Australian Government

Department of Education, Skills and Employment

AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

# 2021 AAUT
# PROGRAM OVERVIEW

**Privacy Policy**
Universities Australia takes its obligations to protect privacy very seriously. Universities Australia is an 'APP entity' and an 'organisation' within the meaning of the Privacy Act 1988 (Commonwealth). The Privacy Act regulates how organisations collect, use, hold and disclose personal information. Our policy is to comply in all respects with our privacy obligations. Universities Australia is bound by the Act including the Australian Privacy Principles. The Act is available for viewing at https://www.legislation.gov.au/Details/C2020C00025.

The purpose of this privacy policy is to tell you about the personal information handling practices of Universities Australia. This privacy policy may be reviewed and updated from time to time. Changes to the privacy policy will be updated on the UA website.

**Collection, use and disclosure of personal information**
As part of the nomination process Universities Australia collects the personal information identified in the AAUT nomination forms, as well a photo of nominees and their curriculum vitae (if required). Where the nomination is on behalf of another person, the information above is collected about that person.

Personal information is collected to assess eligibility for an award, and to undertake statistical analysis in relation to the AAUT program. Universities Australia may also use this information to:

- Maintain an ongoing relationship with nominees
- Award prizes
- Invite nominees to relevant events
- Review or evaluate the AAUT program

**Privacy Consent**
By nominating for an award or providing information in support of a nominee's application, the nominee acknowledges and consents to Universities Australia disclosing their personal information to the following parties:
- Awards Team
- Nominee's Institution
- Assessors
- Awards Committee Members

Universities Australia may also publish Award Recipients' information (excluding contact details) in media releases, presentations, conference programs, booklets about the AAUT recipients and on the Universities Australia's website. Universities Australia and the Awards Team will not use or disclose personal information for any other purpose unless permitted by the Privacy Act 1988.

**Publicity**
The names of the Award Recipients including photographs of recipients will be made public through the media and the Universities Australia's website. Nominees will be advised of the results of their nomination by email. Universities Australia reserve the right to make the first public announcement of successful nominations. Recipients and their institutions are informed once Universities Australia provides approval, but the embargo remains in place until the Universities Australia makes the announcement.

**Freedom of Information**
The Freedom of Information Act 1982 gives members of the public a right to request access to documents held by the Awards Team. This does not guarantee that the request will be granted and is assessed on a case-by-case basis. See more information on Freedom of Information Victoria website.

# CONTENTS

# GLOSSARY

| | |
|---|---|
| AAUT | Australian Awards for University Teaching |
| Assessor | An individual who assess AAUT nominations |
| Awards Committee | Made up of senior academic leaders in teaching and learning |
| Award Recipient | The individual or team receiving the award |
| Awards Portal | Sparkplus online assessment portal |
| Awards Team | Project team at RMIT managing the administration on behalf of UA |
| DVCA | Deputy Vice-Chancellors Academic |
| Institutions | Eligible institutions listed in Table A and Table B of the Higher Education Support Act (2003) to nominate for the AAUT |
| ICO | Institutional Contact Officer |
| Nominee | The individual or team applying for the award |
| SPARKPLUS | Online Awards Portal |
| UA | Universities Australia |
| UA Board | Made up of eight Australian Vice-Chancellors plus UA Chief Executive |

# KEY UPDATES FROM 2020

| | |
|---|---|
| 1 Introduction | Add Career Achievement Award |
| 2 Award types | Add Career Achievement Award explanation |
| 2 Award types 2.1 Citation, | Revise categories and the number of awards |
| 2.3 Teaching Awards | Neville Bonner Award for Indigenous Education category is open for Indigenous academics only |
| 3 Nomination Process | PVC Indigenous/DVCA to nominate potential nominees for the Neville Bonner award |
| | Awards announcement either online video or at the Awards Ceremony |
| 6. Assessment Matrix | Content is updated and presented in point form |
| | Reduce five to four points rating scale |
| | Add weightage of the evidence |
| 7. Key elements | Second referee content is updated |
| Nomination Form | Available in fillable PDF and Word version |

# CONTACT DETAILS

**AAUT Awards Team**
aaut@rmit.edu.au
03 9925 5707 (Program Manager, Angeline Sim)
03 9925 5416 (Project Coordinator, Jing Ye)
AAUT-UA Website

**AAUT Awards Portal Technical Support**
support@sparkplus.com.au
02 8007 4553 (Catherine Hutchinson/ Mike Howard)
2021 AAUT Awards Portal
Monday to Friday: 11.00am to 5.00pm AEST during Phase 1 and Phase 2 period.

