UNIVERSITY OF CANBERRA
TEACHING EXCELLENCE
AWARDS & CITATIONS

Instructions and supporting information

Closing date for all applications Friday, August 2, 2019
TABLE OF CONTENTS

Table of Contents ......................................................... 2

INTRODUCING THE UNIVERSITY OF CANBERRA TEACHING EXCELLENCE AWARDS & CITATIONS 4
Overview ........................................................................... 4
Objectives ....................................................................... 4

SUMMARY OF AWARD TYPES ...................................... 7
University of Canberra Citations ........................................... 7
University of Canberra Citations for Outstanding Contributions to Student Learning ........................................... 7
University of Canberra Citations for Innovative Approaches to Teaching & Learning ........................................... 7
University of Canberra Awards for Programs that Enhance Learning ................................................................. 7
University of Canberra Awards for Teaching Excellence for an Early Career Academic ......................................... 8
University of Canberra Awards for Teaching Excellence for a Sessional Tutor or Demonstrator ............................ 8
University of Canberra Awards for Teaching Excellence .................................................................................. 9
Further Information .......................................................... 9

UNIVERSITY OF CANBERRA CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING 10
Citations overview ............................................................. 10
Eligibility .................................................................... 10
Citations for Outstanding Contributions - Selection Criteria ........................................................................... 10
Citations for Innovation Approaches – Selection Criteria .................................................................................. 12
Application Instructions for all Citations ................................................................. 13

UNIVERSITY OF CANBERRA AWARDS FOR PROGRAMS THAT ENHANCE LEARNING 14
Awards for Programs that Enhance Learning overview (TEAMS ONLY) ............................................................. 14
Eligibility .................................................................... 15
Selection Criteria ............................................................. 15
Application Instructions ....................................................... 16

UNIVERSITY OF CANBERRA AWARD FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC 17
Overview of Award for Teaching Excellence for an Early Career Academic ......................................................... 17
Eligibility .................................................................... 17
Selection Criteria ............................................................. 17
Application Instructions ....................................................... 19

UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR 20
Overview - University Award for Teaching Excellence for a Sessional Tutor or Demonstrator ................................ 20
Eligibility .................................................................... 20
Selection Criteria ............................................................. 20
Application Instructions ....................................................... 20

UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE 23
Overview Of University Awards for Teaching Excellence .................................................................................. 23
Eligibility ........................................................................................................................................... 23
Selection Criteria ............................................................................................................................. 23
Application Instructions .................................................................................................................. 24

NOTIFICATION AND FEEDBACK PROCEDURES .......... 26
Nominations acknowledgement .......................................................................................................... 26
Notification of recipients and feedback ............................................................................................ 26
Presentation ceremony ..................................................................................................................... 26
Allocation of award monies ............................................................................................................... 26
INTRODUCING THE UNIVERSITY OF CANBERRA TEACHING EXCELLENCE AWARDS & CITATIONS

OVERVIEW

The University of Canberra Teaching Excellence Awards & Citations play an important part in demonstrating the University’s commitment to teaching and learning scholarship. Winners are selected following written application to the Awards Selection Committee and are honoured at the combined celebration of Teaching & Research Excellence Awards ceremony at the end of each academic year.

Teaching Excellence at the University of Canberra is recognised through:

1. Citations for Outstanding Contributions to Student Learning
2. Citations for Innovative Approaches to Teaching & Learning
3. Awards for Programs that Enhance Learning (Teams Only)
4. Awards for an Early Career Academic
5. Awards for a Sessional Tutor or Demonstrator
6. Awards for Teaching Excellence

OBJECTIVES

The Teaching Excellence Awards and Citations are designed to recognise quality teaching practices and outstanding contributions to student learning, and to encourage knowledge sharing and dissemination across the institution and beyond: “Our people are our most treasured asset ... we will set a new benchmark for empowering staff by nurturing talent, embracing accountability at all levels and rewarding not only individual achievements but also – and more importantly – collaborative success.”

