1.0 AIM

The Griffith Awards and Citations for Excellence in Teaching is a suite of University programs designed to recognise and reward truly engaged teachers who are passionate about their discipline or profession, who are at the cutting edge of their field, who have a comprehensive and expanding knowledge base, who possess highly refined professional expertise and skills and who are enthusiastic about helping students learn. The Awards for Programs and Teams that Enhance Learning are designed to recognise professional staff who make equally significant contributions to student learning.

The Group Learning and Teaching Citations (GLTC) and Griffith Awards for Excellence in Teaching (GAET) have been established to:

- demonstrate the University's commitment to the promotion of effective teaching and the enhancement of student learning;
- create an environment which recognises and rewards achievement in teaching and learning activities;
- support teaching collaboration, teamwork and the sharing of good practice.
2.0 THE AWARDS

2.1 Group Learning and Teaching Citations
Closing date: 28 May 2012
Number and value: up to 17 citations with a prize value of $2,000 each
Announcement date: late July 2012

2.2 Excellence in Teaching Awards
Nomination closing date: 21 May 2012
Application closing date: 16 July 2012
Number and value: up to 4 Group Excellence in Teaching Awards, one for each of the Griffith Academic Groups with a prize value of $3,000 each
up to 7 Excellence in Teaching Priority Area Awards across seven categories (as described in section 5.2) with a prize value of $3,000 each
Announcement date: early September 2012

2.3 Awards for Programs and Teams that Enhance Learning
Closing date: 16 July 2012
Number and value: up to 3 Awards for Programs and Teams that Enhance Learning, across seven categories (as described in section 6.1) with a prize value of $4,000 each
Announcement date: early September 2012

2.4 The Vice Chancellor’s Award for the Griffith University Teacher of the Year
The Vice Chancellor’s Award for the Griffith University Teacher of the Year is awarded to the most outstanding recipient of the Group Excellence in Teaching Awards (Section 2.1 above).
Closing date: 16 July 2012 (in line with Group Excellence in Teaching Awards)
Number and value: one award valued at $5,000.
Announcement date: early September 2012

2.5 Enquiries
For further information, please refer to the Learning and Teaching website or direct your enquiries to the Secretary, Educational Excellence Committee, Secretariat at awards-sec@griffith.edu.au or (07) 373 54393.

3.0 GROUP LEARNING AND TEACHING CITATIONS

3.1 Group Citations Overview
There are seventeen Group Learning and Teaching citations valued at $2,000 each awarded annually. The citations may be awarded to individual teachers, teaching teams and programs.
The number of citations to be awarded by each Group is set out in the following table:

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO OF CITATIONS</th>
<th>$ VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Education and Law</td>
<td>5</td>
<td>$10,000</td>
</tr>
<tr>
<td>Griffith Business School</td>
<td>4</td>
<td>$8,000</td>
</tr>
<tr>
<td>Griffith Health</td>
<td>4</td>
<td>$8,000</td>
</tr>
<tr>
<td>Science, Environment, Engineering &amp; Technology</td>
<td>4</td>
<td>$8,000</td>
</tr>
</tbody>
</table>

3.2 Group Citations Eligibility

All academic staff, including sessional academic staff, are eligible to receive a Group Learning and Teaching Citation.

The following stipulations apply:

- Staff awarded a GLTC are eligible and encouraged to apply for the Griffith Awards for Excellence in Teaching (GAET) in the same year or successive years for the same contribution.
- Staff awarded a GLTC Highly Commended Certificate are eligible to apply for a GLTC in subsequent years for the same contribution to student learning.
- Staff awarded a GLTC are eligible for a GLTC in subsequent years for a different, but not the same, contribution to student learning.
- Past recipients of the Excellence in Teaching and Awards for Programs and Teams that Enhance Learning are eligible to apply for a GLTC in subsequent years for the same contribution.
- Applicants and recipients of the Australian Learning and Teaching Council Awards or Citations schemes (or Carrick Awards) are not eligible to apply for a GLTC for the same contribution.

3.3 Group Citations Selection Criteria

Any academic staff member may submit to the relevant Group Board a case for a citation by demonstrating effectiveness in only one or two of the following five criteria:

1. Approaches to teaching that influence, motivate and inspire students to learn

   **which 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; enabling others to enhance their approaches to learning and teaching.

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

   **which may include:** developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; developing and implementing blended learning strategies; 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.

3. Approaches to assessment and feedback that foster independent learning

   **which may include:** integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using strategies which encourage students to be responsible for their own 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; contributing professional expertise to enhance assessment and/or feedback.

4. Respect and support for the development of students as individuals

   **which 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; demonstrating sensitivity to and understanding of diversity and different ways of knowing and learning.

5. **Scholarly activities that have influenced and enhanced learning and teaching**

*which may include:* showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities relating 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.