# 1 INTRODUCTION

The Australian Awards for University Teaching (AAUT) were established in 1997 by the Australian Government to celebrate and reward excellence in university teaching. Since then, with an honour roll that includes many highly respected and celebrated members of the sector, the Australian Awards for University Teaching have become a valued form of recognition for university educators Australia wide.

The Australian Awards for University Teaching recognise the impact that educators have on the learning and teaching experiences and outcomes of university students. They celebrate and reward programs that support students and enhance learning. They promote excellence in learning and teaching in all aspects of higher education. Recipients, with the support of their institutions, contribute to systemic change in learning and teaching through the ongoing sharing and dissemination of knowledge.
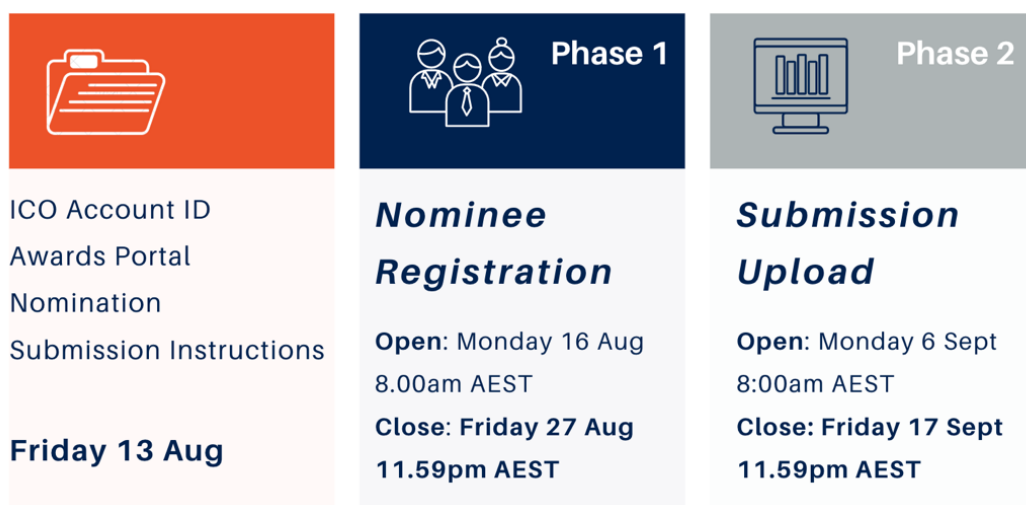
This year, there are five Award types promoting and recognising excellence in learning and teaching.

For more information, refer to section 2 Award Types.

| Citations for Outstanding Contributions to Student Learning | **CITATIONS** | **PROGRAM AWARDS** | Awards for Program that Enhance Learning |
| Awards for Teaching Excellence | **TEACHING AWARDS** | **TEACHER OF THE YEAR** | Award for Australian University Teacher of the Year |
| | **Career Achievement Award** | | |

## 1.1 NOMINATION KEY DATES

See the diagram below for this year key dates. Refer to section 3 Nomination Process for details.

**ICO Account ID**
Awards Portal
Nomination
Submission Instructions

**Friday 13 Aug**

**Phase 1**

**Nominee Registration**

**Open:** Monday 16 Aug 8.00am AEST
**Close:** Friday 27 Aug 11.59pm AEST

**Phase 2**

**Submission Upload**

**Open:** Monday 6 Sept 8:00am AEST
**Close:** Friday 17 Sept 11.59pm AEST

**Note:** Awards Portal Technical Support is available from Monday to Friday: 11.00am to 5.00pm AEST during Phase 1 and Phase 2 period.

## 1.2 KEY ROLES

This section outlines key roles and responsibilities.

