Aim

The Griffith Citations and Awards for Excellence in Teaching scheme is a suite of University programs designed to recognise and reward engaged academic and professional educators who are making 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; and
- provide a designated pathway for staff to progress the documentation and acknowledgment of excellence in learning and teaching practice, beginning with a GLTC and proceeding to a GAET.

The scheme aligns with related strategies for advancing the professionalism of learning and teaching and complements the Higher Education Academy Fellowship scheme.
2. THE GRIFFITH CITATIONS AND AWARDS SCHEME

2.1 Group Learning and Teaching Citations
Number and value: up to 20 citations with a prize value of $2,000 each.

2.2 Excellence in Teaching Awards
Number and value: up to 4 Group Excellence in Teaching Awards, one for each of the four (4) Griffith Academic Groups with a prize value of $3,000 each; up to 4 Group Educational Leadership Awards, one for each of the four (4) Griffith Academic Groups with a prize value of $3,000 each; up to 4 Group Active Learning Awards, one for each of the four (4) Griffith Academic Groups with a prize value of $3,000 each; and up to 3 Excellence in Teaching Priority Area Awards across each of three (3) categories (as described in section 6.1) with a prize value of $3,000 each.

2.3 Programs and Teams that Enhance Learning Awards
Number and value: up to 3 Programs and Teams that Enhance Learning Awards, across six (6) categories (as described in section 7.1) with a prize value of $4,000 each.

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 2.2 above).
Number and value: one award valued at $5,000.

2.5 The Vice Chancellor’s Award for the Griffith University Education Leader of the Year
The Vice Chancellor’s Award for the Griffith University Education Leader of the Year is awarded to the most outstanding recipient of the Group Educational Leadership Awards (Section 2.2 above).
Number and value: one award valued at $5,000.

2.6 Scheme Timeframes

<table>
<thead>
<tr>
<th>2019 Dates</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Learning and Teaching Citations</strong></td>
<td></td>
</tr>
<tr>
<td>27 May</td>
<td>Group Learning and Teaching Citation Applications due by 5.00pm</td>
</tr>
<tr>
<td>3 June – 21 June</td>
<td>Group Learning and Teaching Committees or delegated committees meet</td>
</tr>
<tr>
<td>July</td>
<td>Broadcast email announcing recipients sent from Senior Deputy Vice Chancellor</td>
</tr>
<tr>
<td><strong>Excellence in Teaching and Programs and Teams that Enhance Learning Awards</strong></td>
<td></td>
</tr>
<tr>
<td>10 June</td>
<td>Excellence in Teaching nominations close</td>
</tr>
<tr>
<td>15 July</td>
<td>Griffith Awards for Excellence in Teaching Applications due by 5.00pm</td>
</tr>
<tr>
<td>29 July – 16 August</td>
<td>Award selection panels held</td>
</tr>
<tr>
<td>September</td>
<td>Award applicants advised of outcomes Broadcast email announcing recipients sent from Senior Deputy Vice Chancellor</td>
</tr>
<tr>
<td>21 – 25 October</td>
<td>Celebrating Teaching Week and Vice Chancellor’s Teaching Excellence Awards. Vice Chancellor’s Awards announced.</td>
</tr>
<tr>
<td>December</td>
<td>Teaching Excellence Award medals presented to recipients at graduation ceremonies</td>
</tr>
</tbody>
</table>
3. DEFINITIONS

Programs and Teams that Enhance Learning – applicable to Group Learning and Teaching Citations and Programs and Teams that Enhance Learning Awards

For the purpose of the procedures outlined here, 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, an undergraduate or postgraduate degree program, 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 School, Group or Institutional level; an undergraduate or postgraduate degree program of study across a year or number of years; a major or disciplinary stream of study within a degree program across a year or number of years; or a service or program directed at particular groups of students. The term “Team” in the context of “Programs and Teams that Enhance Learning” refers to a group of two or more, comprised of academic or professional staff, or a combination of academic and professional staff. Applications must identify the Program leader or co-leads, team members and the percentage contribution of each member (limited to team members with 10 per cent or higher).

Trimesters and Teaching periods – the standard academic year is comprised of two standard trimesters, Trimester 1 and Trimester 2, as designated in the University’s Academic Calendar. Other teaching periods may be designated in the academic calendar and may be used for the offering of certain courses. A program may use lengthened or shortened trimesters for the delivery of teaching or other learning activities.

Teaching Team - applicable to Group Learning and Teaching Citations, Excellence in Teaching Awards, and Programs and Teams that Enhance Learning Awards

For the purpose of the procedures outlined here, a Teaching Team is a group comprising two or more academic or professional staff members teaching collaboratively into a particular course or set of courses. Teams may be of any size and will generally be led by an academic staff member. However, team applications must identify in the application form the team leader or co-leads, team members and the percentage contribution of each member (limited to team members with 10 per cent or higher). If a team is larger than five members, a team name should be given.