### 3.4 Group Citations Selection Process

The Group Board or delegated committee shall be the selection panel for Group Learning and Teaching Citations. All applicants for the Group Learning and Teaching Citation shall be assessed solely on the basis of the submitted application. The Group Board or delegated committee may choose not to award a citation or may choose joint citation winners. In the latter case the available funds for the citation shall be shared. The Group Board or delegated committee may also choose to award a Dean’s Highly Commended Certificate, to acknowledge and encourage teachers who are contributing to quality student learning. Decisions made by delegated committees shall be endorsed by Group Board.

The Group Board advises successful and unsuccessful applicants by letter. The Secretaries of the Group Boards shall forward decisions and citations to the Secretary, Educational Excellence Committee for an official announcement to the wider University community by the Deputy Vice Chancellor (Academic).

The Educational Excellence Committee may allocate any unallocated Citations from one Academic Group to another Academic Group where they deem it appropriate to do so.

### 3.5 Group Citations Application Process

The application comprises:

- A two page written statement using the application form template.
- A 100 word summary describing the distinctive contribution.
- An appendix including copies of Evaluations@Griffith summary pages for all courses conducted by the applicant over the last three years with a minimum of three sets of data. SEC results may be submitted in lieu of SET results, where the teacher is the principal teacher in the course. Copies of qualitative data from Evaluations@Griffith should not be appended. **Note this appendix is not required for program applications.**

Applicants may address only one or two of the selection criteria. The statement addressing the selection criteria should present a succinct, well-argued case referencing appropriate sources of evidence against the relevant criterion/a. Claims for teaching excellence must be supported by a range of evidence integrated into the written application. Examples of evidence include: student experiences/feedback (e.g., an analysis of qualitative and quantitative SET and SEC results, CEQ data); student learning or graduate outcomes (e.g., retention data, content mastery); peer review of teaching reports from colleagues; peer reviewed publications of course or program evaluations; professional or student awards; reflective analyses (e.g., Course Review and Evaluation Reports which document for each course, how student, peer and/or other forms of feedback have been used to enhance the course content and/or curriculum design and delivery). Evidence of reflective practice should also be integrated into the written application (viz., using data from a range of sources to inform a cycle of demonstrated continuous improvement).

Applications must be in at least 10 point Times New Roman font with 2cm margins. The two-page limit for the written statement will be strictly adhered to, with all pages in excess of this removed before being considered.

Applications for the Citations are opened on Monday of Week 6 Semester 1. Applications are to be submitted electronically to the Secretariat at awards-sec@griffith.edu.au by 5 pm on Monday 28 May 2012.
### 3.6 Group Citations Timeframes

<table>
<thead>
<tr>
<th>2012 Dates</th>
<th>Teaching Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 May</td>
<td>Week 13, Semester 1</td>
<td>Applications submitted to the Secretary, Educational Excellence Committee by 5.00pm via <a href="mailto:awards-sec@griffith.edu.au">awards-sec@griffith.edu.au</a></td>
</tr>
<tr>
<td>18 June – 13 July</td>
<td>Week 16, Semester 1 - Break</td>
<td>Group Boards or delegated committees to meet and make decisions and advise Secretary, Educational Excellence Committee of outcomes via <a href="mailto:awards-sec@griffith.edu.au">awards-sec@griffith.edu.au</a></td>
</tr>
<tr>
<td>30 July</td>
<td>Week 2, Semester 2</td>
<td>Broadcast email announcing recipients sent from Deputy Vice Chancellor (Academic)</td>
</tr>
</tbody>
</table>

### 3.7 Group Citations Obligations of Award Recipients

Citation recipients are to use the funds ($2,000) to benefit their own professional development as university teachers.

Citation recipients are invited to participate in:

- The Gala Evenings to celebrate Griffith’s outstanding teachers;
- Activities associated with the Celebrating Teaching Program and other staff development programs in the role of mentors or workshop leaders;
- Promotional activities associated with the awards.

### 4.0 EXCELLENCE IN TEACHING AWARDS

#### 4.1 Definitions

The following definitions apply only to Section 4.0

**Teaching team**

For the purpose of the procedures outlined here, a Teaching Team is a group comprising two or more academic staff members with complementary skills teaching collaboratively into a particular course or set of courses. Teams may be of any size, will generally be led by an academic staff member, and may include professional staff members. However, if a team is larger than five members, a team name should be given.

**Large classes**

For the purpose of the procedures outlined here, a ‘large’ class is defined as those courses with student enrolments above 300.

#### 4.2 Teaching Excellence Awards Overview

The Excellence in Teaching Awards are available on an annual basis across the following areas:

- Four Group Excellence in Teaching Awards are offered, one for each of the Griffith Academic Groups:
  - Arts, Education and Law
  - Griffith Business School
  - Griffith Health
  - Science, Environment, Engineering and Technology

- Excellence in Teaching Priority Area Awards:
  - Early Career Award
  - Sessional Academic Staff Award
  - First Year Advisor Award
  - Work-integrated Learning Award
For each of the Excellence in Teaching Award areas, the Selection Panel may:

- grant one award;
- grant more than one award where a number of applicants have demonstrated teaching excellence of an equivalent standard; or
- grant no award where there are no applicants who, in the opinion of the Selection Panel, meet the criteria for the particular award; or
- grant a Highly Commended Certificate to acknowledge and encourage teachers who are contributing to quality student learning; or
- consider nominations under categories other than those nominated by applicants.