### 1.2.1 NOMINEE

Nominees are to complete a nomination in line with the requirements in these instructions, including provision of evidence demonstrating claims against the assessment criteria. It is expected that all nominations should substantially reflect their own work. Nominees should seek the advice of their institution throughout this process.

### 1.2.2 NOMINATING/ELIGIBLE INSTITUTIONS

Only those eligible institutions listed in Table A and Table B of the Higher Education Support Act (2003) are eligible to nominate for the AAUT. Refer to Appendix A for the list of eligible institutions.

It is the role of the nominating institution to organise and support submissions of Citations, Program Awards and Teaching Awards. In addition, the institution is responsible for:

- Identifying candidates and supporting the development of their nomination.
- Providing guidance to nominees around the quality and strength of nominations.
- Assisting the nominee to:
    - **present evidence of teaching quality**
    - **present evidence of sustained contribution**
    - **gather data to strengthen claims**
    - **outline their vision and clear narrative within the nomination.**

- Coordinating the nomination process, including submission of award nominations.
- Distribution of assessor feedback to individual nominees and dissemination of Assessment Reports outlining areas for improvement from previous nominations.
- Working with and supporting recipients to further their contribution to learning and teaching following the granting of an award.

### 1.2.3 INSTITUTIONAL CONTACT OFFICER (ICO)

Each institution is required to nominate an ICO as the central point of contact for the AAUT Awards Team. All communication with nominees will primarily be through their ICO, such as AAUT newsletters, notification of outcomes etc. The ICO is required to upload all of their institution's nominations via the AAUT Awards Portal. Please note that ICOs cannot form part of any nomination as this may be seen as a conflict of interest.

### 1.2.4 AWARD RECIPIENTS

Recipients (or their nominated delegates) are invited to attend the relevant award ceremony to accept their award. Award recipients, with the support of their institutions, are expected to engage in ongoing sharing of best practice and innovation in learning and teaching.

### 1.2.5 ASSESSORS

Assessors selected by UA and the Awards Team will assess all nominations against the assessment criteria and make recommendations.

### 1.2.6 AWARDS COMMITTEE

There are three Award Committees: Citations, Program Awards and Teaching Awards, made up of senior academic leaders in teaching and learning with a track record of leadership and extensive experience in the field across the Australian higher education sector. The Awards Committees are responsible for confirming and recommending the ratings before sign-off by UA.

## 1.2.7    AWARDS TEAM

The Awards Team is responsible for:
- Managing the administration of the AAUT, including responding to queries
- Preparing all supporting information and nomination instructions, the receipt and collation of all awards nominations
- Selecting and providing administrative support to the assessors
- Managing the online submission
- Communicating with eligible institutions through their ICO.


## 1.2.8    UNIVERSITIES AUSTRALIA (UA) BOARD

Universities Australia (UA) Board of Directors, which consists of eight Australian Vice-Chancellors plus the UA Chief Executive Officer, will sign-off on the final AAUT Award recipients list.

# 2  AWARD TYPES

There are five Award types promoting and recognising excellence in teaching and learning.

## 2.1  CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING (CITATIONS)

Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning. They are awarded to individuals or teams who have contributed to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates. The maximum number of citations awarded is five per institution.

The Neville Bonner Award for Indigenous Education category is open for Indigenous academics only.

## 2.2  AWARDS FOR PROGRAMS THAT ENHANCE LEARNING (PROGRAM AWARDS)

Awards for Programs that Enhance Learning recognise learning and teaching programs or services that make innovative and outstanding contributions to student learning and/or the quality of the student experience. They are awarded to programs and services that have set high standards for education support in Australian universities.

The Program Awards are open for team nominations only.

## 2.3  AWARDS FOR TEACHING EXCELLENCE (TEACHING AWARDS)

Awards for Teaching Excellence recognise Australia's most outstanding university teachers or teaching teams who have demonstrated excellence, leadership and sustained commitment to teaching and learning in higher education. Teaching Awards reward the enrichment of student experiences and the improvement of learning outcomes through innovation and the delivery of quality teaching over a sustained period.