Provision of Teaching Excellence Awards and Citations establishes a forum from which the University can acknowledge exceptional contributions, encourage innovation, co-creation, and considered experimentation; consistent with the aspirations of Destinctive by Design. As such, our mission is to recognise actions that: “build a community of outstanding leaders and collaborative teams, encourage and celebrate individual and team success, and reward these through fair and inclusive pay and recognition.”

The Awards and Citations also bring to the fore activities that support our educational plans that through integrated teaching will deliver exceptional student experiences and nurture knowledge partnerships. As we concentrate our efforts towards ‘innovation and entrepreneurship’ we’ll be recognising contributions that “actively build teams with outstanding performance and potential to deliver our educational and research missions, and recognise and equitably reward excellence in teaching, research innovation and entrepreneurship.”

Recipients, with the support of staff from Teaching and Learning, will be invited to apply for the prestigious national Australian Awards for University Teaching.
AWARDS SELECTION COMMITTEE

All applications are assessed against the selection criteria by an Awards Selection Committee chaired by the Pro Vice-Chancellor Teaching & Learning. The Committee makes recommendations on the granting of awards and citations to the Deputy Vice-Chancellor Academic. The eight-member Awards Committee is made up of:

- The Pro Vice-Chancellor Teaching & Learning
- One member of staff from Teaching & Learning’s Recognition Team
- One representative of the University of Canberra Students’ Association and/or Council
- Three external representatives with background in learning and teaching (CELTS)
- Two recent teaching award winners

NOMINATION

The nomination period is broadly communicated and will be open throughout April 2019. The process is one of self-nomination and does not require a third-party nominator. The nomination form is accessed online at: hyperlink.

Upon submission (no later than 5pm, 2 August, 2019), the completed nomination form (with signed-declarations from the Applicant and Dean) will form the cover page of each application.

ACCEPTANCE OF NOMINATION

Following the close of nominations, nominees then develop their full application for the Award or Citation with ongoing guidance and procedural support provided through T&L. The nature of the support is tailored to suit an applicant’s context but includes the provision of general information sessions, writing workshops, drop-ins and one-on-ones.

QUALITY ASSURANCE

While the nomination process assumes due consideration has been given to the judging criteria, it is important that in nominating we are confident in the applicant’s ability to represent the Deputy Vice-Chancellor’s expectations of teaching excellence. Upon submission, all applications require the endorsement of a Faculty Dean.

DUTIES OF AWARD WINNERS

The University of Canberra’s Teaching Excellence Awards & Citations are intended to demonstrate the value placed upon teaching and learning by the University. The Awards & Citations are also seen as a way of promoting a culture of high-quality teaching, learning and scholarship; therefore, recipients are expected to share their knowledge and raise awareness of their activities throughout the University under the auspices of the Centre for Excellence in Learning and Teaching Scholarship (CELTS).
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.

**PRIZE MONEY – ACCOUNT & ACQUITTAL**
Following the Awards Ceremony, successful applicants have prize monies disbursed through a centralised University of Canberra account. Award monies can be used to: advance your career; provide additional resources to support your teaching or activities related to the award; assist with disseminate and embed good practice in learning and teaching. Acquittal of all prize money is expected in the year following receipt of an Award.

**AWARDS PROGRAM – NEW IN 2019**
The University of Canberra Teaching Excellence Awards & Citations have been re-aligned to reflect local drivers and national programs. The suggested accommodations were made to support the Awards’ continued improvement and contemporary relevance:

- **Nomination period**: has been adjusted (throughout April) to accommodate other cycles of recognition across the University (e.g. VC Awards) and the Higher Education Sector (e.g. AAUT Awards, AFR Awards...)

