

## Griffith Citations and Awards for Excellence in Teaching Guidelines

<b>Approving authority</b>	Learning and Teaching Committee
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<b>TRIM document</b>	2018/9005048
<b>Description</b>	These Guidelines describe the process for recognising and rewarding Griffith's teachers, teaching teams, professional staff and programs for their contributions to student learning through the Group Learning and Teaching Citations, the Excellence in Teaching awards and the awards for Programs that Enhance Learning. This document describes the annual nomination, application and selection processes for citations and awards.

### Related documents

[Group Learning and Teaching Citations Application Form](#)

[Griffith Awards for Excellence in Teaching Application Form](#) (Excellence in Teaching Category)

[Griffith Awards for Excellence in Teaching Application Form](#) (Programs that Enhance Learning Category)

[\[Aim\]](#) [\[The Griffith Awards Scheme\]](#) [\[Definitions\]](#) [\[University Support for Application Preparation\]](#) [\[Group Learning and Teaching Citations\]](#) [\[Excellence in Teaching Awards\]](#) [\[Programs and Teams that Enhance Learning\]](#)

## 1. 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 Group Learning and Teaching Citation (GLTC) and proceeding to a Griffith Award for Excellence in Teaching (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 AWARDS SCHEME

### 2.1 Group Learning and Teaching Citations

Closing date: 7 June 2018  
Number and value: up to 20 citations with a prize value of \$2,000 each  
Announcement date: July 2018

### 2.2 Excellence in Teaching Awards

Nomination closing date: 13 July 2018  
Application closing date: 30 July 2018  
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 7 *Excellence in Teaching Priority Area Awards* across each of seven (7) categories (as described in [section 6.1](#)) with a prize value of \$3,000 each  
Announcement date: late September 2018

### 2.3 Programs and Teams that Enhance Learning Awards

Closing date: 30 July 2018  
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  
Announcement date: late September 2018

### 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).  
Closing date: 30 July 2018 (in line with Group Excellence in Teaching Awards)  
Number and value: one award valued at \$5,000.  
Announcement date: late October 2018

### 2.5 Enquiries

For further information, please refer to the Learning and Teaching website or direct your enquiries to the Grants and Awards Officer, Learning Futures at [awards-sec@griffith.edu.au](mailto:awards-sec@griffith.edu.au) or (07) 5552 7055.

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## 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 members (limited to team members with 10 per cent or higher). If a team is larger than five members, a team name should be given.

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## 4. UNIVERSITY SUPPORT FOR APPLICATION PREPARATION

### **Group Learning and Teaching Citations**

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

### **Griffith Awards for Excellence in Teaching**

The *Griffith Awards for Excellence in Teaching* (GAET) scheme is **managed by the Centre for Learning Futures**. Learning Futures manages processes for identifying applicants, 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 Griffith Awards web page: <https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards> and will be advertised via email to all staff.
- *Resources* A resource bank of exemplar applications is available online via the [Learning Futures Award and Grant Writing 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.

The outcomes of the GAET scheme consistently indicate year-by-year that both **participation in workshops and working with a mentor** are associated with higher levels of success with both Citations (GLTCs) and Awards (GAETs).

## 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 set out in the following table:

GROUP	NO OF CITATIONS	\$ VALUE
Arts, Education and Law	5	\$10,000
Griffith Business School	5	\$10,000
Griffith Health	5	\$10,000
Griffith Sciences	5	\$10,000

**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 [5.3.2](#) below.

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 of learning and teaching contribution** to the initiative, along with other claims for teaching excellence. Claims for excellence in the leadership of learning and teaching could be supported by individual and/or group-level evidence such as student experience data (e.g., SEC/SET, CEQ, UES, Starting@Griffith), student participation or engagement data, student or graduate outcome data (e.g., student performance, capability development, progression, retention, employment), staff survey results or staff feedback or testimonials, staff achievements, external benchmarking of practices or outcomes and reports of evaluations of project impact or influence (e.g., wider adoption). Individual and Teaching Team applications **must demonstrate a minimum of four course offerings across at least two years in the designated field of practice** in order to be eligible to apply. In circumstances where staff are unable to provide evidence to demonstrate a minimum of four course offerings, **applicants should seek advice from the Group Learning and Teaching Committee or delegated Panel Chair to discuss minimum evidence requirements for eligibility to apply before submitting an application.**

### 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 International or the Chancellery 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 **All individual and teaching team applications must demonstrate a minimum of four course offerings across at least two years in the designated field of practice** in order to be eligible to apply for a Group Learning and Teaching Citation. Applications which do not meet this criterion will be removed from the evaluation process.
- 5.2.3 **All Program and Team applications must demonstrate that the Program initiative has been fully operational for a minimum of two (2) years (or four (4) course offerings), and applicants must be able to provide a minimum of two years of consecutive outcome data** demonstrating the sustained success/excellence of their Program initiative in order to be eligible to apply for a Group Learning and Teaching Citation.

The following stipulations also apply:

- Staff awarded a GLTC are eligible and encouraged to apply for a Griffith Award for Excellence in Teaching (GAET) in the same year or successive years for the same contribution.
- Staff awarded a GLTC Highly Commended Certificate are eligible to apply for a GLTC in subsequent years for the same contribution to student learning.
- Staff awarded a GLTC are eligible 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.

**5.3.1 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 5.3.2](#), by demonstrating effectiveness in **only one or two** of the following five criteria.

- **Criterion 1: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn**

*which may include:* fostering student development by stimulating curiosity and independence in learning; participating in effective and empathetic guidance and advice for students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high level communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching; and developing and/or integrating assessment strategies to enhance student learning.

- **Criterion 2: Development of curricula, resources or services that reflect a command of the field**

*which may include:* developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; developing and implementing blended learning strategies; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources.

- **Criterion 3: Approaches to assessment and feedback that foster independent learning**

*which may include:* integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using strategies which encourage students to be responsible for their own learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs; contributing professional expertise to enhance assessment and/or feedback.