Each Award comprises a certificate of recognition and a professional grant of $3,000. Where more than one award is granted, the amount will be shared equally between the recipients.

The Vice Chancellor’s Award for the Griffith University Teacher of the Year is awarded, with a grant of $5,000, to the most outstanding recipient of the Excellence in Teaching Award, selected from one of the four Group Excellence in Teaching Award recipients.

### 4.3 Teaching Excellence Awards Eligibility

Excellence in Teaching Awards are open to all academic staff employed by the University on a 50% or more basis, with at least 12 months accumulated teaching experience at Griffith, with the exception of the Sessional Academic Staff Award. Once nominated, staff may apply as individuals or as teams in all categories. Categories are as follows:

- **Group Excellence in Teaching Awards**, are open to all academic staff of the University teaching in one of the four Academic Groups. Nomination is open to individuals and teaching teams.
- The **Early Career Award** is open to staff with no more than five years’ experience teaching in a higher education setting (this should be interpreted as five consecutive calendar years and includes all tutoring, part-time teaching, and teaching at higher education institutions). Early Career recipients are eligible for renomination in a different category in subsequent years.
- The **Sessional Academic Staff Award** is open to sessional academic staff engaged on an hourly basis across a designated teaching period that includes a sessional loading. Sessional staff who are employed on less than a 50% basis are eligible to apply for an award.
- The **First Year Advisor Award** is open to those staff appointed to a First Year Advisor role.
- The **Work-integrated Learning Award** should be interpreted broadly and includes, but is not limited to, situated learning, practicum, clinical education, work placement, cooperative education.
- The **Cultural Inclusiveness Award** acknowledges the University’s commitment to a learning environment characterised by a diversity of cultures, and should be interpreted broadly to include all staff contributing to the promotion of cultural inclusivity with cultural and/or linguistically diverse students (e.g., Aboriginal and Torres Strait Islander students, and/or students with English as a second language including: International, refugee or migrant students) and/or contributing to the development of pedagogy in this area.
- The **Research Supervision Award** is open to supervisors with a minimum of five successful completions as a supervisor, which may include Honours and Coursework Postgraduate students who have completed a research component of at least 30CP, and must include the primary supervision of at least one PhD candidate to graduation.
- The **Teaching Large Classes Award** is open to academic staff, who demonstrate successful approaches to supporting and teaching courses with enrolments over 300, with particular reference to strategies that engage and retain students.
The following stipulations apply:

- Award recipients are not eligible for renomination in the same award category within three years of receiving an award in that category.
- Staff can only apply in one category in a given year, unless the staff member is part of a team submitting an application in the Awards for Programs and Teams that Enhance Learning.
- Staff awarded a commendation are eligible to apply for a Griffith Award for Excellence in Teaching (GAET) in subsequent years for the same contribution.
- Staff awarded a GAET are eligible to apply for a Group Learning and Teaching Citation (GLTC) in subsequent years for the same contribution to student learning.
- Staff awarded a GAET are eligible to apply for a GLTC or GAET in subsequent years for different contributions to student learning.
- Applicants and recipients of the Australian Learning and Teaching Council Awards or Citations (or Carrick Awards) are not eligible to apply for a GAET for the same contribution.

4.4 Teaching Excellence Awards Nomination Process

Applications for the Excellence in Teaching Awards are initiated by a nomination received either via the Student Evaluations of Teaching (SET) or an online nomination form. Individual teachers or teaching teams may be nominated for a Teaching Excellence Award by students or staff. Staff may also self-nominate.

a) Nominations may be made by students via the Student Evaluation of Teaching (SET). Teachers receiving the top 5% of student nominations via SET from semesters 1 and 2 are contacted by the Deputy Vice Chancellor (Academic) at the end of the year inviting them to submit a Teaching Excellence Award in the following year on the basis of student nomination. Where nominations are received via SET, no other nominations are required.


Nominators are encouraged to gain the endorsement of the nominee prior to submission of a nomination to confirm that the nominee is eligible to apply under the Award category for which they are being nominated.

Nominations are not limited to staff teaching in the semester in which the awards are advertised. Nominations may be made for staff teaching in the previous year (in Semester 1, 2, or 3). Nominations for the Awards shall remain current for a period of two years, after which time the nominee would need to be renominated. Nominees will be asked to submit a new application in the second year. Applicants are strongly encouraged to review the selection panel’s feedback from the previous year and revise and update their previous application.

4.5 Teaching Excellence Awards Selection Criteria

There are three sets of criteria for the Excellence in Teaching Awards.