- **Self-nomination**: with encouragement extended to all staff; including:
  - Fellows of theHigher Education Academy;
  - Fellows of the Centre for Excellence in Learning & Teaching Scholarship (CELTS);
  - Recipients of ‘Student Choice’ Awards;
  - Recipients of Faculty Awards & Grants; and
  - Graduates of the Certificate in Tertiary Education.

- **Awards Selection Committee**: has been modified to better reflect the Deputy Vice-Chancellor’s portfolio with the Pro Vice-Chancellor (and representation of CELTS fellows) placing greater emphasis on evidence and impact.

- **Award Types & Categories**: while maintaining a direct line of sight with the Australian Awards for University Teaching (AAUT), it is also critical that applications acknowledge UC’s local context; and therefore, make relevant references:
  - highlighting contributions that promote UC as *Distinctive by Design*
  - emphasizing contributions aligned with the *Students & Education Plan* themes:
    - authentic experiential and entrepreneurial learning
    - Indigenisation of the curriculum
    - students as partners approach to teaching and learning
    - teaching and research integration
    - work integrated learning

- **Culture of Recognition**:
  - Through association with CELTS, the Awards & Citations attest to expertise in leading and managing, mentoring, supporting and communicating excellent practices in teaching and learning scholarship.
SUMMARY OF AWARD TYPES

UNIVERSITY OF CANBERRA CITATIONS

There are two distinct kinds of Citations acknowledging (1) outstanding contributions student learning, and (2) innovative approaches to teaching & learning.

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. 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 two years. Individuals and teams are encouraged to apply.

Closing date: Applications to be submitted by email, no later than 5pm, 2 August 2019.
Number and value: Up to three Citations, with prize value of $1,000 each.
Presentations: Made at the Awards Ceremony (November 2019).
NB: Citation recipients may also be invited to apply for a suitable national Australian Awards for University Teaching.

UNIVERSITY OF CANBERRA CITATIONS FOR INNOVATIVE APPROACHES TO TEACHING & LEARNING

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, 2 August 2019.
Number and value: Up to three Citations, with prize value of $1,000 each.
Presentations: Made at the Awards Ceremony (November 2019).

UNIVERSITY OF CANBERRA AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

Awards for Programs that Enhance Learning recognise team contributions to 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 a team’s effectiveness through rigorous evaluation and will set benchmarks for similar activities in other institutions. This award is open to teams only.

Closing date: Applications to be submitted by email, no later than 5pm, 2 August 2019.
Number and value: Up to two awards, with prize value of $2,000 each.
Presentations: Made at the Awards Ceremony (November 2019).

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

UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC

The University of Canberra 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. 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, 2 August 2019.
Number and value: Two awards, with a prize value of $1,500.
Presentations: Made at the Awards Ceremony (November 2019).

UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR

The University of Canberra 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, 2 August 2019.
Number and value: Two awards, with a prize value of $1,500.
Presentations: Made at the Awards Ceremony (November 2019).
UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE

The University of Canberra Awards for Teaching Excellence recognise the work of individuals 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.

Closing date: Applications to be submitted by email, no later than 5pm, 2 August 2019.

Number and value: Up to three awards, with a prize value of $2,000.

Presentations: Made at the Awards Ceremony (November 2019).

NB: Award recipients may also be invited to apply for a suitable 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 two years. Citations are 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, 2 August 2019.

Number and value: Up to three General & three Innovation Citations, with prize value of $1,500 each.

ELIGIBILITY

• All applications must relate contributions to student learning through association with relevant Distinctive by Design strategic themes.

• 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 for Citations. 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.

CITATIONS FOR OUTSTANDING CONTRIBUTIONS - SELECTION CRITERIA

Applicants are required to select two 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. 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 typically:

1. influenced student learning, student engagement or the overall student experience;

2. gained recognition from fellow staff, the institution, and/or the broader community;

3. contributed to the University’s reputation as Distinctive by Design

4. been sustained for a period of no less than two years.