- **Criterion 4: Evaluation practices that bring about improvements in teaching and learning**

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education, **which may**

*include: showing advanced skills in evaluation and reflective practice; using a variety of evaluation strategies to bring about change; adapting evaluation methods to different contexts and diverse student needs and learning styles; contributing professional expertise to the field of evaluation in order to improve program design and delivery; and the dissemination and embedding of good practice identified through evaluation.*

- **Criterion 5: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience**

*which may include: participating in and contributing to professional activities related to learning and teaching; innovations in service and support for students; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession; providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and influencing the overall academic, social and cultural experience of higher education.*

### **5.3.2 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 Assessment Process**

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 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;

- **Sustained** - been sustained for a period of no less than two years or four trimesters/teaching periods.

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 Grants and Awards Officer, Learning Futures for an official announcement to the wider University community by the Deputy Vice Chancellor (Academic).

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 Applications

The application comprises:

### Cover Sheet

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

### Written Statement

- A two page written statement using the application form template (references are not included in the two pages). **For applications which focus on courses**, SEC and SET, and/or OUA and/or Griffith Online, data must be included **for all course offerings for which claims of excellence are made**, with a minimum of two years or four trimesters/teaching periods of data overall. The written statement must include **a table of this SEC and SET, and/or OUA and/or Griffith Online data including student numbers and response rates**;
- **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**;
- Applicants may address **only one or two** of the assessment criteria which must be used as a heading/s in the written statement. The statement addressing the assessment criteria should present a succinct, well-argued case referencing appropriate sources of evidence against the relevant criterion/a. Claims for teaching or program excellence must be supported by a range of evidence integrated into the written application;
- Hyperlinks may **not be used** in the application to refer to additional material; and,

### 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 conducted by the applicant over the period of time **for which claims of excellence are made**. This means SET and SEC Experience@Griffith Individual Reports must be appended for all courses which applicants taught into during the period of time for which claims of excellence are being made, whether these relate to claims in the application or not. This gives the Panel a broader picture of applicants' teaching practice. 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).

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.

### **Application format**

Applications must be in at least **11 point Calibri font** with **2cm margins** (9-10 point may be used for tables) and submitted as a single PDF file. The two-page limit for the written statement will be strictly adhered to, with all pages in excess of this removed before being considered for evaluation.

### **Application submission**

Applications for the Citations open in Orientation Week 1 Trimester 1. Applications are to be submitted online at: <https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards> by 5 pm on **Thursday 7 June 2018**. Applicants must complete an online form and upload their application PDF file.

**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, CEQ data, 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/PEQ, ISB data);
- **awards or commendations** (e.g., Academic Provost/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** 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 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**.

### **5.6 Group Citations Timeframes**

<b>2018 Dates</b>	<b>Activity</b>
7 June	Applications submitted by 5.00pm via <a href="https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards">https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards</a>
18 June – 29 June	Group Learning and Teaching Committees or delegated committees to meet and make decisions and advise the Grants and Awards Officer, Learning Futures of outcomes via <a href="mailto:awards-sec@griffith.edu.au">awards-sec@griffith.edu.au</a>
July	Broadcast email announcing recipients sent from Deputy Vice Chancellor (Academic)

### **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 should 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.

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## **6. EXCELLENCE IN TEACHING AWARDS**

### **6.1 Teaching Excellence Awards Overview**

The Excellence in Teaching Awards Category comprises **11 awards** which are available on an annual basis, with four in the Excellence in Teaching Group Awards, and seven in the Excellence in Teaching Priority Area Awards:

- Four **Excellence in Teaching Group Awards** are offered, one for each of the Griffith Academic Groups:
  - Arts, Education and Law
  - Griffith Business School
  - Griffith Health
  - Griffith Sciences
- Seven **Excellence in Teaching Priority Area Awards**:
  - Early Career Award
  - Sessional Academic Staff Award

- Employability in the Curriculum Award
- High Impact Strategies for Progression, Retention and Attainment Award
- Cultural Inclusiveness Award
- Innovation in Technology Enhanced Learning Award
- Leadership of Learning and Teaching Award

For each of the Excellence in Teaching Award areas, the Selection Panel may:

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

Each Award comprises a certificate of recognition, 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, with a grant of \$5,000 and a medal, to the most outstanding recipient of the Excellence in Teaching Award, who is selected from one of the four Group Excellence in Teaching Award recipients.

## 6.2 Teaching Excellence Awards Eligibility

### 6.2.1 Evidence of Sustained Excellence in Teaching

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. In order to be eligible to apply for a GAET academics must be able to provide **evidence of sustained excellence in teaching** as indicated below:

- For **all Awards** (with the exception of the Early Career and Sessional Staff Awards), the requirement is a minimum of 12 (twelve) course offerings (including repeat offerings of the same course/s) taught across a minimum of 3 (three) years.
- For the **Early Career Award**, the requirement is a minimum of 8 (eight) course offerings (including repeat offerings of the same course/s) taught across a minimum of 2 (two) years.
- For the **Sessional Academic Staff Award**, the requirement is teaching a minimum of three course offerings including repeat offerings of the same course/s.

Applications which do not meet this criterion of **sustained excellence** will not be progressed.

### 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 particular Academic Group. Nomination is open to individuals and teaching teams.
- 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 *Employability in the Curriculum Award* is open to all staff (academic and professional) for exemplary integration of best practice employability initiatives in the taught curriculum, and who can demonstrate tangible impact on student outcomes or learning. This category is inclusive of Work Integrated Learning approaches to curriculum, including, but not limited to, situated learning, practicum, clinical education, work placement, cooperative education. Nomination is open to individuals and teaching teams and may include industry/community partners.
- The *High Impact Intervention for Progression, Retention and Attainment Award* is open to all staff (academic and professional) who are working to improve student engagement, success and retention through the application of evidence based strategies with demonstrated positive outcomes for students. Nomination is open to individuals and teaching teams.
- The *Cultural Inclusiveness Award* is open to all staff (academic and professional) contributing to the promotion of cultural inclusivity with cultural and/or linguistically diverse students (e.g., Aboriginal and Torres Strait Islander students, and/or students with English as an additional language including International, refugee or migrant students), and/or contributing to the development of pedagogy in this area. Nomination is open to individuals and teaching teams.
- The *Innovation in Technology Enhanced Learning Award* is open to all staff who design, facilitate or support technology enhanced learning and recognises a staff member or team's design, development and implementation of innovative learning and teaching environments, resources or applications that enhance and enrich learning and teaching or the student experience. This award is also inclusive of staff who use innovative online delivery modes or include significant online learning activities to enhance learning as part of their core teaching practice. Nomination is open to both professional and academic staff, and individuals and teaching teams.
- The *Leadership of Learning and Teaching Award* is open to all staff who teach or support learning and recognises a staff members' positive and sustained influence on learning and teaching or the student experience. Nominees for this award will not necessarily be in managerial or supervisory roles and can be any staff member (academic and professional) or teams who can demonstrate that they have played an important role in leading innovations or developments that advance learning and teaching. Nomination is open to individuals and teaching teams.