4. UNIVERSITY SUPPORT FOR APPLICATION PREPARATION

Group Learning and Teaching Citations (GLTC)

The GLTC scheme is managed by the Office of the Dean (Learning and Teaching) in each Academic Group. The Dean (Learning and Teaching) manages processes for identifying and mentoring applicants, developing applications and the selection of GLTC applicants in their Academic Group.

Griffith Awards for Excellence in Teaching (GAET)

The GAET scheme is managed by the Centre for Learning Futures. Learning Futures manages processes for providing advice in developing applications and the selection of (GAET) applicants.

The University provides substantive support for Citation and Award applicants through a range of services offered by the Centre for Learning Futures and the Academic Groups:

- **Online Writing Modules**, developed by Learning Futures staff and past Citation and Award recipients, which systematically work through the Guidelines and application criteria for both the Citation and Award schemes. Separate modules are available for the GLTC and GAET schemes. Online Modules will be accessible via the GLTC and GAET websites and will be advertised via email to all staff.

- **Resources** A resource bank of exemplar applications is available online via the [Online Modules](#). Enrol to access.
- **Advice on eligibility criteria** Learning Futures staff will provide initial advice on eligibility criteria on request, prior to application submission.

- **Mentors** Deans (Learning and Teaching) will provide an appropriate mentor on request for applicants from their Academic Group.

- **Feedback on draft applications** Deans (Learning and Teaching) will identify appropriate mentors for applicants from their Groups who will be able to provide feedback on a final draft of an application. Applicants will need to request a mentor from their Dean.

4.1 **Enquiries**

For further information, please refer to the GLTC website and GAET website or direct your enquiries to the Manager (Grants, Awards & Fellowships), Learning Futures at awards-sec@griffith.edu.au or (07) 5552 7055.
5. GROUP LEARNING AND TEACHING CITATIONS

5.1 Group Citations Overview
There are 20 Group Learning and Teaching citations valued at $2,000 each that are awarded annually. The citations may be awarded to individual teachers, teaching teams and programs.

The maximum number of citations to be awarded by each Group (based on EFTSL) is five Citations.

Individual Teaching Excellence applications by academic staff are encouraged. Program and Team applications by Group teams of academic and/or professional staff are also encouraged across the six Program Areas listed in section 5.3.1 below.

5.2 Group Citations Eligibility

5.2.1 All current academic staff, including sessional academic staff, and professional staff employed by one of the four Academic Groups are eligible to receive a Group Learning and Teaching Citation. Academic and professional staff employed by Corporate Services and Griffith International or Academic Administration, or the offices of the Vice Chancellor, Senior Deputy Vice Chancellor or Deputy Vice Chancellors are eligible to apply if the activities for which they are making claims of excellence are attached to a Program or Academic Group.

5.2.2 Staff seeking recognition for learning and teaching activities or initiatives that do not meet the definition of Programs in these Guidelines, may choose to submit an Individual Teaching Excellence application and include claims relating to and demonstrating the effectiveness of their individual or teaching team’s leadership and teaching contribution to the initiative, along with other claims for teaching excellence.

5.2.3 The following stipulations also apply:
- 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 to apply for a GLTC in subsequent years for a different, but not the same, contribution to student learning.
- Past recipients of the Griffith Awards for Excellence in Teaching and Programs and Teams that Enhance Learning awards are eligible to apply for a GLTC in subsequent years for the same contribution.
- Applicants and recipients of Australian Awards for University Teaching Award or Citation schemes are eligible to apply for a GLTC for the same contribution.

5.3 Group Citations Assessment Criteria
The same set of assessment criteria is used for individual teaching excellence applications by academic staff, and program and team applications by academic and/or professional staff.

Individual Teaching Applications Any academic staff member or Teaching Team may submit to the relevant Group Learning and Teaching Committee a case for a citation by demonstrating effectiveness in only one or two of the following criteria.

Program and Team applications. Academic and/or professional staff teams may submit to the relevant Group Learning and Teaching Committee a case for a citation in one only of the six designated Program Areas outlined in section 5.3.1, by demonstrating effectiveness in only one or two of the following five criteria.
- Criterion 1: What are your approaches to teaching and learning that you employ to influence, motivate and inspire students to learn?
- Criterion 2: What curricula, resources or services have you developed that reflect a command of the field?
- Criterion 3: What approaches to assessment and feedback do you incorporate to foster independent learning?
- Criterion 4: What evaluation practices do you employ that bring about improvements in teaching and learning?
• **Criterion 5**: What innovation, leadership or scholarship has influenced and enhanced learning and teaching and/or the student experience in your practice?

Nominees should incorporate relevant sources of evidence as per those listed in **section 5.6 Examples of Evidence** to substantiate claims made in the written statement.

5.3.1 **Program and Team Areas**

Applications by Group teams of academic and/or professional staff are encouraged across the following six areas, using only one or two of the above criteria.

1. *Widening participation*, encompassing approaches to learning and teaching, and/or student experience 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 and flexibility in curricula, learning and teaching*, 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 services supporting learning, development and growth in higher education*, 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. Quality of learning engagement and other learning and teaching experiences within large student groups to sustain and retain students, student enhancement, whole personal development learning and the quality of the first-year student experience.

