Griffith Awards for Excellence in Teaching 2019

Programs and Teams that Enhance Learning Awards category
Application Instructions and Checklist

These instructions provide guidance for nominees preparing applications in the Programs and Teams that Enhance Learning Awards category. The Programs and Teams that Enhance Learning Awards category recognises an activity, a suite of activities with a common purpose, an undergraduate or postgraduate degree program, or a service that enhances student learning or engagement. Please also review the 2019 Griffith Citations and Awards for Teaching Excellence Guidelines before preparing your application.

Eligibility
Programs and Teams that Enhance Learning Awards are open to all organisational elements of the University (including academic, professional and general staff, as well as staff and student organisations). Programs and Teams are defined in the Guidelines in Section 3. In order to be eligible to apply, a Program initiative must have been fully operational for a minimum of three (3) years (or six (6) trimesters/teaching periods).

Please review section 7.2 of the Griffith Citations and Awards for Teaching Excellence Guidelines to check whether any previous award recognition affects your eligibility to apply.

Application preparation resources

- **Learning Futures Award and Grant Writing Modules**: Writing applications for Griffith Awards for Excellence in Teaching
  
  It is highly recommended that staff complete the Griffith Awards for Excellence in Teaching modules to guide their application preparation. The modules’ Award Resources section includes past successful application exemplars.

- **Advice on eligibility criteria**: contact Learning Futures via awards-sec@griffith.edu.au
  
  Learning Futures staff can provide initial advice on eligibility criteria on request, prior to application submission.

- **Mentors and Feedback on Draft Applications**: contact your Group contact
  
  Deans (Learning and Teaching) can provide an appropriate mentor on request for applicants from their Academic Group and peers who will be able to provide feedback on a final draft of an application. Contact details for each Academic Group are available via the Awards website (link above).

Key Application Information

**Online nominations close**: Monday 10 June 2019.

**Due date**: Applications must be submitted online by 5:00pm on Monday 15th July 2019.

**Application Form**: Use the Application Form template to complete your cover sheet and written statement (download from the Awards webpage).

**Submitting your application**: Submit your PDF application by completing the online form fields and uploading the two PDF files using the online submission form on the Griffith Awards for Excellence in Teaching website.

**Compliance and eligibility confirmation and acknowledgement**: The online form requires that applicants confirm that their application meets the compliance and eligibility requirements in accordance with the Griffith Citations and Awards for Excellence in Teaching Guidelines and acknowledge that if the application
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does not fulfil all of these requirements that it will not be progressed for further consideration or evaluation. Applicants are advised to review the Application Checklist before submitting their application. The Application Checklist is in Appendix B to these instructions.

Note: Please check that you receive a submission confirmation email receipt. This is confirmation that your application was successfully submitted. Contact us via awards-sec@griffith.edu.au if you do not receive this confirmation email.

Assessment criteria
Nominees should provide a case addressing all of the following 4 criteria.

- **Criterion 1: Distinctiveness, coherence and clarity of purpose**
  
  Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.

- **Criterion 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.

- **Criterion 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.

- **Criterion 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.

How applications are assessed (Higher Order Criteria)
All applications for the Programs that Enhance Learning Awards are assessed on the basis of the submitted application. The higher order criteria used by the Panels to evaluate applications are:

- **Scholarly approach** The scholarly articulation of the pedagogical and theoretical underpinnings of the program design, linked to the learning and teaching literature and research;
- **Evidence** The demonstrated breadth and depth of evidence for the effectiveness of the program in formal and informal evaluation;
- **Innovation** The degree of creativity, imagination or innovation; and
- **Sustained effectiveness** Evidence of the sustained effectiveness of the program over a minimum time frame of three years, or six trimesters/teaching periods of implementation, evaluation and evidence.