### 6.2.3 Previous Award Eligibility Requirements

The following stipulations for eligibility also apply:

- 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, however, 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.
- Staff awarded a GAET are eligible to apply for a Group Learning and Teaching Citation (GLTC) in subsequent years for the same contribution to student learning, provided they have not won a Citation already for the contribution.
- Staff awarded a GAET are eligible to apply for a GLTC in subsequent years for different contributions to student learning.

- 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 Student Experience of Teaching (SET). Teachers receiving Deputy Vice Chancellor (Academic)/Academic Provost 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

- Staff may self-nominate via the online nomination process: <https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards>.
- Academic Supervisors or Peers may also nominate their colleagues via the same online nomination process.

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.

Nominations are not required for the Awards for Programs and Teams that Enhance Learning category.

### 6.4 Teaching Excellence Awards Assessment Criteria

#### 6.4.1 General Information for all Awards

There are four different sets of criteria for specified Excellence in Teaching Awards. Applicants are required to address the specified criteria for their selected award. While applicants are expected to clearly and fully address all designated criteria it is not, however, required that they demonstrate excellence in every criterion in order to be granted an award. However, Applications which do not address all criteria, or address any criterion in a minimal or tokenistic way will be eliminated from the evaluation process. **All designated criteria for an Award category must be used as separate headings in the application.** Failure to do so will also result in elimination from the evaluation process.

The designated criteria are outlined in the following order:

- Criteria for Excellence in Teaching Group Awards

- Criteria for 4 of the 7 Excellence in Teaching Priority Awards
  - Early Career Award
  - Employability in the Curriculum Award
  - Cultural Inclusiveness Award
  - High Impact Intervention for Progression, Retention and Attainment Award
- Criteria for Sessional Academic Staff Award
- Criteria for Leadership of Learning and Teaching Award
- Criteria for Innovation in Technology Enhanced Learning Award

#### **6.4.2 Criteria for Excellence in Teaching Group Awards only**

These 4 *Excellence in Teaching Group Award* areas identified below are open to academic staff, as specified in [section 6.2](#) Teaching Excellence Awards Eligibility above.

**Award-specific information:** The following 5 assessment criteria are the only criteria to be used for the following four (4) Excellence in Teaching Group awards. **All criteria must be used as separate headings in the application, and all must be fully addressed for the application to proceed to the evaluation stage.**

- Excellence in Teaching Group Awards for the four Academic Groups:
  - Arts, Education and Law
  - Griffith Business School
  - Griffith Health
  - Griffith Sciences

**Award Criteria:** Nominees should provide a case using all of the following 5 criteria:

- **Criterion 1: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.**

*This may include:*

- fostering student development by stimulating curiosity and independence in learning;
- participating in effective and empathic guidance and advice for students;
- assisting students from equity and other demographic subgroups to participate and achieve success in their courses;
- encouraging student engagement through the enthusiasm shown for learning and teaching;
- inspiring and motivating students through effective communication, presentation and interpersonal skills;
- enabling others to enhance their approaches to learning and teaching; and
- developing and/or integrating assessment strategies to enhance student learning.

- **Criterion 2: Development of curricula, resources and services that reflect a command of the field.**

*This may include:*

- developing and presenting coherent and imaginative resources for student learning;
- implementing research-led approaches to learning and teaching;
- demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning;
- communicating clear objectives and expectations for student learning;
- providing support to those involved in the development of curricula and resources; and
- contributing professional expertise to enhance curriculum or resources.

- **Criterion 3: Approaches to assessment and feedback that foster independent learning.**

*This may include:*

- integrating assessment strategies with the specific aims and objectives for student learning;
  - providing timely, worthwhile feedback to students on their learning;
  - using strategies which encourage students to be responsible for their own learning;
  - using a variety of assessment and feedback strategies;
  - implementing both formative and summative assessment;
  - adapting assessment methods to different contexts and diverse student needs; and
  - contributing professional expertise to enhance assessment and/or feedback.
- **Criterion 4: Evaluation practices that bring about improvements in teaching and learning.**

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education.

*This may include:*

- showing advanced skills in evaluation and reflective practice;
  - using a variety of evaluation strategies to bring about change;
  - adapting evaluation methods to different contexts and diverse student needs and learning styles;
  - contributing professional expertise to the field of evaluation in order to improve program design and delivery; and
  - the dissemination and embedding of good practice identified through evaluation.
- **Criterion 5: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.**

*This may include:*

- participating in and contributing to professional activities related to learning and teaching;
- innovations in service and support for students;
- coordination, management and leadership of courses and student learning;
- conducting and publishing research related to teaching;
- demonstrating leadership through activities that have broad influence on the profession;
- providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and
- influencing the overall academic, social and cultural experience of higher education.

**Application Preparation:** Refer to [Section 6.5 Teaching Excellence Application Submission Requirements for all Award Areas](#) to ensure meeting the requirements to progress your application.

### 6.4.3 Criteria for Excellence in Teaching Priority Area Awards only

The four (4) **Excellence in Teaching Priority Award** categories identified below are open to academic, sessional and professional staff, as specified in [section 6.2 Teaching Excellence Awards Eligibility](#) above.

**Award-specific information:** The following 5 assessment criteria are the only criteria to be used for the following four (4) Excellence in Teaching Priority awards. **All criteria must be used as separate headings in the application, and all must be fully addressed for the application to proceed to the evaluation stage.**

- Excellence in Teaching Priority Awards:
  - Early Career Award
  - Employability in the Curriculum Award
  - Cultural Inclusiveness Award
  - High Impact Intervention for Progression, Retention and Attainment Award

**Award Criteria:** Nominees should provide a case using all of the following 5 criteria:

- **Criterion 1: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.**

*This may include:*

- fostering student development by stimulating curiosity and independence in learning;
- participating in effective and empathic guidance and advice for students;
- assisting students from equity and other demographic subgroups to participate and achieve success in their courses;
- encouraging student engagement through the enthusiasm shown for learning and teaching;
- inspiring and motivating students through effective communication, presentation and interpersonal skills;
- enabling others to enhance their approaches to learning and teaching; and
- developing and/or integrating assessment strategies to enhance student learning.