Criteria A Criteria for Excellence in Teaching which are to be used for the following awards:

- Group Excellence in Teaching Awards:
  - Arts, Education and Law
  - Griffith Business School
  - Griffith Health
  - Science, Environment, Engineering and Technology
- Early Career Award
- Sessional Academic Staff Award
- Work-integrated Learning Award
- Cultural Inclusiveness Award
- Teaching Large Classes
Criteria B  Criteria for Excellence in First Year Advising which are to be used for the following award:
  ▪  First Year Advisor Award

Criteria C  Criteria C for Excellence in Research Supervision is to be used for the following award:
  ▪  Research Supervision Award

The Selection Committee will use the criteria described in Appendix 1 – Excellence in Teaching Awards Selection Criteria in determining whether an applicant has demonstrated excellence in teaching. Applicants for the Awards are expected to clearly address each major criterion, however, it is not required they demonstrate excellence in every criterion in order to be granted an award.

4.6 Teaching Excellence Award Applications

Applications are required to be submitted in electronic form only (via email) to the Secretary, Educational Excellence Committee by 5pm on Monday of Orientation Week, Semester 2 (16 July 2012). The application must be submitted to awards-sec@griffith.edu.au.

The application comprises a written statement consisting of:
1. a brief practice overview;
2. responses to all selection criteria;
3. copies of a minimum of three semesters and maximum of three years Evaluations@Griffith print-outs of SET and/or SEC results (only mandatory for Excellence in Teaching, Early Career, Sessional Academic Staff, Teaching Large Classes and Work-integrated Learning awards) including student response rates, and Course Review and Improvement Reports (where available) presented as an appendix;
4. a curriculum vitae; and
5. two references.

The practice overview and responses to the selection criteria should not exceed a maximum length of five pages (A4) in total and should be prepared in type of at least 10 point Times New Roman font with 2cm margins. The appendices, curriculum vitae and references are in addition to the five pages. The page limit is strict, with all pages in excess of this removed before being considered. Applications must be written in the first person.

4.6.1 Written Statement and Appendix of Evidence

  ▪  Practice overview
The overview section of the application is an opportunity for an applicant to ‘set the scene’ by providing the panel with a broad contextual statement about their learning and teaching practice. They may do this by summarising the features that are most salient to an understanding of their practice (e.g., the nature of their discipline, the length/nature of their teaching career, the number and range of courses they have taught, the size of classes, and the educational philosophy which informs the applicant’s learning and teaching practice). The overview section also allows applicants to present a brief ‘summary of claims’. This can be done by the highlighting of strongest claims for effectiveness or excellence or by focusing attention on the major achievements of an applicant’s learning and teaching career to date. This section should not exceed one page in length.

  ▪  Selection Criteria
The statement addressing the selection criteria should present a succinct, well-argued case for excellence against those criteria, and be supported by student evaluations, peer reviews or other appropriate sources of evidence. While applicants are not expected to demonstrate strengths across all criteria, applicants must address all the criteria listed for the relevant award. Applications which do not address all criteria will be excluded from the selection process. Aspects of these criteria overlap, and thus it may be useful to consult the resources provided by GIHE for guidance on how to address each criterion. While student quotes are valuable sources of evidence, they need to be used strategically for illustrative
purposes only, and should not be used as the exclusive data source against a particular criterion.

- **Evidence**

**All Award categories:**

- **Examples** - Claims for teaching excellence must be supported by a range of evidence integrated into the written application. Examples of evidence include: student experiences/feedback (e.g., qualitative and quantitative SET and SEC results, CEQ data); student learning or graduate outcomes (e.g., retention data, content mastery); peer review of teaching reports from colleagues; peer reviewed publications of course or program evaluations; professional or student awards; reflective analyses (e.g., Course Review and Improvement Reports which document for each course, how student, peer and/or other forms of feedback, both negative and positive, have been used to enhance the course content and/or curriculum design and delivery).

- **Reflective Practice** - Evidence of reflective practice should be integrated into the written application (viz., using data from a range of sources to inform a cycle of demonstrated continuous improvement).

- **Appendices** - Appendices will include only SEC and SET results and Course Review and Improvement Reports. Evidence contained in Appendices will not be considered unless it is integrated into the body of the application. Course materials may not be included as Appendices. Appendices which do not meet these guidelines will be removed.

- **Scholarship in Learning and Teaching** - Applications which demonstrate evidence of a scholarly approach to learning and teaching through engagement with the literature in relation to their teaching practice, and/or publications in learning and teaching, are encouraged.

**Excellence in Teaching, Early Career, Sessional Academic Staff, Work-Integrated Learning and Teaching Large Classes award categories:**

- **SEC and SET Appendices** - In addition to integrating evidence in the body of the application applicants for these awards must append evidence of independent practice evaluations in the form of copies of Evaluations@Griffith summary pages for all courses conducted over a maximum of three years, with a minimum of three sets of teaching (SET) and/or course (SEC) evaluation data (where you are the principal teacher of a course(s)). Data from consecutive offerings of courses within the three year time span must be attached. In addition to including copies in appendices for verification, this data should be incorporated into the text of the application to support claims. For example, a table of course and teaching evaluations across years and courses is an efficient way to summarise information. Copies of qualitative data from Evaluations@Griffith should not be appended and will be removed from applications. Examples of student comments should be included in the text of the application rather than in the appendix.