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

5.4 **Group Citations Panel Assessment Process and Higher Order Criteria**

The application will be judged on the extent to which it provides evidence of evaluation, innovation, leadership and scholarship in the written statement against one or two of the five criteria identified in **section 5.3** above. It will be essential to demonstrate that the nominee’s contribution has:

- **Student Learning Outcomes** - influenced student learning, student engagement or the overall student experience;

- **Recognition** - gained recognition from fellow staff, the institution, the broader professional community, and/or the higher education sector; and

- **Sustained** - been sustained for a period of no less than two years or four trimesters/teaching periods. For **Sessional academic staff** applicants, a minimum of three course offerings.

The Group Learning and Teaching Committee or delegated panel will be the assessment 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 Learning and Teaching Committee or delegated panel may choose not to award a citation or may choose joint citation winners. In the latter case the available funds for the citation will be shared. The Group Learning and Teaching Committee or delegated Panel 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 Learning and Teaching Committee.
The Group Learning and Teaching Committee advises successful and unsuccessful applicants by letter. The Secretaries of the Group Learning and Teaching Committees will forward decisions and citations to the Manager (Grants, Awards & Fellowships), Learning Futures for an official announcement to the wider University community by the Senior Deputy Vice Chancellor.

The Griffith Learning and Teaching Academy Steering Committee may allocate any unallocated Citations from one Academic Group to another Academic Group where they deem it appropriate to do so.

5.5 Group Citations Application submission

Applications are to be submitted by no later than: 5 pm on Monday 27 May 2019.

Applications are to be submitted online at: https://www.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/group-learning-and-teaching-citations

Applicants must complete an online form and upload their application as a PDF file.

5.6 Group Citations Application Requirements

The application comprises:

Cover Sheet
- Completed cover sheet using the application form template including 100 word summary describing the distinctive contribution;

Written Statement
- The two page (maximum) written statement should address the chosen assessment criterion or two chosen criteria (only one or two) and present a succinct, well-argued case for effectiveness against the criterion/those criteria, supported by a range of relevant evidence to substantiate claims. Examples of student data, peer data and external benchmarking data sources that may be used as evidence to support claims are listed below (Examples of Evidence). The two pages excludes the bibliography/reference list;
- the evidence presented in the written statement should demonstrate that the contributions to student learning described in the application have been sustained for a minimum of two years or four trimesters/teaching periods overall;
- For applications which focus on courses, Student Experience of Course (SEC) and Student Experience of Teaching (SET), and/or Open Universities Australia (OUA) and/or Griffith Online, data must be included for all course offerings for which claims of excellence are made;
- For applications which focus on a Program that is not a degree/major/disciplinary stream within courses, program outcome data demonstrating the success/excellence of the Program initiative, must be included, with a minimum of two years of consecutive outcome data;
- Formatting: Applications must be in at least 11 point Calibri font with 2cm margins and single line spacing (9-10 point may be used for tables). Assessment criteria must be used as a separate heading/s in the written statement. Hyperlinks may not be used in the application to refer to additional material;

Appendix
- For applications which focus on courses, an appendix that consists of copies of both SET and SEC Experience@Griffith Individual Report and/or OUA/Griffith Online quantitative data pages for all courses for which claims of excellence are made. SET results may be submitted in lieu of SEC results, where the teacher is not the convenor of the course (e.g., for sessional staff). Only Experience@Griffith Individual Report format will be accepted, with qualitative data (student comments) pages to be removed. This appendix is also required for Program and Team applications where a degree/major/disciplinary stream with courses is the focus for the Citation;
- For applications which focus on a Program that is not a degree/major/disciplinary stream within courses, a summary of relevant program experience and outcome evaluation evidence referenced in the application must be included in the Appendix (e.g., survey data,
formative and summative program evaluations, student and staff participation rates, graduate survey data, graduation rates, testimonials etc); and

- For applicants from the **School of Medicine**, School-specific Problem Based Learning evaluations may be used, provided they are relevant to the claims of teaching excellence outlined in the application.

**Examples of evidence** include:

**Student data**

- **student experiences/feedback** (e.g., an analysis of qualitative and quantitative SET and SEC results, purpose-designed surveys, Starting@Griffith, Course Experience Questionnaire (CEQ) data, Quality Indicators for Learning and Teaching (QILT));

- **student quotes** (e.g., from SEC/SET data and/or emails). Student quotes should be kept to a bare minimum, used sparingly and strategically to highlight key pedagogical points, and should not be used as the method for describing one’s teaching practice;

- **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** (e.g., retention data, patterns of grades/fails over time, improvements on assessment tasks, pre and post-testing of approaches to learning or student experience indicators related to (satisfaction, engagement, challenge etc.));

- **graduate outcomes** (e.g., Graduate Outcomes Survey (GOS) data, Employer Satisfaction Survey (ESS) data, employment rates, starting salaries and satisfaction of employers, CEQ/ Postgraduate Experience Questionnaire (PEQ), International Student Barometer (ISB data));

- **awards or commendations** (e.g., DVC(A) and Dean Commendations, percentage of students in SET evaluations nominating staff member for an award, previous Group Citation, GAET Award; professional awards etc.);

- **student awards** (e.g., prestigious scholarships, institutional, national or international recognition);

**Peer data**

- **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** 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 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); and

- **Higher Education Academy Fellowship** and **Griffith Learning and Teaching Academy membership**.