- **Criterion 2: Development of curricula, resources and services that reflect a command of the field.**

*This may include:*

- developing and presenting coherent and imaginative resources for student learning;
- implementing research-led approaches to learning and teaching;
- demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning;
- communicating clear objectives and expectations for student learning;
- providing support to those involved in the development of curricula and resources; and
- contributing professional expertise to enhance curriculum or resources.

- **Criterion 3: Approaches to assessment and feedback that foster independent learning.**

*This may include:*

- integrating assessment strategies with the specific aims and objectives for student learning;
- providing timely, worthwhile feedback to students on their learning;
- using strategies which encourage students to be responsible for their own learning;
- using a variety of assessment and feedback strategies;
- implementing both formative and summative assessment;
- adapting assessment methods to different contexts and diverse student needs; and
- contributing professional expertise to enhance assessment and/or feedback.

- **Criterion 4: Evaluation practices that bring about improvements in teaching and learning.**

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education.

*This may include:*

- showing advanced skills in evaluation and reflective practice;
- using a variety of evaluation strategies to bring about change;
- adapting evaluation methods to different contexts and diverse student needs and learning styles;
- contributing professional expertise to the field of evaluation in order to improve program design and delivery; and
- the dissemination and embedding of good practice identified through evaluation.

- **Criterion 5: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience**

*This may include:*

- participating in and contributing to professional activities related to learning and teaching;
- innovations in service and support for students;
- coordination, management and leadership of courses and student learning;
- conducting and publishing research related to teaching;

- demonstrating leadership through activities that have broad influence on the profession;
- providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and
- influencing the overall academic, social and cultural experience of higher education.

**Application Preparation:** Refer to [Section 6.5 Teaching Excellence Application Submission Requirements for all Award Areas](#) to ensure meeting the requirements to progress your application.

#### **6.4.4 Criteria for Sessional Academic Staff Award only**

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 a minimum of three course offerings (which may involve repeat teaching of the same course/s), and are actively teaching at the time of the application submission are eligible to apply for this award, as specified in [section 6.2 Teaching Excellence Awards Eligibility](#) above.

**Award-specific information:** The following 5 assessment criteria are the only criteria to be used for this award. Applicants for the Sessional Academic Staff Award are required to address criteria one, three and four only, but may also choose to address criteria two and five. **All selected criteria (1, 3 & 4 mandatory, with 2 & 5 optional) must be used as separate headings in the application**, and all must be fully addressed for the application to proceed to the evaluation stage.

**Award Criteria:** Nominees should provide a case using a minimum of three of the following 5 criteria as specified above:

- **Criterion 1: Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.**

*This may include:*

- fostering student development by stimulating curiosity and independence in learning;
- participating in effective and empathic guidance and advice for students;
- assisting students from equity and other demographic subgroups to participate and achieve success in their courses;
- encouraging student engagement through the enthusiasm shown for learning and teaching;
- inspiring and motivating students through effective communication, presentation and interpersonal skills;
- enabling others to enhance their approaches to learning and teaching; and
- developing and/or integrating assessment strategies to enhance student learning.

- **Criterion 2: Development of curricula, resources and services that reflect a command of the field (not required for the Sessional Academic Staff Award)**

*This may include:*

- developing and presenting coherent and imaginative resources for student learning;
- implementing research-led approaches to learning and teaching;
- demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning;
- communicating clear objectives and expectations for student learning;
- providing support to those involved in the development of curricula and resources; and
- contributing professional expertise to enhance curriculum or resources.

- **Criterion 3: Approaches to assessment and feedback that foster independent learning.**

*This may include:*

- integrating assessment strategies with the specific aims and objectives for student learning;
- providing timely, worthwhile feedback to students on their learning;
- using strategies which encourage students to be responsible for their own learning;
- using a variety of assessment and feedback strategies;

- implementing both formative and summative assessment;
- adapting assessment methods to different contexts and diverse student needs; and
- contributing professional expertise to enhance assessment and/or feedback.

▪ **Criterion 4: Evaluation practices that bring about improvements in teaching and learning.**

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. *This may include:*

- showing advanced skills in evaluation and reflective practice;
- using a variety of evaluation strategies to bring about change;
- adapting evaluation methods to different contexts and diverse student needs and learning styles;
- contributing professional expertise to the field of evaluation in order to improve program design and delivery; and
- the dissemination and embedding of good practice identified through evaluation.

▪ **Criterion 5: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience (not required for the Sessional Academic Staff Award)**

*This may include:*

- participating in and contributing to professional activities related to learning and teaching;
- innovations in service and support for students;
- coordination, management and leadership of courses and student learning;
- conducting and publishing research related to teaching;
- demonstrating leadership through activities that have broad influence on the profession;
- providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort; and
- influencing the overall academic, social and cultural experience of higher education.

**Application Preparation:** Refer to [Section 6.5 Teaching Excellence Application Submission Requirements for all Award Areas](#) to ensure meeting the requirements to progress your application.

#### **6.4.5 Criteria for Applications for Leadership of Learning and Teaching Award only**

The **Leadership of Learning and Teaching Award** is award is open to individuals and teams of academic and professional staff involved in the leadership of learning and teaching. Leadership of learning and teaching may be demonstrated at one or more levels: at the degree program, School, Group or University level, or within a student support service, as specified in [section 6.2 Teaching Excellence Awards Eligibility](#) above.

The following 7 assessment criteria are the only criteria to be used for the Leadership of Learning and Teaching Award. **All criteria must be used as separate headings in the application**, and all must be fully addressed for the application to proceed to the evaluation stage.

#### **Award-specific information:**

Leadership of learning and teaching may be demonstrated in a range of different ways and roles: supporting the development and/or collaboration of colleagues; championing and implementing strategies leading to educational change or improvement; building a culture that fosters and recognises excellence and innovation in teaching; leading processes (e.g., reviews, policy and procedure development) that enhance the quality of academic programs; driving change in strategic priority areas; leading the first-year experience or other strategies across the student lifecycle; coordinating large or complex teaching environments; leading the effective development, design and delivery of degree programs; establishing and/or facilitating partnerships and networks to support innovation; influencing the wider sector through scholarly or professional contributions or leadership of any activity that advances learning and teaching in the University.