- **Course Review and Improvement Report Appendices** - Where they are available, Course Review and Improvement Reports can also be attached as evidence of reflective practice. Again, applicants will need to integrate this evidence into the body of their application.

- **Evaluations from Open Universities Australia,** may be used to complement Griffith evaluations and to make up the three sets of data.

**First Year Advisor, Cultural Inclusiveness and Research Supervision Award categories:**

- **Evidence** - Please note that while applicants for these awards are not required to submit either their SET and SEC evaluation data or their Course Review and Improvement Reports, a range of evidence will still need to be integrated into the written application to support claims of both reflective practice and excellence. Where applicants in these categories do refer to SET and or SEC data in their application, copies of the evaluation data will need to be attached in the Appendices. Applicants in the Research Supervision award category will need to include SET and SEC evaluation data in their Appendices for research related courses they may have taught.
Guidance for addressing the Practice Overview and the Selection Criteria
Applicants may be assisted by the following guidance on structuring responses.

- State the context in which your teaching occurs (i.e. the issues within the profession/discipline, the courses you teach, the programs in which you teach into, the size of your classes, the delivery mode).

- State the basis of your approach or underlying rationale for each criterion (i.e. your position, beliefs, philosophy, values, intention, reasons that underpin your approach; this is an account of why you do what you do, or you might think of it as the purposes or goals underpinning your actions i.e. what you hope to achieve).

- State the approach you take (i.e. describe how your position beliefs, philosophy, values etc., manifest themselves in your practice; this is a description of what you do).

- Describe the impact your approach has (i.e. describe how this approach impacts on students, their experiences of your teaching or curriculum designs, and your student’s learning).

- Provide evidence to show whether the approach is effective and/or how effective it is (i.e. provide the evidence from student surveys, peer reviews, student comments, referees reports, external reviewers etc that shows whether and to what extent your approach is achieving your intended purposes). For guidance concerning forms of possible evidence go to http://www.griffith.edu.au/gihe/learning-teaching-resources/good-practice-guides.

- Finally you might add a reflection on the effectiveness of your approach or on your philosophy/position (i.e. looking now at the chain of events, reasoning and evidence from purposes/philosophy through action through impact and evidence of impact, you might take a step back and indicate in a reflective statement whether you see any reason to change or intensify your approach, or if you think the approach you are presently taking is adequate).

4.6.2 Curriculum Vitae
Applicants should append to their written statement a copy of their current curriculum vitae. The curriculum vitae should not exceed three A4 pages in Times New Roman 10 point font and should be in Griffith University format.

4.6.3 References
Applicants must include two references, at least one of whom must be their Head of School or their Dean or, in the case of Sessional Academic Staff, their Course Convenor. It is also suggested that applicants provide their referees with a copy of their application. Copies of both references must be attached to the final application.

4.6.4 Assistance
For advice on compiling your application, please contact the Secretariat on extension 57816 or via email at awards-sec@griffith.edu.au.

4.7 Excellence in Teaching Awards Selection Process
The Educational Excellence Committee, on receipt of nominations for the Awards, will establish Selection Panels for each category to consider the applications. Where possible, panels will comprise academic representatives from all academic Groups, a member of the Educational Excellence Committee, the Griffith Institute of Higher Education, one Dean/Deputy Dean (Learning and Teaching), a previous award winner, a general staff member, a student and as appropriate, staff with expertise in a specific category. For example, the Dean, Griffith Graduate Research School would be a member or chair the Research Supervision panel.

All applicants for the Excellence in Teaching category are assessed on the basis of the nomination and the submitted application.

Panels make recommendations to the Educational Excellence Committee, who approves award recipients and forwards to the Learning and Teaching Committee for final endorsement. On conclusion of the selection process all applicants will receive a letter containing advice on the outcome and feedback on their submission. Winners of Awards for Excellence in Teaching will receive the Excellence in Teaching medal at the next relevant Graduation Ceremony. Applicants from all
categories who are conferred an award or highly commended will receive a certificate at the Celebrating Teaching Gala Evenings.

Award recipients will be announced by the Deputy Vice Chancellor (Academic).

4.8 Excellence in Teaching Awards Timeframes

<table>
<thead>
<tr>
<th>2012 Dates</th>
<th>Teaching Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 April</td>
<td>Week 7, Semester 1</td>
<td>Excellence in Teaching nominations open</td>
</tr>
<tr>
<td>21 May</td>
<td>Week 12, Semester 1</td>
<td>Excellence in Teaching nominations close</td>
</tr>
<tr>
<td>14 &amp; 19 June</td>
<td>Week 15 &amp; 16, Semester 1</td>
<td>GIHE hold Award writing workshops</td>
</tr>
<tr>
<td>16 July</td>
<td>Orientation Week, Semester 2</td>
<td>Applications due by 5.00pm submitted via <a href="mailto:awards-sec@griffith.edu.au">awards-sec@griffith.edu.au</a></td>
</tr>
<tr>
<td>6 - 17 August</td>
<td>Weeks 3 &amp; 4, Semester 2</td>
<td>Award selection panels held</td>
</tr>
<tr>
<td>3 - 14 September</td>
<td>Weeks 7 &amp; 8, Semester 2</td>
<td>Award applicants advised of outcomes</td>
</tr>
<tr>
<td>17 September</td>
<td>Week 9, Semester 2</td>
<td>Broadcast email announcing recipients sent from Deputy Vice Chancellor (Academic)</td>
</tr>
<tr>
<td>29 October – 2 November</td>
<td>Week 14, Semester 2</td>
<td>Celebrating Teaching Week and Gala Evenings</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td>Excellence in Teaching medals presented to recipients at graduation ceremonies</td>
</tr>
</tbody>
</table>