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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:

1. **Recognised approaches to 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. **Significant use 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. **Effective 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. **Acknowledged 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 and/or reflective activities that demonstrably 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.
CITATIONS FOR INNOVATION APPROACHES – 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 innovation and enhances the University’s reputation as Distinctive by Design. As such, the following selection criteria apply (address two):

1. **Recognised approaches to innovation that explore flexible learning and teaching opportunities.** This may include the early adoption of emerging learning techniques and/or technologies that offer students alternative ways of accessing the curriculum or demonstrating their application of new knowledge and skills. The approach to innovation will highlight a new form of student experience that differentiates itself from more traditional educational designs.

2. **Significant implementation of field-based teaching technologies that enhance students’ learning experiences.** This may include connecting students with experience-based technologies that expand how the field of interest is perceived; stretches thinking about its future potential; and reveals alternative forms of social innovation. The approach to innovation will highlight a new form of student experience that differentiates itself from more traditional educational designs.

3. **Effective approaches to assessment and feedback that foster teaching & learning partnerships.** This may include contemporary use of assessment technologies that promote learner engagement throughout the teaching period. The effective demonstration will show how formative practices have been used to promote assessment for learning. Innovative assessment activities will be situated and authentic; having feedback integrated into the acquisition of new knowledge and skills. The approach to innovation will highlight a new form of student experience that differentiates itself from more traditional educational designs.

4. **Dissemination (and/or recognition) of innovative practices using collaborative strategies.** This may include the development of convincing narratives to initiate and sustain interest in new approaches to teaching and/or learning. The effective dissemination of ‘innovative narratives’ may adopt a narrow or broad approach but will be strategic in its purpose which is to share and motivate collegial collaboration; broadening engagement along the research-teaching-learning continuum. The approach to innovation will highlight a new form of student experience that differentiates itself from more traditional educational designs.

5. **Reflective practices demonstrating the positive impact of innovation on contemporary learning and teaching.** This may include the use of scenarios that highlight evidence-based practices.
informing an enquiry; nurturing a problem-solving approach to teaching. Applicants will demonstrate how they have applied learning analytics to generate adaptive responses to feedback and optimize foresight; in support of student engagement and success. The approach to innovation will highlight a new form of student experience that differentiates itself from more traditional educational designs.

The explanatory text for Innovation Citations is written on the assumption that a quick response to a recent change in context has been required. 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 ALL CITATIONS

Applications are only accepted by email to tl@canberra.edu.au, and must be saved (not scanned) 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 synopsis, summarising the applicant’s teaching philosophy, particular contribution, and describing the specific context for this contribution (maximum 400 words);
   iii. a statement addressing two selection criteria from the listed criteria (three pages).

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 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.
UNIVERSITY OF CANBERRA AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

AWARDS FOR PROGRAMS THAT ENHANCE LEARNING OVERVIEW (TEAMS ONLY)

Awards for Programs that Enhance Learning recognise a team’s effort to implement 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 demonstrate a team’s 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, 2 August 2019.

Number and value: Up to two awards, with prize value of $2,000 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. **Innovation in Curriculum Design and Pedagogy Practice**, encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning and 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.

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

5. **Student Experiences and Learning Support Services**, encompassing services directly related to student learning such as those for specific groups of students, information access, course advising, language and learning support, counselling and disability support. It also encompasses learning engagement activities and other learning and teaching support services, such as those within large student groups to sustain and retain students,

6. **Global citizenship and internationalisation**, includes valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.
ELIGIBILITY

- All team applications must relate to programs based at the University of Canberra or programs where the University of Canberra is the lead institution and projected as Distinctive by Design.

- All members of staff are eligible to apply in a team context. 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 award within two years of their original award.

- Receipt of a University of Canberra 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 all the selection criteria, which will be given equal consideration by the Awards Committee. Applications must include clear and consistent forms of evidence that are matched to the selection criteria being addressed.