Application structure and format
The application comprises a **cover sheet, written statement** and **appendix of evidence**. Applicants submit two separate PDF files as follows:

**File 1:**

**Cover sheet**
- completed cover sheet using the application form template (available from the Awards website).
- application endorsed by the applicant’s direct academic manager of the element: for example, a Head of School/Department (In the case of an application for a degree program/major/discipline
Written statement

- The 5 page (maximum) written statement should address all of the four assessment criteria and present a succinct, well-argued case for excellence against those criteria, supported by a range of relevant evidence to support claims evidence including the views of students, clients and/or the community about the Program.

- The written statement should include a one page (approximately) program overview section. This should include a contextual statement about the aims, institutional context and origin of your Program, a statement of the pedagogical approach to the program design linked to the relevant learning and teaching literature, and a brief ‘summary of key claims’.

- Examples of student data, peer data and external benchmarking data sources that may be used as evidence to support claims are listed in Appendix A to these instructions (“Potential Sources of Evidence”). This list is not exhaustive.

- The evidence presented in the written statement should demonstrate that the Program’s contributions to student learning described in the application have been sustained for a minimum of 3 (three) consecutive years.

- For Degree Program or Academic Disciplinary Stream/major applications, the range of evidence presented must include SEC data for all courses comprising the degree program/major/stream, including student response rates, and program graduate outcome data from the Graduate Outcomes Survey (GOS), CEQ/UES/SES (Student Experience Survey) for undergraduate programs, and the PEQ for postgraduate programs; and available graduate and employer surveys.

- For Service Program applications, the range of evidence presented must include relevant program experience and outcome evaluation evidence (e.g., survey data, formative and summative program evaluations, student and staff participation rates, graduate survey data, graduation rates, testimonials etc).

Evidencing claims

The Evidencing claims of excellence for GLTC and GAET/Developing an evidence portfolio Guide (available as part of the Resources in the LF Award and Grant modules) lists a range of sources of evidence, how to gather it and how you might use the data to support particular claims against assessment criteria.

- The 5 pages includes a program overview and excludes the bibliography/reference list).

- Formatting prepared in type of at least 11 point Calibri font with 2cm margins, single line spacing. Smaller font sizes (9-10 point) may be used for Tables. Assessment criteria must be used as separate headings in the application. Hyperlinks may not be used in the application to refer to additional material.
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References
Applicants must include two signed and dated professional references only (maximum of 1 page in length each) which are current for the trimester/teaching period in which the Program application is submitted. In the case of an application for a degree program/major/discipline stream, at least one must be from the direct academic manager of the element: for example, a Head of School/Department. In the case of a service or program, at least one reference must be from the applicant leader’s Director/Manager (e.g., Director, Registrar, Dean Learning and Teaching). It is suggested that applicants provide their referees with a copy of their application.

File 2:
The File 2 appendix must include the following items only:

Appendix Index
- An Appendix Index to identifying the data appended should be prepared as a cover sheet to File 2 (maximum one page)

Experience@Griffith Individual Reports (SET and SEC)
- For a degree program or academic stream/major applicants must append evidence of independent practice evaluations in the form of copies of Experience@Griffith Individual Report (quantitative data pages only) for all offerings of courses conducted by the applicant/s/team for which claims of excellence are made. SEC results for all must be attached, as well as any other program outcome evaluation data (e.g., Graduate Outcomes Survey (GOS), CEQ/UES/SES (Student Experience Survey) for undergraduate programs, and the PEQ for postgraduate programs); and available graduate and employer surveys must be attached. Only Experience@Griffith Individual Report format will be accepted, with qualitative data (student comments) pages removed.

- For a Service Program: applicants must append a summary of relevant program experience and outcome evaluation evidence referenced in the application (e.g., survey data, formative and summative program evaluations, student and staff participation rates, graduate survey data, graduation rates, testimonials etc).

Curriculum Vitae – Academic Portfolio
- A Curriculum Vitae must be submitted for professional and sessional staff Program or Team Leader/s, and academic staff Program or Team Leader/s may submit either a Curriculum Vitae or Academic Portfolio. The curriculum vitae should not exceed three A4 pages in Calibri 11 point font. There is no limit on the length of Academic Portfolios. Teams must submit one additional page only for each team member.