4.9 Obligations of Teaching Excellence Award of Recipients

Award recipients are requested to participate in:

- The relevant Graduation Ceremony to receive the Excellence in Teaching medal;
- The relevant Celebrating Teaching Gala Evening to celebrate Griffith University’s outstanding teachers;
- Activities associated with the Celebrating Teaching Seminar Program, and other staff development programs in the role of mentors or workshop leaders;
- The preparation of an application for the Australian Awards for University Teaching (by invitation); and
- Promotional activities associated with the Awards.

A professional grant of $3,000 is awarded to recipients in the Excellence in Teaching Category. This grant is to be used to benefit recipients’ development as university teachers.

The grant of $5,000 awarded for the Vice Chancellor’s Award for the Griffith Teacher of the Year is also to be used to benefit the recipient’s development as university teachers.

5.0 AWARDS FOR PROGRAMS AND TEAMS THAT ENHANCE LEARNING

5.1 Definitions

The following definitions apply only to Section 5.0

Programs that Enhance Learning
The term “Program” in the context of “Programs and Teams that Enhance Learning” refers to an activity, a suite of activities with a common purpose, or a service that enhances student learning or engagement. The program is intended to be broader than one or two courses or a specialised service that involves a few students. For example, such programs may involve one of the following: a service or program provided at the institutional, Group, school level; a program of study across a year or number of years; or a service or program directed at particular groups of students.

Teams that Enhance Learning
The term “Team” in the context of “Programs and Teams that Enhance Learning” refers to a group of two or more, comprised solely of academic or professional staff, or a combination of academic and professional staff.

5.2 Programs and Teams Awards Overview
Three awards for Programs and Teams that Enhance Learning may be granted across the following seven areas:

- The first year experience
  * encompassing the academic and social transition to higher education, teaching and learning within large student groups, and the quality of the first year student experience
- Postgraduate education
  * encompassing programs that focus on postgraduate students, postgraduate coursework teaching and learning, postgraduate research supervision and higher degree research candidature, and postgraduate learning support
- 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
- Flexible learning and teaching
  * encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning
- 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
- Educational partnerships and collaborations with other organisations
  * encompassing partnerships between universities, and universities and other organisations - such as schools, professional bodies, businesses and industries - in collaborative approaches to learning and teaching
- Widening Participation
  * encompassing approaches to learning and teaching which enhance student access, widen participation, and support progression

On an annual basis, the Selection Panel may grant:

- three awards;
- more than three awards where a number of submissions demonstrate outstanding innovation across the institution of an equivalent standard; or
- a Highly Commended Certificate to acknowledge and encourage teachers who are contributing to quality student learning; or
- no award where there are no submissions which, in the opinion of the Selection Panel, meet the criteria for the particular award.

Each Award comprises a certificate of recognition and a professional grant of $4,000. Where more than three awards are granted, the amount will be shared equally between the recipients.

5.3 Awards for Programs and Teams Eligibility
Awards for Programs and Teams that Enhance Learning are open to all organisational elements of the University (including professional and general staff, staff and student organisations).

The following stipulations apply:

- Award recipients are not eligible for renomination in the same award category within three years of receiving an award in that category.
- Staff can only apply in one award category in a given year, unless the staff member is also part of a team submitting an application in the Awards for Programs and Teams that Enhance Learning.
- Staff awarded a commendation are eligible to apply for a Griffith Award for Excellence in Teaching (GAET) in subsequent years for the same contribution.
- Staff awarded a GAET are eligible to apply for a Group Learning and Teaching Citation (GLTC) in subsequent years for the same contribution to student learning.
- Staff awarded a GAET are eligible to apply for a GLTC or GAET in subsequent years for different contributions to student learning.
- Applicants for the Australian Learning and Teaching Council Awards or Citations are not eligible to apply for a GAET for the same contribution.

Program and Team Awards are open only to activities or services related to teaching and learning which a school, centre, administrative unit, student or staff organisations, have initiated. The awards have a value at $4,000 and are to be used for the purpose of maintaining or extending the service or activity for which the award was granted. Where more than three awards are granted, the amount will be shared between winners.