Claims for leadership excellence can be supported by individual and/or group-level evidence such as student experience data (e.g., SEC/SET, CEQ, UES, Starting@Griffith), student

participation or engagement data, student or graduate outcome data (e.g., student performance, capability development, progression, retention, employment), staff survey results or staff feedback or testimonials, staff achievements, external benchmarking of practices or outcomes and reports of evaluations of project impact or influence (e.g., wider adoption).

**Award Criteria:** Nominees will need to provide a case using the all of the following 7 criteria:

- **Criterion 1: Approach to educational leadership and innovation within identified primary role(s);**
- **Criterion 2: Learning and teaching needs, goals, and/or agendas advanced through leadership and a supporting rationale for the relationship to educational success or quality;**
- **Criterion 3: The educational context for the exercise of leadership and the types of challenges managed in working towards goals;**
- **Criterion 4: The approaches and strategies used to achieve the goals and to enhance learning and teaching and the supporting rationale for the relationship to educational success or quality;**
- **Criterion 5: Strategies for evaluation and critical reflection;**
- **Criterion 6: Sustained outcomes and impact achieved and the supporting evidence;**
- **Criterion 7: Identification of the role/s and level/s of contributions of applicant/s.**

**Application Preparation:** Refer to [Section 6.5 Teaching Excellence Application Submission Requirements for all Award Areas](#) to ensure meeting the requirements to progress your application.

#### **6.4.6 Criteria for the Innovation in Technology Enhanced Learning Award only**

The *Innovation in Technology Enhanced Learning Award* is open to all staff who design, facilitate or support technology enhanced learning, and recognises staff teaching in modes such as online, as well as a staff member or team's design, development and implementation of innovative learning and teaching environments, and resources or applications that enhance and enrich learning and teaching or the student experience, as specified in [section 6.2 Teaching Excellence Awards Eligibility](#) above. *Innovation* refers to technology enhanced learning and teaching design and practices that represent novel or cutting edge solutions for the higher education sector, and/or the University, and/or the discipline. This award is open to both professional and academic staff.

The following are the only assessment criteria to be used for the Innovation in Technology Enhanced Learning Design Award. **All criteria must be used as separate headings in the application**, and all must be fully addressed for the application to proceed to the evaluation stage.

#### **Award-specific information:**

The implementation of effective technology enhanced learning design may be demonstrated in a number of different ways: innovatively implementing learning technologies to meet pedagogical goals; purposefully integrating/aligning technology into courses to facilitate student engagement and learning; or developing, implementing and evaluating technology enhanced learning environments, and/or assessment practices (e.g., specific innovative applications, cutting-edge approaches) that creatively advance student learning and success.

Claims for excellence can be supported by evidence such as student experience data (e.g., SEC/SET, CEQ, UES, OUA evaluations, Starting@Griffith), student participation or engagement data, student or graduate outcome data (e.g., student performance, capability development, progression, retention, employment), learning analytics, external benchmarking of practices or outcomes, reports of evaluations of impact or influence (e.g., wider adoption), or external recognition (e.g., awards, testimonials). The type of evidence will necessarily depend on the type of 'learning design' that was implemented. Applications for teaching in on-line delivery mode are required to include student experience data (e.g., SEC/SET, OUA evaluations) for all courses for which claims of excellence are made.

**Award Criteria:** Nominees will need to provide a case using the all of the following 7 criteria:

- **Criterion 1: General approach and framework for technology enhanced learning**
- **Criterion 2: Learning and teaching goals and supporting rationale for innovations implemented**
- **Criterion 3: Educational context for design and implementation and the challenges managed in working towards goals**
- **Criterion 4: Key elements of the implemented learning design**
- **Criterion 5: Strategies for evaluation of learning design, the implementation process and outcomes**
- **Criterion 6: Evidence of sustained outputs, outcomes and impact achieved**
- **Criterion 7: Role/s and level/s of contributions of applicant/s.**

**Additional Evidence:** Applicants in this award category only are invited to provide an additional, more direct evidence base of their innovative designs and practices in the form of a 5 minute (maximum) desk top capture which demonstrates the innovations/learning designs for which claims of excellence are made.

**Application Preparation:** Refer to Section 6.5 **Teaching Excellence Application Submission Requirements for all Award Areas** to ensure meeting the requirements to progress your application.

## 6.5 Teaching Excellence Application Submission Requirements for all Award Areas

### 6.5.1 Application Structure and Format

Applications are required to be submitted in PDF form only to the Grants and Awards Officer, Learning Futures by 5pm on Monday of Week 4, Trimester 2 (**30 July 2017**). Applicants must complete an online form and upload their application online at <https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards> 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), curriculum vitae/Academic Portfolio and OUA/Griffith Online evaluations.

The application comprises a **cover sheet, written statement** and **appendix of evidence** as indicated below, with details of each component specified in [section 6.5.2](#) below.

#### Cover sheet

- completed cover sheet using the application form template.

#### Written statement

- a brief **practice overview** (1 page);
- a maximum **response of 5 pages** (including the practice overview, but excluding bibliography/reference list) **addressing all designated award-specific assessment criteria**. The exception to this is the Sessional Staff Award which requires a minimum response of 3 pages (excluding bibliography/references).