The Neville Bonner Award for Indigenous Education category is open for Indigenous academic only.

## 2.4  AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

The Award for Australian University Teacher of the Year is the premier university teaching award. Among the Teaching Award recipients, one individual with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching will be awarded the Award for Australian University Teacher of the Year.

In selecting the recipient of the Award for Australian University Teacher of the Year, particular attention is given to the evidence demonstrating advanced skills in evaluation and reflective practice; participation in and contribution to professional activities related to learning and teaching; coordination, management and the leadership of courses and student learning; publication of research related to teaching; and demonstration of leadership through activities that have a broad influence on the profession.

## 2.5  CAREER ACHIEVEMENT AWARD

The Career Achievement Award is occasionally awarded to one or more individuals who have:
- Made an outstanding contribution to learning and teaching.
- Been recognised for the impact they have had on the higher education sector.
- Achievements that have had a major influence and left an enduring legacy.
- Served in higher education capacity for at least 25 years.

Vice-Chancellor to nominate one nominee from their institution. In October 2021, the online Career Achievement Award Nomination Form and details will be sent to all Vice-Chancellors.
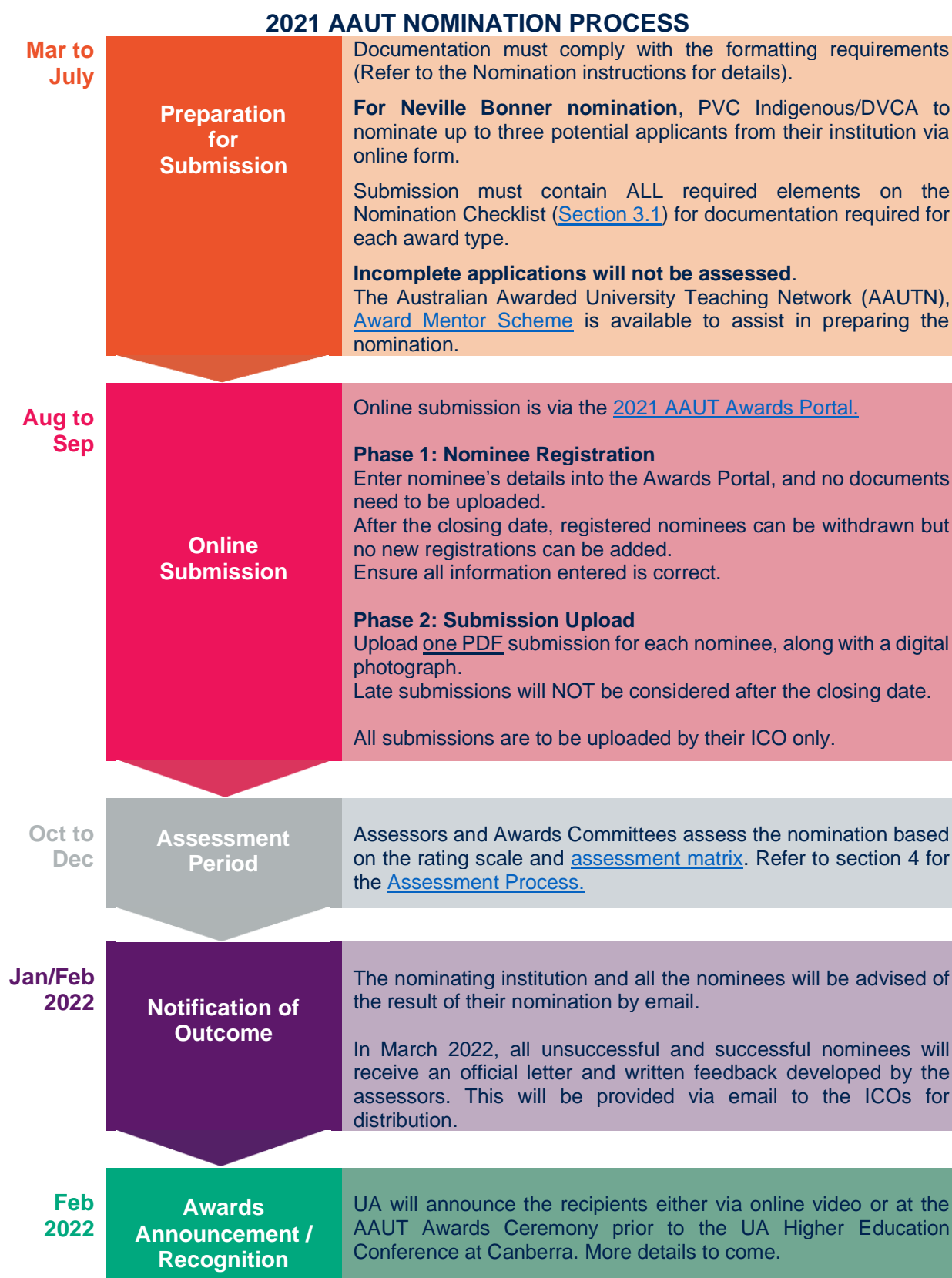
## 2021 Award Information Summary