### 5.7 Group Citations Obligations of Award Recipients

Citation recipients are to use the funds ($2,000) to benefit their own professional development as university teachers. Funds must be expended within two years of their allocation.

Citation recipients are invited to participate in:

- The Vice Chancellor’s Teaching Excellence Awards 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;
To facilitate the recognition and dissemination of good practice to the University community, winners will be required, in collaboration with staff from Learning Futures, to make a brief (5 minutes) video summarising a key aspect or impact of their practice. Guidelines for structuring the video will be available from Learning Futures; and
Other promotional activities associated with the awards.

6. EXCELLENCE IN TEACHING AWARDS

6.1 Teaching Excellence Awards Overview
The Excellence in Teaching Awards Category comprises 15 awards which are available on an annual basis:

- 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
  - Griffith Sciences

- Four **Group Educational Leadership Awards** are offered, one for each of the Griffith Academic Groups:
  - Arts, Education and Law
  - Griffith Business School
  - Griffith Health
  - Griffith Sciences

- Four **Group Active Learning Awards** are offered, one for each of the Griffith Academic Groups:
  - Arts, Education and Law
  - Griffith Business School
  - Griffith Health
  - Griffith Sciences

- Three **Excellence in Teaching Priority Area Awards**:
  - Early Career Award
  - Sessional Academic Staff Award
  - Innovative Assessment Award

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

The **Vice Chancellor's Award for the Griffith University Teacher of the Year** is awarded to the most outstanding recipient of the Excellence in Teaching Award, selected from the four Group Excellence in Teaching Award recipients. Winners are awarded a grant of $5,000 and a medal.

The **Vice Chancellor's Award for the Griffith University Education Leader of the Year** is awarded to the most outstanding recipient of the Educational Leadership Group Award, selected from the four Group Educational Leadership Award recipients. Winners are awarded a grant of $5,000 and a medal.

6.2 Teaching Excellence Awards Eligibility
6.2.1 Employment type

The Griffith Awards for Excellence in Teaching are open to all academic and professional staff employed by the University on a 50% or more basis, with the exception of the Sessional Academic Staff Award. Industry or external partners working in collaboration with University staff are also eligible as co-applicants.

6.2.2 Award-specific Eligibility

- The four Group Excellence in Teaching Awards are open to all academic staff of the University teaching in their Academic Group. Nomination is open to individuals and teaching teams.
- The four Group Educational Leadership Awards are open to all staff (academic and professional) who lead innovation and drive transformation in learning and teaching in their Academic Group that enables staff and students to succeed. Leadership of learning and teaching may be demonstrated at one or more levels: at the degree program, School, Group or University level.
- The four Group Active Learning Awards are open to all staff (academic and professional) who foster active, authentic and collaborative approaches to learning in their Academic Group that build students’ professional capability and confidence.
- The Early Career Award is open to staff with no more than five years’ cumulative experience teaching in higher education institutions. The five years can be non-sequential and must be counted on a trimester/teaching period basis. This includes all tutoring and part-time teaching experience in higher education.
- The Sessional Academic Staff Award is open to sessional academic staff engaged on an hourly basis across a designated trimester/teaching period that includes a sessional loading. Sessional staff who are employed on less than a 50% basis, have taught for a minimum of three trimester/teaching periods at Griffith and are actively teaching at the time of the application submission are eligible to apply for this award.
- The Innovative Assessment Award is open to all staff (academic and professional) who design and manage innovative and authentic assessment for learning.

6.2.3 Previous Award Eligibility Requirements

- Staff awarded a GLTC are eligible and encouraged to apply for a GAET in the same year or successive years for the same contribution.
- Staff awarded a GAET are not eligible -
  - to apply for the same award/priority area award at anytime in the future, or
  - to apply for a different award/priority area award for the same contribution for which they have already received an award.
- Staff awarded a GAET are eligible to apply in a different award/priority area, for a different contribution.
- Applicants may only be nominated or apply in one award area per year, with the following exception: an applicant may be nominated as an individual in a Teaching Excellence Award area and also be a member of a team applying in the Programs and Teams that Enhance Learning Award, provided the applications are not for the same contribution.
- Staff awarded a Highly Commended Certificate are eligible to re-apply for a GAET in subsequent years for the same award area for the same contribution.
- Applicants and recipients of the Australian Awards for University Teaching Awards or Citations are eligible to apply for a GAET or a GLTC in the same award area or for the same contribution.
- Nominated teachers are eligible to apply if they are teaching during the nomination period or during the year preceding the nomination year, with the exception of sessional staff who must still be teaching in the year in which they are applying for a GAET.

6.3 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.