5.4 Awards for Programs and Teams Applications

The application comprises a written statement consisting of a brief overview and responses to the four selection criteria. The overview should provide the aims, institutional context and an integrated summary of claims relating to the selection criteria. The statement addressing the selection criteria should present a succinct, well-argued case for excellence against those criteria, and be supported by views of students, clients and/or the community about the service. The application should not exceed a maximum length of five pages (A4) and should be prepared in type of at least 10 point Times New Roman font with 2cm margins. The page limit is strict, with all pages in excess of this removed.

Applications are required to be submitted in electronic form only (via email) to the Secretary, Educational Excellence Committee by 5pm on Monday of Orientation Week, Semester 2 (16 July 2012). The application must be submitted to awards-sec@griffith.edu.au.

5.5 Awards for Programs and Teams Selection Criteria

Selection Criteria

All applications for the Programs and Teams that Enhance Learning Award will be assessed on evidence they provide in relation to the following four criteria:

1. DISTINCTIVENESS, COHERENCE AND CLARITY OF PURPOSE
   Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.

2. INFLUENCE ON STUDENT LEARNING AND STUDENT ENGAGEMENT
   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
   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
Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

The four selection criteria will be given equal consideration by the Selection Panel.

In assessing nominations against the four selection criteria, the Selection Panel will take into account:

- demonstrated evidence of the effectiveness of the program in formal and informal evaluation;
- the degree of creativity, imagination or innovation; and
- evidence of the sustained effectiveness of the program.

### 5.6 Programs and Teams Selection Process

The Educational Excellence Committee, on receipt of nominations for the Awards, will establish Selection Panels to consider the applications. Where possible, panels will comprise academic representatives from all academic Groups, a member of the Educational Excellence Committee, the Griffith Institute of Higher Education, one Dean/Deputy Dean (Learning and Teaching), a previous award winner, a general staff member, a student and as appropriate, staff with expertise in a specific category.

Applications for Awards for Programs and Teams that Enhance Learning are assessed on the basis of the submitted application. Where more than three awards are granted, the amount will be shared between winners.

Panels make recommendations to the Educational Excellence Committee, who approves award recipients and forwards the recommendations to the Learning and Teaching Committee for final endorsement. On conclusion of the selection process all applicants will receive a letter containing advice on the outcome and feedback on their submission. Applicants from all categories who are conferred an award or highly commended will receive a certificate at the Celebrating Teaching Gala Evenings.

Award recipients will be announced by the Deputy Vice Chancellor (Academic).

### 5.7 Programs and Teams Award Timeframe

<table>
<thead>
<tr>
<th>2011 Dates</th>
<th>Teaching Week</th>
<th>Activity</th>
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<tr>
<td>14 &amp; 19 June</td>
<td>Week 15 &amp; 16, Semester 1</td>
<td>GIHE hold Award writing workshops</td>
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<tr>
<td>16 July</td>
<td>Orientation Week, Semester 2</td>
<td>Programs and Teams Applications due by 5.00pm submitted via <a href="mailto:awards-sec@griffith.edu.au">awards-sec@griffith.edu.au</a></td>
</tr>
<tr>
<td>6 – 17 August</td>
<td>Weeks 3 &amp; 4, Semester 2</td>
<td>Award selection panels held</td>
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<td>3 – 14 September</td>
<td>Weeks 7 &amp; 8, Semester 2</td>
<td>Award applicants advised of outcomes</td>
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<td>17 September</td>
<td>Week 9, Semester 2</td>
<td>Broadcast email announcing recipients sent from Deputy Vice Chancellor (Academic)</td>
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<tr>
<td>29 October – 2 November</td>
<td>Week 14, Semester 2</td>
<td>Celebrating Teaching Week and Gala Evenings</td>
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### 5.8 Obligations of Awards for Programs and Teams Recipients

Award recipients are requested to participate in:

- The relevant Celebrating Teaching Gala Evening to celebrate Griffith University's outstanding teachers;
- Activities associated with the Celebrating Teaching Seminar Program, and other staff development programs in the role of mentors or workshop leaders;
- The preparation of an application for the Australian Awards for University Teaching (by invitation); and
- Promotional activities associated with the Awards.

A professional grant of $4,000 for the Programs and Teams that Enhance Learning Award Category is to be used to maintain or extend the service or activity outlined in the award application.
Appendix 1 – Excellence in Teaching Selection Criteria

Criteria A for Excellence in Teaching

The Selection Committee will use the following criteria in determining whether an applicant has demonstrated excellence in teaching. The sub-criteria are provided as a guide to the issues that might be addressed under each criterion and do not need to be individually addressed. Applicants for the Awards are expected to clearly address each major criterion, however, it is not required they demonstrate excellence in every criterion in order to be granted an award.

1. APPROACHES TO TEACHING THAT INFLUENCE, MOTIVATE AND INSPIRE STUDENTS TO LEARN
   which 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
   which may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; developing and implementing blended learning strategies; 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
   which may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using strategies which encourage students to be responsible for their own 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
   which 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; demonstrating sensitivity to and understanding of diversity and different ways of knowing and learning.

