selection criteria, the Awards Committee will take into account:

- the extent to which the claims for excellence can be supported by formal and informal evaluation;
- the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

The Awards Committee may contact applicants and/or referees for clarification or further information, which may include providing evidence from student questionnaires and/or supporting teaching materials.

The following selection criteria apply (address all five):

1. Approaches to teaching that influence, motivate and inspire students to learn. This may include: fostering student development by stimulating curiosity and independence in learning; contributing
to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

2. Development of curricula and resources that reflect a command of the field. 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.

3. Approaches to assessment and feedback that foster independent learning. This may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs.

4. Respect and support for the development of students as individuals. This may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

5. Scholarly activities that have influenced and enhanced learning and teaching. This may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; 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.

APPLICATION INSTRUCTIONS

Applications are only accepted by email to tl@canberra.edu.au, and must be saved in PDF or WORD format. Each application must include the following components:

1. A completed application form (Appendix 2) signed by the applicant and by the Dean or equivalent.

2. A written statement of no more than six A4 pages, font type: 11 point Arial or 11 point Calibri, margins must be at least 2cm with clear definition between paragraphs. Applicants should refer to evidence which they may later be asked to produce for each of the selection criteria. The statement should include all information that might be referred to in the submission and must be organised in this order:

   i. An overview no more than one A4 page, focussing on the specific character of the applicant’s teaching and achievements. The overview should include the applicant’s educational philosophy and beliefs, a description of the teaching context and an integrated summary of the claims relating to the selection criteria.
ii. An argument of no more than five A4 pages addressing and providing evidence for each of the selection criteria:
   a. approaches to teaching that influence, motivate and inspire students to learn,
   b. development of curricula and resources that reflect a command of the field,
   c. approaches to assessment and feedback that foster independent learning,
   d. respect and support for the development of students as individuals, and
   e. scholarly activities that have influenced and enhanced learning and teaching.

3. A curriculum vitae, outlining the applicant’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to three A4 pages for applications from individuals. Teams may extend this limit, but a limit of one page per team member is recommended.

7. Two written references of no more than one A4 page each, to be provided by people who are able to comment on the applicant’s contribution to student learning against the selection criteria. One of the referees MUST be the Head of the applicant’s faculty, discipline or administrative unit. If the application is from a team, the references should apply to the team. Electronic signatures on references supplied to the applicant or institution by email are acceptable.

NOTIFICATION AND FEEDBACK PROCEDURES

NOTIFICATIONS AND FEEDBACK PROCEDURES

NOMINATIONS ACKNOWLEDGEMENT

Receipt of all nominations will be acknowledged by email. If the applicant does not receive an email within one week of the closing date for the applications, they should email tl@canberra.edu.au.

NOTIFICATION OF RECIPIENTS AND FEEDBACK

Recipients of awards will be notified by email. Feedback will be given on all applications. A list of all recipients will be published at a later date on the Teaching and Learning website.

PRESENTATION CEREMONY

Citations and Awards are presented at the Vice-Chancellor’s Excellence Awards Ceremony during Semester 2 each year.

ALLOCATION OF AWARD MONIES

The Award monies are awarded as a prize and disbursed to the recipient’s University of Canberra account. Monies are to be used to:
   a. advance the career/s of the recipient/s;
b. provide additional resources to support their teaching or activities related to the award;
c. assist the individual/team to disseminate and embed good practice in learning and teaching.