#### Appendix of Evidence

- **Appendix Index** An Appendix Index to identify the data appended, as specified in [section 6.5.2.2](#) below.
- **Data** Copies of both **SET and SEC Experience@Griffith Individual Report** and/or **OUA/Griffith Online** quantitative data pages for all course offerings within the nominated time span in which claims of excellence are made (mandatory for Group Excellence in Teaching, Early Career, Employability in the Curriculum, Sessional Academic Staff, and High Impact Intervention for Progression, Retention Attainment Awards, but only for the Cultural Inclusiveness, Leadership of Learning and Teaching, and Innovation in Technology Enhanced Learning Awards if the application refers to courses taught, presented as an appendix), as specified in [section 6.5.2.2](#) below;

- **Curriculum Vitae** A curriculum vitae (maximum 3 pages) for professional or session staff/Academic Portfolio (no page limit) for academic staff, as specified in [section 6.5.2.2](#) below;
- **References** Two only current **professional references** (letters of reference) in support of the applicant's work, as specified in [section 6.5.2.2](#) below; and,

## 6.5.2 Detailed Requirements for the Written Statement and Appendix of Evidence for all Award categories

### 6.5.2.1 Written Statement

The written statement including the practice overview and responses to the assessment criteria must be prepared in type of at least 11 point Calibri font with 2cm margins. Smaller font sizes (9-10 point) may be used for Tables. The appendices, curriculum vitae, bibliography/reference list, and professional references are in addition to the five pages. These five pages do not include the application form template first page which is to be included as a cover page. The page limit is non-negotiable, with all pages in excess of this removed before being considered by Selection Panels. Applications must be written in the first person.

#### ○ Practice overview

This one page overview section of the application is an opportunity for an applicant to 'set the scene' by providing the panel with a broad **contextual statement about your learning and teaching practice**. You may do this by summarising the features that are most salient to an understanding of your practice (*e.g., the nature and challenges of your discipline, the length/ nature of your teaching career, the number and range of courses you have convened and/or taught, the size of classes, the delivery modes, the educational philosophy which informs your learning and teaching practice, and your roles in learning and teaching [e.g. Course Convenor, Discipline Leader, Program Director, First Year Coordinator, Deputy Head Learning and Teaching etc.]*).

The overview requires a statement of the **pedagogical approach that informs your teaching practice linked to the learning and teaching literature** (*i.e. your beliefs, philosophy, intentions and reasons that underpin your teaching approach; this is an account of why you do what you do, or you might think of it as the purposes or goals underpinning your teaching practice and actions i.e. what you hope to achieve*). It is expected that applicants will demonstrate an applied scholarly approach to their learning and teaching practice with relevant referencing to the theoretical and empirical literature.

This overview section also allows you to present a **brief 'summary of key claims'**. This can be done by highlighting your strongest claims for effectiveness or excellence or focusing attention on your major achievements in your learning and teaching career to date, including reference to the impact of your approach has (*i.e. describe how your approach impacts on students, their experiences of your teaching or curriculum designs, and your student's learning*).

#### ○ Assessment Criteria

Applicants are required to use the designated criteria for their particular award. The statement addressing the assessment criteria should present a succinct, well-argued case for excellence against those criteria, and be supported by a wide range and sources of evidence which are integrated into the written application. **Assessment criteria must be used as separate headings in the application**. 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 fully address all criteria will be excluded from the selection process. While student quotes are valuable sources of evidence, they should be strategically limited for illustrative purposes only, and should not be used as the exclusive data source against a particular criterion.

#### ○ Evidence

As outlined in [section 6.2](#) Teaching Excellence Awards Eligibility above, in order to be eligible to apply for a GAET, applicants must be able to provide the minimum evidence of sustained excellence in teaching. SEC and SET data must be included for all course offerings for which claims of excellence are made, with a minimum of 12 course offerings

across a minimum of three years (a minimum of 8 course offerings across a minimum of two years for the Early Career Award, and teaching a minimum of three course offerings for the Sessional Academic Staff award).

Hyperlinks may not be used in the application to refer to additional material.

For applications which focus on particular courses, **the written statement must include a Table of SEC and SET, and/or OUA and/or Griffith Online data for all courses taught by the applicant/s across the length of the time for which claims of excellence are made.** The table must have separate SEC and SET columns, and include student numbers and response rates for each (9pt font size is acceptable).

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

- **Potential Sources of Evidence**

The following sources of evidence apply potentially to all Award categories, and should not be considered to be exhaustive. Examples 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), 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** This data source 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: 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). 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** 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., 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**

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

#### **6.5.2.2 Appendix of Evidence for all Award categories**

- **SEC and SET Appendices**

**For *Group Excellence in Teaching, Early Career, Sessional Academic Staff, Employability in the Curriculum, Innovation in Technology Enhanced Learning, and High Impact Intervention for Progression, Retention and Attainment Award areas only:***

- **Appendix Index** An Index identifying the data appended should be prepared as a (maximum one page) cover sheet to the Appendix of Evidence.
- **SEC and SET Data** In addition to providing a table of SEC and SET data (mandatory for applications relying on courses as outlined in [section 6.5.2.1](#) in 'Evidence' above) in the body of the application, applicants for these awards must append evidence of independent practice evaluations in the form of copies of Experience@Griffith Individual Report quantitative data pages for all courses conducted by the applicant/s, including both SET evaluation data for all applicants, and SEC evaluation data where the applicant is the convenor or principal teacher of a course(s). **SEC and SET data from all offerings of courses within the nominated time span in which claims of excellence are made must be attached.** This means SET and SEC Experience@Griffith Individual Reports must be appended for all courses which applicants taught into during the period of time for which claims of excellence are being made, whether these relate to claims in the application or not. This gives the Panel a broader picture of applicants' teaching practice. In addition to including copies in appendices for verification, this data should be incorporated into the written statement in a variety of ways to support claims. Only Experience@Griffith Individual Report format will be accepted, with qualitative data (student comments) pages to be removed. Examples of student comments should be included in the written statement rather than in the Appendix. Course materials may not be included as Appendices. **Appendices which do not meet these guidelines will be removed. Furthermore, evidence contained in Appendices will not be considered unless it is integrated into the body of the application.**
- **Evaluations from Open Universities Australia** 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 Student Experience of Teaching (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.

***Cultural Inclusiveness Award area only:***

- While applicants for this award are not required to submit either their SET or SEC evaluation data, a range of evidence will still need to be integrated into the written application to support claims of both reflective practice and excellence. Where applicants in this category do refer to courses they are teaching, SET and or SEC data must be included in their application (including a summary Table with response rates and student numbers), with data provided for all offerings of a course across the time period for which claims of excellence are made, attached in the Appendices.

***Innovation in Technology Enhanced Learning Award area only:***

- Applicants for this award only may submit a 5 minute (maximum) desk top capture recording which demonstrates the innovations/learning designs for which claims of excellence are made. The file should be submitted via a web link and inserted into the **Appendix Index**.