6.3.1 Student Nominations

Nominations may be made by students via the SET. Teachers receiving Senior Deputy Vice Chancellor Commendations at the end of the trimester/teaching period are invited to build on this recognition of their teaching effectiveness and develop an evidence portfolio in order to apply for a GLTC, in the first instance, and in the future, a GAET. Where nominations are received via SET as outlined above, no other nominations are required.

6.3.2 Staff Nominations

- For all award categories, with the exception of the Group Educational Leadership Award, staff may self-nominate via the online nomination process: https://www.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/griffith-awards-for-excellence-in-teaching
- Academic Supervisors or Peers may also nominate their colleagues via the same online nomination process.

Applicants for the Group Educational Leadership Award require a nomination from either their Head of School or Deputy Head of School or Director (Learning and Teaching). If the staff member is a Head of School or Dean, Learning and Teaching, a nomination for this award category is required from their Pro Vice Chancellor. 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 area for which they are being nominated.

6.3.3 Nomination Time Frames

Nominations are not limited to staff teaching in the trimester/teaching period in which the awards are advertised. Nominations may be made for staff teaching in the previous year (in Trimester/Teaching period 1, 2, or 3), and remain current for a period of two years, after which time the nominee would need to be renominated. This process allows nominees to either delay their application or to have two opportunities to submit an application if they are unsuccessful with the first. Previously unsuccessful nominees are eligible for renomination. Nominees who submit an unsuccessful application in the first year of their nomination, must submit a new application should they wish to re-apply the following year. Nominees are strongly encouraged to review the selection panel's feedback from their unsuccessful application to revise and update their application.

6.4 Assessment Criteria - Group Excellence in Teaching Awards, Early Career Award and Sessional Academic Staff Award

Nominees for the Group Excellence in Teaching Awards and Early Career Award should provide a case addressing all of the following 5 criteria.

Nominees for the Sessional Academic Staff Award should provide a case addressing criteria one, three and four only, but may also choose to address criteria two and five (1, 3 & 4 mandatory, with 2 & 5 optional).

- **Criterion 1:** What are your approaches to teaching and learning that you employ to influence, motivate and inspire students to learn?
- **Criterion 2:** What curricula, resources or services have you developed that reflect a command of the field?
- **Criterion 3:** What approaches to assessment and feedback do you incorporate that foster independent learning?
- **Criterion 4:** What evaluation practices do you employ that bring about improvements in teaching and learning?
- **Criterion 5:** What innovation, leadership or scholarship has influenced and enhanced learning and teaching and/or the student experience in your practice?

Nominees should incorporate relevant sources of evidence as per those listed in section 6.10 Potential Sources of Evidence to substantiate claims made in the written statement.
6.5 Assessment Criteria - Educational Leadership Group Award

The Educational Leadership Group Awards are open to academic and professional staff who lead innovation and drive transformation in learning and teaching in their Academic Group that enables staff and students to succeed. Leadership of learning and teaching may be demonstrated at one or more levels: at the degree program, School, Group or University level.

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

- **Criterion 1**: How has your leadership transformed learning and teaching practice or student outcomes in your element, Group or the University as a whole?
- **Criterion 2**: What learning and teaching needs, goals, and/or agendas have you advanced through your leadership?
- **Criterion 3**: What approaches and strategies did you use to achieve your goals and to enhance learning and teaching?
- **Criterion 4**: What sustained outcomes and impact have you achieved and what is your supporting evidence? (Nominees should incorporate relevant sources of evidence as per those listed in section 6.10 Potential Sources of Evidence to substantiate claims made in the written statement)

6.6 Assessment Criteria - Active Learning Group Award

The Active Learning Group Awards are open to all staff (academic and professional) who foster active, authentic and collaborative approaches to learning in their Academic Group that build students’ professional capability and confidence.

Nominees are invited to focus their applications on a specific aspect/s of their practice (e.g., course/s or program). Nominees should provide a case addressing all of the following 3 criteria:

- **Criterion 1**: What approaches to active/authentic/collaborative learning do you employ to influence, motivate and inspire your students to learn?
- **Criterion 2**: What range and depth of evidence can you draw upon to demonstrate the impact of your practice and outcomes for your learners? (Nominees should incorporate relevant sources of evidence as per those listed in section 6.10 Potential Sources of Evidence to substantiate claims made in the written statement.)
- **Criterion 3**: What has been the impact on your practice as an educator, your colleagues or the broader learning and teaching community?

6.7 Assessment Criteria - Innovative Assessment Award

The Innovative Assessment Award is open to all staff (academic and professional) who design and manage innovative and authentic assessment for learning. Applicants are invited to focus their applications on a specific aspect/s of their practice (e.g., course/s or program).

Nominees should provide a case addressing all of the following 3 criteria:

- **Criterion 1**: What innovative and authentic assessment approaches do you employ to influence, motivate and inspire your students to learn?
- **Criterion 2**: What range and depth of evidence can you draw upon to demonstrate the impact of your practice and outcomes for your learners? (Nominees should incorporate relevant sources of evidence as per those listed in section 6.10 Potential Sources of Evidence)
- **Criterion 3**: What has been the impact on your practice as an educator, your colleagues or the broader learning and teaching community?