5. SCHOLARLY ACTIVITIES THAT HAVE INFLUENCED AND ENHANCED LEARNING AND TEACHING
   which may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities relating 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.

In assessing the applications against the five selection criteria, Selection Panels will take into account the extent to which the claims for excellence are supported by formal and informal evaluation. In the Early Career and Sessional Academic categories, the Selection Panels will consider the teaching career stage of each nominee when assessing against criterion five.

Criteria B for Excellence in First Year Advising

The one page practice overview statement should contain the context for your application in terms of length of time in the role, your philosophy of the First Year Advisor role, the types of first year cohorts you have worked with and the issues you have encountered, and any strategic limitations you may have experienced in the role.
The Selection Committee will use the following criteria in determining whether an applicant has demonstrated excellence in first year advising. The sub-criteria are provided as a guide to the issues that might be addressed under each criterion and do not need to be individually addressed. Applicants for the Awards are expected to clearly address each major criterion, however, it is not required they demonstrate excellence in every criterion in order to be granted an award.

1. EFFECTIVE LEADERSHIP OF ACADEMIC ORIENTATION
   which may include: taking a lead role in planning and coordinating an academic orientation for all commencing students; facilitating the establishment of student supports for academic success; and developing strategies for supporting commencing students to become self-managed learners.

2. FACILITATING STUDENT NETWORKS
   which may include: implementing strategies for fostering student to student interaction.

3. MONITORING OF ACADEMIC ACHIEVEMENT AND PROGRESS
   which may include: identifying mechanisms for monitoring academic achievement and assisting students to maintain satisfactory academic progress in their first year.

4. RESPECT AND SUPPORT FOR THE DEVELOPMENT OF STUDENTS AS INDIVIDUALS
   which may include: participating in the effective and empathetic guidance 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 for first year students.

5. PROFESSIONAL AND SYSTEMATIC APPROACH TO EVALUATION OF STUDENT ORIENTATION AND ENGAGEMENT
   which may include: identifying a variety of appropriate mechanisms and sources to regularly monitor and reflect on first year orientation and engagement; demonstrating commitment to continuously improving the quality of first year orientation and engagement; participating in opportunities for development; seeking ways to develop scholarship in first year orientation and engagement.

Criteria C for Excellence in Research Supervision

The Selection Committee will use the following criteria in determining whether an applicant has demonstrated excellence in the research supervision of honours, and/or postgraduate coursework, and higher degree theses. The sub-criteria are provided as a guide to the issues that might be addressed under each criterion and will not be used as selection criteria. Applicants for the Award are expected to clearly address each major criterion, however, the weight of evidence may differ across criteria.

Applicants in responding to these criteria need to interpret research-related terms such as "thesis" and "research" in the disciplinary context. In some cases, such terms should be recognised as referring to the appropriate equivalent in the field of study (e.g. in the visual and performing arts).

Consideration will be given to the extent to which the specified criteria are relevant or practicable for the nominated level of supervision. Further, applicants should provide evidence of the ways in which their supervision may have enhanced thesis development for students drawn from diverse educational backgrounds, cultures and learning experiences.

1. OUTCOMES OF SUPERVISION
   This criterion focuses on the quality of outcomes with respect to student theses, which may include:
   - thesis gradings received by students; standing of examiners; comments on the contribution and quality of the thesis in reports by assessors; publications, patents / IP licences / exhibitions / performances, research grants; timeliness of completions; and/or other outcomes of note identified by the applicant.
▪ employment; reputation; further studies; scholarships; network development; grants; policy impact; invitations to participate or acceptance of papers at conferences/seminars/presentations.

2. GUIDANCE TO STUDENTS IN PLANNING AND UNDERTAKING THE RESEARCH PROCESS

This criterion focuses on the quality of the supervision process and enhancement of the student’s learning during the research process, which may include:

▪ evidence of collaboration across the supervision team and with others who may assist with the student’s work.

▪ guidance in scoping and designing a research project including theoretical and methodological dimensions (particularly for Honours or Postgraduate coursework theses); conduct of the research including completion of ethics requirements, enabling access to resources such as materials, research sites or databases; shaping the final thesis including writing and interpretation and provision of feedback including developing skills of peer and self assessment.

▪ guidance in thesis and creative work development and refinement as relevant.

▪ guidance in the dissemination of research results.

Applicants may include information from a variety of sources as evidence of statements made against the criteria, including student evaluations and feedback, confirmation referees’ comments and other relevant information.

3. CONTRIBUTION TO PROFESSIONAL PRACTICE IN SUPERVISION

This criterion focuses on the contribution of the applicant to professional practice in the area of supervision and improvement of the quality of the supervision process and enhancement of the student’s learning during the research process which may include:

▪ evidence of evaluating and reviewing current practices for the purpose of continuous improvement.

▪ evidence of participating in and contributing to professional activities relating to supervision.

▪ evidence of contributing to higher education forums about research supervision, including presentations at conferences, conduct of seminars and scholarly writing.

For guidance on the development of applications in research supervision, contact the Dean, Griffith Graduate Research School.