Note: Please review the Guidelines, including 7.7 Application Compliance requirements, to check your application meets all of these requirements before submission.

Please also use the Application Checklist in Appendix B to these instructions to ensure your application will proceed for evaluation.
Appendix A: Potential Sources of Evidence

**Student data**
- **student experience/feedback** (e.g., an analysis of qualitative and quantitative SEC results for courses and degree programs, Starting@Griffith, CEQ/PEQ data, QILT, purpose-designed course surveys evaluating particular aspects of the student experience or innovations with content, pedagogy or assessment practices);
- **student quotes** (e.g., from SEC data and/or emails). Student quotes should be kept to a minimum, used sparingly to highlight key pedagogical points, and should not be used as the primary method of reporting student impact or describing the philosophy of a program;
- **student behaviour/engagement** (e.g., as evidenced by attendance data, levels or patterns of participation and/or digital engagement by CourseAnalytics@Griffith data or other forms of digital data);
- **student learning/outcomes** or the impact of your curriculum design and learning and teaching methods/pedagogy (e.g., retention data, improvements in patterns of grades/fails over time, improvements on particular assessment tasks, pre and post-testing of approaches to learning or student experience indicators related to (satisfaction, engagement, challenge etc.);
- **graduate outcomes** (e.g., CEQ/PEQ (program satisfaction, quality of teaching, graduate employment), Graduate Outcomes Survey (GOS) data, Employer Satisfaction Survey (ESS) data, employment rates, starting salaries and satisfaction of employers, ISB data, feedback from field supervisors/placement staff, purpose-designed graduate student surveys);
- **awards or commendations** (e.g., DVCA/Academic Provost and Dean Commendations, percentage of students in SET evaluations nominating staff member for an award, previous Group Citation, GAET Award; professional awards);
- **student awards** (e.g., prestigious scholarships, institutional, national or international recognition);

**Peer data**
- **peer enhancement of teaching and learning** While this data source is highly regarded by the University, and recommended for individual Award applicants, it may also have salience as a professional learning strategy for degree programs. Several formal, disciplinary appropriate developmental processes are in place in the University to support this form of professional learning and development. For this data source to be accepted for award applications, one of the following University processes must be employed. The Peer Enhancement of Teaching (PET) process focuses on teaching development and improvement, while the Peer Assisted Course Enhancement Scheme (PACES) process focuses on course development and improvement (contact Learning Futures: k.mallitt@griffith.edu.au). The peer enhancement of Studio Teaching process in the Queensland Conservatorium focuses on teaching enhancement in the one-on-one performance teaching context (contact Professor Gemma Carey in the QCGU). Peer evaluation reports can be included in the Attachments to the Application. Award applicants would need to provide a trimester of notice for participation in a peer review process.
- **learning and teaching grants** (e.g., reporting on resources developed and learning outcomes achieved);
- **peer recognition of excellence in teaching** (e.g., recognition from fellow staff, the School, Group, institution, professional community, and/or the higher education sector more broadly, including requests for resources and/or invitations to present on one’s work);
- **reflective analyses** Evidence of reflective practice should be integrated into the written application using data from a range of sources to inform a cycle of demonstrated continuous improvement (e.g., identifying how student, peer and/or other forms of feedback have been used to enhance the Program, or course content and/or curriculum design and delivery).