6.8 Teaching Excellence Awards Panel assessment – higher order criteria

All applicants for the Excellence in Teaching category are assessed on the basis of the nomination and the submitted application. The higher order criteria used by the Panels to evaluate applications are:

- **Strength of evidence** the extent to which the claims for excellence are supported by the evidence provided;
- **Range of evidence** a range with different types of evidence provided;
Griffith Citations and Awards for Excellence in Teaching Guidelines

- **Impact**  evidence of positive impact on student learning;
- **A scholarly approach**  evidence of applied scholarship or the applicant’s engagement with the learning and teaching literature and the application of that literature to their teaching practice;
- **Innovation**  the degree of creativity, innovation and resourcefulness demonstrated; and
- **Sustained effectiveness**: evidence of sustained effectiveness over time:
  - **Sessional Academic Staff Award**: a minimum of 3 course offerings;
  - **Early Career, Group Active Learning and Innovative Assessment Awards**: a minimum of 4 course offerings across a minimum of 2 years;
  - **Group Excellence in Teaching Award**: a minimum of 6 course offerings across a minimum of 3 years; and
  - **Group Educational Leadership Award**: a minimum of 3 years leadership contributions.

- **Recognition**  evidence of recognition gained from fellow staff, the institution, the broader professional community, and/or the higher education sector.

6.9 Teaching Excellence Awards Application submission

Applications are to be submitted by no later than: 5pm on Monday 15 July 2019.

Applications are to be submitted online at: https://www.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/griffith-awards-for-excellence-in-teaching.

Applicants must complete an online form and upload their application as two PDF files.

6.10 Teaching Excellence Application Requirements

The application comprises a cover sheet, written statement and appendix of evidence as indicated below. The application is submitted online as two separate PDF files:

**File 1**: Cover sheet, written statement and two professional reference letters; and

**File 2**: Appendix index, Experience@Griffith Individual Reports (qualitative data removed), OUA/Griffith Online evaluations and curriculum vitae/Academic Portfolio.

**File 1:**

**Cover sheet**

- Completed cover sheet using the application form template (available from the Awards website).
- Application endorsed by the applicant’s Head of School/Department and Supervisor as indicated by their signatures on the cover sheet.

**Written statement**

- The 5 page (maximum) written statement should address all designated award-specific assessment criteria and present a succinct, well-argued case for excellence against those criteria, supported by a range of relevant evidence to substantiate claims. Examples of student data, peer data and external benchmarking data sources that may be used as evidence to support claims are listed below (**Potential Sources of Evidence**). The 5 pages includes a practice overview and excludes the bibliography/reference list). The exception to this is the **Sessional Staff Award** which requires a minimum response of 3 pages (excluding bibliography/reference list). It should be written in the first person.

- The evidence presented in the written statement should demonstrate that the contributions to student learning described in the application have been sustained for:
  - **Sessional Academic Staff Award**: a minimum of 3 course offerings;
  - **Early Career, Group Active Learning and Innovative Assessment Awards**: a minimum of 4 course offerings across a minimum of 2 years;
c. **Group Excellence in Teaching Award**: a minimum of 6 course offerings across a minimum of 3 years; and

d. **Group Educational Leadership Award**: a minimum of 3 years leadership contributions.

- For applications which focus on particular courses, the range of evidence presented must include **SEC and SET data for all courses for which claims of excellence are made**. OUA, Griffith Online and School of Medicine Problem Based Learning evaluations may be used instead of/or to complement Griffith evaluations in circumstances described below.
- The written statement should include a one page (approximately) practice overview section. This should include a **contextual statement about the applicant’s learning and teaching practice**, a statement of the **pedagogical approach that informs the applicant’s teaching practice linked to the learning and teaching literature**, and a brief ‘summary of key claims’.
- **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.

**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 application is submitted, **at least one of which must be from their Head of School** or, in the case of **Sessional Academic Staff, their Course Convenor**. For staff in Group-based central roles, one reference must be from their Dean Learning and Teaching in place of Head of School. 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 applications which focus on particular courses, applicants must append evidence of independent practice evaluations in the form of 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**. **Educational Leadership Group Award applicants** only need append SET and SEC if the application refers to courses taught.
- **OUA, Griffith Online and School of Medicine Problem Based Learning evaluations** may be used instead of/or to complement Griffith evaluations in circumstances described below).

**Curriculum Vitae – Academic Portfolio**

- A Curriculum Vitae must be included for professional and sessional staff, and academic staff may submit either a Curriculum Vitae or Academic Portfolio. The curriculum vitae must not exceed three A4 pages in Calibri 11 point font. There is no limit on the length of Academic Portfolios. Teams are required to submit one additional page per team member.