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 five):

1. **Recognised team-based or collaborative teaching approaches that influence, motivate and inspire students to learn.** The extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation

2. **Distinctiveness (coherence and clarity) of program’s intended purpose.** 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 & influence on student learning and student engagement.** 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. **Degree of creativity, imagination or innovation.** The extent to which the program demonstrates a strong sense of crafted novelty in the design of an educational solution to a significant problem faced by contemporary learners.

5. **Effectiveness of program in addressing 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 (maximum 400 words, in third person);
   
   ii. a statement addressing the five selection criteria.

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 maximum word limit of 400 words is strictly applied.

The remainder of the written statement should be devoted to addressing the category and its criteria. 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 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.
UNIVERSITY OF CANBERRA AWARD FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC

OVERVIEW OF AWARD FOR TEACHING EXCELLENCE FOR AN EARLY CAREER ACADEMIC

The 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, 2 August 2019.

Number and value: Two awards, 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 with relevant associations to Distinctive by Design.

• 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 an Award for Teaching Excellence are ineligible to apply for the same award within two years of their original award.

• The award is open to individuals only.

• Unsuccessful applicants may reapply in subsequent years.

• Receipt 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 all 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 applications have contributed to teaching, learning and scholarship at the University of Canberra through relevant associations with Distinctive by Design and the Students & Education Plan;
• 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. **Recognised 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. **Significant use 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. **Effective approaches to assessment and feedback that foster teaching & learning partnerships.** 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. **Acknowledged respect and support for students in the development of their graduate attributes.** 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 and/or reflective activities that demonstrably influence and enhance 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 (not scanned) 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:

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.
UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR

OVERVIEW - UNIVERSITY AWARD FOR TEACHING EXCELLENCE FOR A SESSIONAL TUTOR OR DEMONSTRATOR

The 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, 2 August 2019.

Number and value: Two awards, with a prize value of $1,500.

ELIGIBILITY

- All applications must relate to contributions to student learning at the University of Canberra including relevant associations to Distinctive by Design.

- 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 an Award for Teaching Excellence for a Sessional Tutor or Demonstrator are ineligible to apply for the same award within two years of their original award.

- The award is open to individuals only.

- Unsuccessful applicants may reapply in subsequent years.

- Receipt of an Award 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 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 applications have contributed to teaching, learning and scholarship at the University of Canberra through relevant associations with Distinctive by Design and the Students & Education Plan;

- 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 two):

1. **Recognised 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. **Significant use 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. **Effective approaches to assessment and feedback that foster teaching & learning partnerships.** 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. **Acknowledged respect and support for students in the development of their graduate attributes.** 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 and/or reflective activities that demonstrably influence and enhance 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 (not scanned) 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 or two of the selection criteria:

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**.

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 applicant’s faculty, discipline or administrative unit. Electronic signatures on references supplied to the applicant or institution by email are acceptable.
UNIVERSITY OF CANBERRA AWARDS FOR TEACHING EXCELLENCE

OVERVIEW OF UNIVERSITY AWARDS FOR TEACHING EXCELLENCE

The University of Canberra Awards for Teaching Excellence recognise the work of individuals 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.

Closing date: Applications to be submitted by email, no later than 5pm, 2 August 2019.

Number and value: Up to three awards, with a prize value of $2,000.

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 University Award for Teaching Excellence are ineligible to apply for the same award within two years of their original award.
- Unsuccessful applicants may reapply in subsequent years.
- Receipt of a University Award for Teaching Excellence 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 all 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 applications have contributed to teaching, learning and scholarship at the University of Canberra through relevant associations with Distinctive by Design and the Students & Education Plan.
- 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. **Recognised 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. **Significant use 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. **Effective approaches to assessment and feedback that foster teaching & learning partnerships.** 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. **Acknowledged respect and support for students in the development of their graduate attributes.** 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 and/or reflective activities that demonstrably influence and enhance 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 (not scanned) 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.

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.

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 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

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 and citations 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 combined Teaching & Research Excellence Awards ceremony at the end of each academic 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.