**External Benchmarking data**
- **peer reviewed publications** in the scholarship of learning and teaching (e.g., outcomes of innovations in courses or programs);
- **Cross-institutional/sector implementation** of Program design or strategies by other Institutions
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- **Scholarship in Learning and Teaching** - Applications are expected to demonstrate evidence of a scholarly approach to Program design, development and evaluation in learning and teaching through engagement with the literature in relation to their program/teaching philosophy and practice. Publications on program outcomes are encouraged.
Appendix B: Application Checklist

<table>
<thead>
<tr>
<th>ELIGIBILITY</th>
<th>Applicant confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am/the team is eligible for the selected award category (in accordance</td>
<td></td>
</tr>
<tr>
<td>with 7.2 of the Guidelines)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION COMPLIANCE</th>
<th>Applicant confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILE 1:</td>
<td></td>
</tr>
<tr>
<td>Cover Sheet</td>
<td></td>
</tr>
<tr>
<td>First page of the Application completed as a cover sheet</td>
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</tbody>
</table>

| Supervisor and direct Academic Manager/Director/Manager endowment (cover    |                        |
| sheet signatures)                                                          |                        |
| Direct academic manager of the element and the applicant leader’s supervisor |                        |
| endorsement of my application obtained (For degree program/major/discipline|                        |
| stream applications)                                                       |                        |
| OR                                                                          |                        |
| The applicant leader’s Director/Manager (e.g., Director, Registrar, Dean    |                        |
| Learning and Teaching) and the applicant leader’s supervisor (For a service |                        |
| or program)                                                                 |                        |

<table>
<thead>
<tr>
<th>Written Statement</th>
<th></th>
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<tbody>
<tr>
<td>• Includes a Program Overview (approx. 1 page)</td>
<td></td>
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<tr>
<td>• Does not exceed maximum length of 5 (A4) pages in total, excluding</td>
<td></td>
</tr>
<tr>
<td>bibliography/reference list (including Program Overview)</td>
<td></td>
</tr>
<tr>
<td>• All designated award-specific assessment criteria addressed, with</td>
<td></td>
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<tr>
<td>assessment criteria used as separate headings</td>
<td></td>
</tr>
<tr>
<td>• A range of relevant evidence is incorporated to substantiate claims</td>
<td></td>
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<tr>
<td>• For Degree Program or Academic Disciplinary Stream/major applications,</td>
<td></td>
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<tr>
<td>the range of evidence presented must include SEC data for all courses</td>
<td></td>
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<tr>
<td>comprising the degree program/major/stream, including student response</td>
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<tr>
<td>rates, and program graduate outcome data from the Graduate Outcomes</td>
<td></td>
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<tr>
<td>Survey (GOS), CEQ/UES/SES (Student Experience Survey) for undergraduate</td>
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<td>and employer surveys.</td>
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- For **Service Program** applications, the range of evidence presented must include **relevant program experience and outcome evaluation** evidence (e.g., survey data, formative and summative program evaluations, student and staff participation rates, graduate survey data, graduation rates, testimonials etc).

- The **evidence presented** in the written statement should **demonstrate that the Program’s contributions to student learning described in the application have been sustained** for a minimum of 3 (three) consecutive years.

- I have considered the **Higher Order Criteria (7.5 Guidelines)** when preparing my application.

### Formatting

At least 11 point Calibri font with 2cm margins, single line spacing. Smaller font sizes (9-10 point) may be used for Tables. **Assessment criteria must be used as separate headings in the application.** Hyperlinks may not be used in the application to refer to additional material.

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### FILE 2

**Appendix Index**

Appendix Index to identifying the data appended should be prepared as a cover sheet to File 2 (maximum one page)

**Experience@Griffith Individual Reports (SET and SEC)**

For applications which focus on particular courses, applicants must append copies of Experience@Griffith Individual Reports (quantitative data pages only) for all **offerings of courses for which claims of excellence are made** including both SET and SEC evaluation data where the applicant is the convenor or principal teacher of a course(s). Only Experience@Griffith Individual Report format will be accepted, **with any qualitative data (student comments) pages removed.**
Curriculum Vitae – Academic Portfolio
A Curriculum Vitae must be submitted for professional and sessional staff Program or Team Leader/s, and academic staff Program or Team Leader/s may submit either a Curriculum Vitae or Academic Portfolio. The curriculum vitae should not exceed three A4 pages in Calibri 11 point font. There is no limit on the length of Academic Portfolios. Teams must submit one additional page only for each team member.