| Award Types | CITATION | TEACHING AWARD | PROGRAM AWARD |
|---|---|---|---|
| **No. of Awards** | **Up to 100** | **Up to 9** | **Up to 4** |
| **Max submission per institution** | **6** | **3** | **2** |
| **Prizemoney** | **NIL** | **$15,000** | **$15,000** |
| **Categories Choose ONE** | *11 Categories*<br>• Early Career<br>• Neville Bonner Award for Indigenous Education<br>• Natural and Physical Science, Agriculture, Environmental and Related Studies<br>• Engineering, Information Technology, Architecture and Building<br>• Health<br>• Education<br>• Business, Management and Commerce<br>• Society and Culture<br>• Creative Arts<br>• Multi-disciplinary<br>• Sessional staff | *Nine Categories*<br>• Early Career<br>• Neville Bonner Award for Indigenous Education<br>• Natural and Physical Science, Agriculture, Environmental and Related Studies<br>• Engineering, Information Technology, Architecture and Building<br>• Health<br>• Education<br>• Business, Management and Commerce<br>• Society and Culture<br>• Creative Arts | *Four Categories*<br>• Student experience that supports diversity and inclusive practices<br>• Collaborative educational partnerships in learning and teaching.<br>• Curriculum transformation and innovative pedagogy.<br>• Work Integrated Learning (WIL) programs that value and enhance student employability. |
| **Criteria** | **Address one criterion**<br>1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.<br>2. Development of curricula, resources or services that reflect a command of the field.<br>3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change.<br>4. Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience. | **Address all four criteria**<br>1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.<br>2. Development of curricula, resources or services that reflect a command of the field.<br>3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change.<br>4. Innovation or leadership that has influenced and enhanced learning and teaching and/or the student experience. | **Address all four criteria**<br>1. Distinctiveness, coherence and clarity of purpose<br>2. Influence on student learning and the student experience<br>3. Breadth of impact<br>4. Addressing equity and diversity |
| **Evidence** | Applicants are required to make a case that they have:<br>a. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career), not including time taken for development or trial of any activity.<br>b. Gained recognition from colleagues, the institution, and/or the broader community.<br>c. Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.<br>d. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. | | |

# 3  NOMINATION PROCESS

The diagram below summarises the nomination process.