- **Curriculum Vitae**

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

- **References**

Applicants must include two signed and dated professional references only (maximum of 1 page in length) 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 also suggested that applicants provide their referees with a copy of their application. Copies of both current references must be attached to the final application, or the application will not be progressed for evaluation.

- **Assistance**

For advice on compiling your application, please contact the Grants and Awards Officer, Learning Futures on extension 27055 or via email at [awards-sec@griffith.edu.au](mailto:awards-sec@griffith.edu.au).

Applications which do not comply with the requirements detailed in [section 6.5](#) will not be progressed for evaluation.

## **6.6 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 general 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.

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;
- **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 for a minimum of 12 course offerings taught across a minimum of 3 years (minimum of 8 course offerings taught across a minimum of two years for the Early Career award, and teaching a minimum of three course offerings for the Sessional Academic Staff award); and,
- **Recognition** evidence of recognition gained from fellow staff, the institution, the broader professional community, and/or the higher education sector.

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 Deputy Vice Chancellor (Academic).

## 6.7 Teaching Excellence Awards Timeframes

2018 Dates	Activity
19 February	Griffith Awards for Excellence in Teaching Scheme and nominations open
13 July	Excellence in Teaching nominations close
30 July	Applications due by 5.00pm submitted online at <a href="https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards">https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards</a>
13 – 24 August	Award selection panels held
Week beginning 24 September	Award applicants advised of outcomes Broadcast email announcing recipients sent from Deputy Vice Chancellor (Academic)
22 - 26 October	Celebrating Teaching Week and Vice Chancellor's Teaching Excellence Awards
December	Teaching Excellence Award medals presented to recipients at graduation ceremonies

## 6.8 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 Teacher of the Year is also to be used to benefit the recipient's development as a university teacher.

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## 7. PROGRAMS AND TEAMS THAT ENHANCE LEARNING CATEGORY

### 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:

- *Widening participation*, encompassing approaches to learning and teaching, and/or student experience which enhance student access, widen participation, and support progression.
- *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.
- *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.
- *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.
- *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.
- *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, professional and general staff, as well as staff and student organisations).

#### 7.2.1 Program Eligibility

**Program definition** 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).

### 7.2.2 Evidence of Sustained Program Excellence

**Program minimum 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)**, and applicants must be able to provide a **minimum of three years of consecutive outcome data** demonstrating the sustained success/excellence of their Program initiative.

Applications which do not meet this criterion of **sustained excellence** will not be progressed in the evaluation process.

### 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.
- Staff awarded a GAET Programs and Teams Award are eligible to apply for a GLTC in subsequent years for the same contribution to student learning.
- Staff awarded a GAET Programs and Teams Award are eligible to apply for a GLTC or GAET in subsequent years for different program contributions to student learning.
- 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

No nomination process is required for the Programs and Teams that Enhance Learning Awards, with interested staff simply submitting an intention to submit form, followed by their application.

## 7.4 Program and Team Awards Assessment Criteria

### Award Criteria

All applications for the Programs that Enhance Learning Award will be assessed on evidence provided in relation to the following **four (4) criteria**. **All criteria must be used as separate headings in the application, and all must be fully addressed for the application to proceed to evaluation.**

- **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.*

The four assessment criteria will be given equal consideration by the Selection Panel. In assessing nominations against the four assessment criteria, the Selection Panel will take into account:

- **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 Preparation:** Refer to Section 7.5 below, **Programs and Teams Award Submission Requirements for all Applications**, to ensure meeting the requirements to progress your application.

## 7.5 Programs and Teams Award Submission Requirements for all Applications

### 7.5.1 Application Submission Process

Applications are required to be submitted in PDF form only to the Grants and Awards Officer, Learning Futures by 5pm on Monday of Week 4, Trimester 2 (**30 July 2018**). Applicants must complete an online form and upload their application online at <https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards> 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), curriculum vitae/Academic Portfolio and program outcome evaluation evidence.

Applications which do not include the required sources of information will not be progressed to the evaluation process.

### 7.5.2 Application Structure and Format

The application comprises a written statement consisting of a brief overview and responses to the four assessment criteria. The overview should provide the aims, institutional context and an integrated summary of claims relating to the assessment criteria. The statement addressing the assessment/selection criteria should present a succinct, well-argued case for excellence against those criteria, and be supported by views of students, clients and/or the community about the service.

The application comprises a **coversheet, written statement and appendix of evidence** consisting of:

- **Cover sheet**
  - Completed cover sheet using the application form template
- **Written Statement**
  - a brief practice overview (1 page);
  - a **maximum response of 5 pages** (including the practice overview, but excluding bibliography/reference list) **addressing all designated award-specific assessment criteria.**

- **Appendix of Evidence**

- **Appendix Index** An Appendix Index to identify the data appended, as specified in [section 7.5.3.2](#) below.
- **Data** For a **degree program or academic stream/major**: a summary of Experience@Griffith data (SEC) for all courses comprising the degree program/major/stream for which claims of excellence are made for a minimum of three years (six trimesters/teaching periods), and 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. For a **service program**: a summary of relevant program experience and outcome evaluation evidence must be attached (see sections 7.5.3.1 and [7.5.3.2](#) below).
- **Curriculum Vitae** A curriculum vitae (maximum 3 pages) for professional or session staff/Academic Portfolio (no page limit) for academic staff, as specified in section [7.5.3.2](#) below;
- **References** Two only current professional references (letters of reference) in support of the applicant's work, as specified in section [7.5.3.2](#) below; and,

### 7.5.3 Detailed Requirements for the Written Statement and Appendix of Evidence for all Program and Team Awards

#### 7.5.3.1 Written Statement

The practice overview and responses to the assessment criteria should not exceed a maximum length of five pages (A4) in total and should be prepared in type of at least 11 point Calibri font with 2cm margins. Smaller font sizes (9-10 point) may be used for tables. Applications in excess of five pages will not be progressed for evaluation. The appendices, curriculum vitae, bibliography/reference list and 2 references are in addition to the five pages. These five pages do not include the application form cover sheet. The page limit is strict, with all pages in excess of this removed before being considered by Selection Panels. Applications must be written in the first person.