**Application compliance requirements**

- While applicants are not expected to demonstrate strengths across all criteria, applicants must substantively address all of the criteria listed for the relevant award. Applications which do not address all criteria, or address any criterion in a minimal or tokenistic way will not progress for evaluation.
- Evaluations from OUA may be used instead of/or to complement Griffith evaluations, provided they are relevant to applicants’ claims of excellence. Applicants teaching online courses through OUA are not required to submit SET data given that no equivalent student evaluation data is available to teaching staff. These are the only courses for which this exception applies. The item “Overall, I was satisfied with the unit” from the OUA Unit Satisfaction Report is to be used in place of the equivalent Griffith SEC item “Overall, I am satisfied with the quality of this course”. Other items from the OUA Unit Satisfaction Report can be used to support relevant claims of excellence (e.g., “The unit content enabled me to achieve the learning outcomes”; “The assessment measured what I was learning”).

- Griffith Online evaluation data may also be used instead of/or to complement Griffith evaluations provided they are relevant to applicants’ claims of excellence.

- For applicants from the School of Medicine, School-specific Problem Based Learning evaluations may be used, provided they are relevant to the claims of teaching excellence outlined in the application.

- Evidence contained in the File 2 Appendix will not be considered unless it is integrated into the written statement. Applications which do not comply with all of the above requirements will not be progressed to evaluation.

**Potential Sources of Evidence** include:

**Student data**
- **student experiences/feedback** (e.g., an analysis of qualitative and quantitative SET and SEC results for courses and degree programs, Starting@Griffith, CEQ data, QILT, purpose-designed course surveys evaluating particular aspects of the student experience or innovations with content, pedagogy or assessment practices);
- **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 quotes** (e.g., from SEC/SET data and/or emails). Student quotes should be kept to a bare minimum, used sparingly to highlight key pedagogical points, and should not be used as the method of describing one’s teaching practice. Over-use of student quotes is not regarded positively by Selection Panels;
- **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), GOS data, 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., DVC(A) 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** is highly regarded by the University, and recommended for individual Award applicants. 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: learning_futures_admin@griffith.edu.au). The
peer enhancement of Studio Teaching process in the Queensland Conservatorium (QCGU) focuses on teaching enhancement in the one-on-one performance teaching context (contact QCGU: qcgu@griffith.edu.au). Award applicants would need to provide a trimester of notice for participation in a peer review process. Peer evaluation documentation may be included as an attachment in the Appendix of Evidence;

- **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);
- **reflective analyses** should be integrated into the written application using data from a range of sources to inform a cycle of demonstrated continuous improvement (e.g., student, peer and/or other forms of feedback used to enhance 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);
- **Higher Education Academy Fellowship** and **Griffith Learning and Teaching Academy membership**; and
- **Scholarship in Learning and Teaching** (e.g., evidence of a scholarly approach to learning and teaching through engagement with the literature in relation to the applicant's teaching philosophy and practice; publications in learning and teaching).

### 6.11 Teaching Excellence Awards Assessment Process

The Griffith Learning and Teaching Academy Steering Committee, on receipt of nominations for the Awards, will establish Assessment Panels for each category to consider the applications. Where possible, panels will comprise a mix of academic representatives from all academic Groups, a member of the Griffith Learning and Teaching Academy Steering Committee, the Centre for Learning Futures, a previous award winner, a professional staff member, a student, and, as appropriate, staff with expertise in a specific category. Panel Chairs are responsible for assessing eligibility and compliance of the applications for their Panel.

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; 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.

Panels make recommendations to the Griffith Learning and Teaching Academy Steering 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 medals at the next relevant Graduation Ceremony. Applicants from all categories who are conferred an award or highly commended will receive a certificate at the Vice Chancellor's Teaching Excellence Awards.

Award recipients will be announced by the Senior Deputy Vice Chancellor.

### 6.12 Teaching Excellence Awards Obligations of Award Recipients

Award holders are requested to participate in:

- The relevant Graduation Ceremony to receive the Excellence in Teaching medal;
• The Vice Chancellor’s Teaching Excellence Awards 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 on request;
• The preparation, by invitation only, of an application for the Australian Awards for University Teaching;
• To facilitate the recognition and dissemination of good practice to the University community, winners will be required, in collaboration with staff from Learning Futures, to make a brief (5 minutes) video summarising a key aspect or impact of their practice. Guidelines for structuring the video will be available from Learning Futures; and
• Other promotional activities associated with the Awards on request.

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 University Teacher of the Year and for the Vice Chancellor’s Award for the Griffith University Education Leader of the Year is also to be used to benefit the recipient’s development as a university teacher. Funds must be expended within two years of their allocation.

7. PROGRAMS AND TEAMS THAT ENHANCE LEARNING AWARDS

7.1 Program and Team Awards Overview

Three (3) awards for Programs and Teams that Enhance Learning may be granted across the following six areas:

1. Widening participation, encompassing approaches to learning and teaching, and/or student experience 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 and flexibility in curricula, learning and teaching, 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 services supporting learning, development and growth in higher education, 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. Quality of learning engagement and other learning and teaching experiences within large student groups to sustain and retain students, student enhancement, whole personal development learning and the quality of the first-year student experience.
6. Global citizenship and internationalisation, including valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.

On an annual basis, the Assessment Panel may grant:

• three awards;
• more than three awards where a number of submissions demonstrate outstanding innovation across the institution; 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 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 equally between winners.

7.2 Program and Team Awards Eligibility

Programs and Teams that Enhance Learning Awards are open to all organisational elements of the University (including academic and professional staff, as well as staff and student organisations). Programs and Teams are defined in the Guidelines in Section 3.

7.2.1 Program length

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).

7.2.3 Previous Award Eligibility Requirements

The following stipulations also apply for eligibility:

• Award recipients are not eligible for renomination in the same award category for the same program.

• Award recipients are eligible for renomination in the same award category but for a different program contribution.

• Staff can only apply in one Programs and Teams award category in a given year for the same contribution.

• Staff awarded a commendation are eligible to apply for a GAET Programs and Teams Award in subsequent years for the same contribution.

• Programs and Teams Award Recipients and Applicants for the Australian Awards for University Teaching Awards or Citations are eligible to apply for a GAET Programs and Teams Award for the same contribution.

7.3 Program and Team Awards Nomination Process

Nomination is not required for the Programs and Teams that Enhance Learning Awards, interested staff should submit an intention to submit email to awards-sec@griffith.edu.au, followed by an application (applications are submitted online as per section 7.6).

7.4 Program and Team Awards Assessment Criteria

Award Criteria

Applications for the Programs that Enhance Learning Award should provide a case addressing all of the following four (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.*

7.5 **Program and Team Awards Panel assessment – 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.

7.6 **Program and Team Awards Application Submission**

Applications are to be submitted by no later than: 5pm on **Monday 15 July 2019**.


Applicants must complete an online form and upload their application as two PDF files.

7.7 **Programs and Teams Award Application Requirements**

The application comprises a **coversheet, written statement** and **appendix of evidence** as indicated below. The application is submitted online as two separate PDF files:

**File 1:** Cover sheet, Written statement and two professional reference letters; and

**File 2:** Appendix index, Experience@Griffith Individual Reports (qualitative data removed), program outcome evaluation evidence and curriculum vitae/Academic Portfolio.

**File 1:**

**Cover sheet**

• **Completed** cover sheet using the application form template.

• 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 stream) and the applicant leader’s supervisor. For a service or program, endorsement must be sought from the applicant leader’s Director/Manager (e.g., Director, Registrar, Dean Learning and Teaching) and the applicant leader’s supervisor, as indicated by their signatures on the cover sheet.

**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 5 pages includes a program overview, and excludes the bibliography/reference list.

• 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).

- 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’.

- 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.

References

- Applicants must include two signed and dated reference letters 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 identify the data appended should be prepared as a cover sheet to File 2 (maximum one page).

Experience@Griffith Individual Reports (SEC) and Program outcome evaluation data

- 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., 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 must 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.

Application compliance requirements

- While applicants are not expected to demonstrate strengths across all criteria, applicants must substantively address all of the criteria listed for the relevant award. Applications which do not address all criteria, or address any criterion in a tokenistic way, will not be progressed for evaluation.
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.

Applications which do not comply with all of the above requirements will not be progressed to evaluation.

Potential Sources of Evidence include:

**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), GOS data, 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., DVC(A) 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** 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 PET process focuses on teaching development and improvement, while the PACES process focuses on course development and improvement (contact Learning Futures: learning_futures_admin@griffith.edu.au). The peer enhancement of Studio Teaching process in the QCGU focuses on teaching enhancement in the one-on-one performance teaching context (contact QCGU: qcgu@griffith.edu.au). 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** 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; and
- **Scholarship in Learning and Teaching** (e.g., evidence of a scholarly approach to Program design, development and evaluation in learning and teaching through engagement with the literature in relation to the applicant’s program/teaching philosophy and practice; publications on program outcomes).

### 7.8 Program and Team Awards Assessment Process

The Griffith Learning and Teaching Academy Steering Committee, on receipt of nominations for the Awards, will establish Assessment Panels for each category to consider the applications. Where possible, panels will comprise a mix of academic representatives from all academic Groups, a member of the Griffith Learning and Teaching Academy Steering Committee, the Centre for Learning Futures, a previous award winner, a professional staff member, a student and as appropriate, staff with expertise in a specific category.

Where more than three awards are granted, the amount will be shared between winners.

Panels make recommendations to the Griffith Learning and Teaching Academy Steering 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. Applicants from all categories who are conferred an award or highly commended will receive a certificate at the Vice Chancellor’s Teaching Excellence Awards.

Award recipients will be announced by the Senior Deputy Vice Chancellor.

### 7.9 Program and Team Awards Obligations of Award Recipients

Award holders are requested to participate in:

- The relevant Vice Chancellor’s Teaching Excellence Awards 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, by invitation only, of an application for the Australian Awards for University Teaching;
- To facilitate the recognition and dissemination of good practice to the University community, winners will be required, in collaboration with staff from Learning Futures, to make a brief (5 minutes) video summarising a key aspect or impact of their program. Guidelines for structuring the video will be available from Learning Futures; and
- Other Promotional activities associated with the Awards on request.

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. Funds must be expended within two years of allocation.