- **Practice overview**

The one page overview section of the application is an opportunity for you to 'set the scene' by providing the panel with a broad **contextual statement about the aims and origin of your Program**. You may do this by summarising the features that are most salient to an understanding of your program and its development (e.g., *the nature and challenges of your program, the length of time your program has been in operation, the number of students/people serviced by your program which may include, in the case of a degree program/disciplinary stream/major of study, a description of the number and range of courses, the size of classes, the delivery modes, the educational philosophy which informs the program, and the roles of program members*).

The overview requires a statement of the **pedagogical approach to the program design** linked to the relevant learning and teaching literature (i.e. *the underlying philosophy, intentions and reasons that underpin your program approach; this is an account of why you do what you do, or you might think of it as the purposes or goals underpinning your program design and implementation i.e. what you hope the program will achieve*).

This overview section also allows you to present a **brief 'summary of key claims'**. This can be done by highlighting your strongest claims for the effectiveness or excellence of your program by focusing attention on your major program achievements to date, including reference to the impact of your approach (i.e. *describe how your approach impacts on your target group and their learning*).

- **Assessment Criteria**

The statement addressing the assessment criteria should present a succinct, well-argued case for excellence against those criteria, and be supported by a wide range and sources of evidence which are integrated into the written application (see below for examples of data sources). Assessment criteria (as specified in [section 7.4](#)) must be used as separate headings in the application. 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 fully address all criteria will be excluded from the evaluation process. While student quotes are valuable sources of evidence, they need to be strategically used, and limited for illustrative purposes only, and should not be used as the exclusive data source against a particular criterion.

#### ▪ Evidence

As outlined in [section 7.2 Programs and Teams Award Eligibility](#) above, in order to be eligible to apply for a GAET, applicants must be able to provide the **minimum evidence of sustained success/excellence of the Program**. Evidence contained in Appendices will not be considered unless it is integrated into the body of the application. Hyperlinks may not be used in the application to refer to additional material.

#### **Degree Program or Academic Disciplinary Stream/major**

A summary of Experience@Griffith data (SEC) must be included for all courses comprising the degree program/major/stream for a minimum of three years (six trimesters/teaching periods), 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 an application which relies on courses for claims of excellence (e.g., degree program/major/ disciplinary stream etc), **the written statement must include a Table of SEC data for the length of time for which claims of sustained success/excellence are made.** The table must include **student numbers and response rates for each course** (9pt font size is acceptable).

#### **Service Program**

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).

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

#### ▪ Potential Sources of Evidence

The following sources of evidence are potentially relevant to all Program and Team Award applications. The specific nature of the Program will determine the types of evidence to be used. Examples 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), 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
  - **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.

### **7.5.3.2 Appendix of Evidence for All Program and Team Awards**

#### ▪ **Data Appendices**

An **Appendix Index** identifying the data appended should be prepared as a one page (maximum) cover sheet to the Appendix of Evidence.

**Program outcome evaluation evidence** should be attached for both degree and service programs.

**Degree program or academic disciplinary stream/major:** In addition to providing a table of SEC data (as outlined in [7.5.3.1](#) above) in the body of the application, applicants relying on courses for claims of sustained success/excellence (e.g., degree programs/majors/disciplinary streams etc.) must append evidence of independent practice evaluations in the form of copies of Experience@Griffith Individual Report quantitative pages for all courses conducted by the

applicant/s/team. **SEC results for all course offerings across the time period for which claims of excellence are made** must be attached, and any other program outcome evaluation data (e.g., CEQ/PEQ) must be included in the Appendix, with a minimum requirement of three years (six trimesters/teaching periods) of SEC data. In addition to including copies in appendices for verification, this data should be incorporated into the text of the application in a variety of ways to support claims. Only Experience@Griffith Individual Report format will be accepted, with qualitative data (student comments) pages to be removed. Examples of student comments should be included in the text of the application rather than in the Appendix. Course materials may not be included as Appendices. Evidence contained in Appendices will not be considered unless it is integrated into the body of the application.

For an application which relies on courses for claims of excellence (e.g., degree program/major/ disciplinary stream etc) a **table of SEC data** for the length of time courses have been conducted including student numbers and response rates, with a minimum of three years/six trimesters/teaching periods of data must be presented in the written statement. Failure to include a table will result in the exclusion of the application from the evaluation process.

**Appendices which do not meet these guidelines will be removed. Furthermore, evidence contained in Appendices will not be considered unless it is integrated into the body of the application.**

- **Curriculum Vitae/Academic Portfolio**

A Curriculum Vitae/Academic Portfolio must be submitted for the Program or Team Leader/s. This will include a Curriculum Vitae for professional and sessional staff, and an Academic Portfolio for academic staff. The curriculum vitae should not exceed three A4 pages in Calibri 11 point font. Teams must submit one additional page only for each team member. There is no limit on the length of Academic Portfolios for the Team Leader/s. Applicants should append to their written statement a copy of their current Curriculum Vitae or Academic Portfolio.

- **References**

Applicants must include two signed and dated reference letters only which must be current for the trimester 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 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). Applicants will need to provide their referees with a copy of their application. Copies of both references must be attached to the final application. Applications without two current references as proscribed above will not be progressed for evaluation.

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

- **Assistance**

For advice on compiling your application, please contact the Grants and Awards Officer, Learning Futures on extension 27055 or via email at [awards-sec@griffith.edu.au](mailto:awards-sec@griffith.edu.au).

## **7.6 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 general staff member, a student and as appropriate, staff with expertise in a specific category.

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

All applicants for the Programs and Teams the Enhance Learning 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;
- **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;
- **Sustained effectiveness** evidence of sustained effectiveness over time for a minimum of 3 years of sustained effectiveness; and,
- **Recognition** gained recognition from fellow staff, the institution, the broader professional community, and/or the higher education sector.

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 Deputy Vice Chancellor (Academic).

### 7.7 Program and Team Awards Timeframe

2018 Dates	Activity
30 July	Applications due by 5.00pm submitted online at <a href="https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards">https://www2.griffith.edu.au/learning-futures/our-practice/recognising-teaching-excellence/learning-and-teaching-awards</a>
13 – 24 August	Award selection panels held
Week beginning 24 September	Award applicants advised of outcomes Broadcast email announcing recipients sent from Deputy Vice Chancellor (Academic)
22 - 26 October	Celebrating Teaching Week and Vice Chancellor's Teaching Excellence Awards
December	Teaching Excellence Award medals presented to recipients at graduation ceremonies

### 7.8 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 should be expended within two years of allocation.