## 2021 AAUT NOMINATION PROCESS

| | | |
|---|---|---|
| **Mar to July** | **Preparation for Submission** | Documentation must comply with the formatting requirements (Refer to the Nomination instructions for details).<br><br>**For Neville Bonner nomination**, PVC Indigenous/DVCA to nominate up to three potential applicants from their institution via online form.<br><br>Submission must contain ALL required elements on the Nomination Checklist (Section 3.1) for documentation required for each award type.<br><br>**Incomplete applications will not be assessed**.<br>The Australian Awarded University Teaching Network (AAUTN), Award Mentor Scheme is available to assist in preparing the nomination. |
| **Aug to Sep** | **Online Submission** | Online submission is via the 2021 AAUT Awards Portal.<br><br>**Phase 1: Nominee Registration**<br>Enter nominee's details into the Awards Portal, and no documents need to be uploaded.<br>After the closing date, registered nominees can be withdrawn but no new registrations can be added.<br>Ensure all information entered is correct.<br><br>**Phase 2: Submission Upload**<br>Upload one PDF submission for each nominee, along with a digital photograph.<br>Late submissions will NOT be considered after the closing date.<br><br>All submissions are to be uploaded by their ICO only. |
| **Oct to Dec** | **Assessment Period** | Assessors and Awards Committees assess the nomination based on the rating scale and assessment matrix. Refer to section 4 for the Assessment Process. |
| **Jan/Feb 2022** | **Notification of Outcome** | The nominating institution and all the nominees will be advised of the result of their nomination by email.<br><br>In March 2022, all unsuccessful and successful nominees will receive an official letter and written feedback developed by the assessors. This will be provided via email to the ICOs for distribution. |
| **Feb 2022** | **Awards Announcement / Recognition** | UA will announce the recipients either via online video or at the AAUT Awards Ceremony prior to the UA Higher Education Conference at Canberra. More details to come. |

## 3.1    NOMINATION CHECKLIST

The AAUT Nomination Checklist outlines the documentation requirement for each Award submission.

There are two files for submission:
- Consolidated all required documents as listed in the order below in a single PDF file
- A digital photograph should be uploaded as a separate file.

| Documentation Requirements | Citation | Program Award | Teaching Award |
|---|---|---|---|
| 1. Nomination Form | ✔ | ✔ | ✔ |
| 2. Claims against Assessment Criteria | ✔ | ✔ | ✔ |
| 3. Team Statement of Contribution *(For team nomination ONLY)* | ✔ | ✔ | ✔ |
| 4. Two Letters of Reference (One A4 page for each reference | ✔ | ✔ | ✔ |
| 5. Digital photograph ( .jpg format) | ✔ | ✔ | ✔ |
| 6. Supporting Materials *(inclusive of URL and links)* | ✘ | ✔ | ✔ |
| 7. Curriculum Vitae | ✘ | ✘ | ✔ |

It is strongly recommended that nominations are proofread prior to submission.

**Note:** Submissions that do not meet the requirements outlined in these instructions, and with any missing documents, un-ticked boxes and/or missing signatures, will not be accepted. Pages in excess of page limits outlined will not be provided to the assessors.


## 3.2    ONLINE SUBMISSION REQUIREMENT

Online submission of nominations is via the 2021 AAUT Awards Portal (https://aaut.sparkplus.com.au) by the ICO.

- *Each institution will receive a single login, allocated to the ICO*
- *Each institution will be given an account ID and is then required to create their own password*
- *System requirements: Internet Explorer 10 or above*
- *Refer to 2021 AAUT Awards Portal Nomination Submission Instructions for more information*
- *The data entered on the 2021 AAUT Awards Portal should match the information on the Nomination Form.*

# 4   ASSESSMENT PROCESS

There are four levels of review during the assessment of nominations.



## 4.1   AWARDS TEAM

The Awards Team is responsible for the administrative processes involved in submission and assessment of nominations. This includes:

- Determining whether a nomination complies with the requirements set out in the instructions
- Grouping the nomination according to its category for each awards type
- Assigning the nomination to an assessor for review.

## 4.2   ASSESSORS

Assessment of nominations is carried out by selected groups of assessors against the relevant assessment criteria. Assessors will be allocated to a team of three to assess the assigned applications. They will individually assess the applications, then meet online to discuss their evaluations and make joint recommendations. Assessments are subject to a moderation process.

In selecting assessors, UA and the Awards Team will consider the following:

- Discipline expertise
- Learning and teaching expertise
- Experience assessing applications or nominations
- Years of leadership education experience
- Potential professional development for the individuals
- Benefit to their institutions provided by their participation in the assessment exercise.

Assessors are required to sign a conflict-of-interest declaration and a confidentiality agreement form. No assessor may review a nomination if they took part in its preparation and assessors do not assess nominations involving their own institution. All members of nominating teams are ineligible to participate in that round's assessments.

## 4.3   AWARDS COMMITTEE

The Citations, Program Awards and Teaching Awards Committees will be responsible for confirming and recommending the ratings before sign-off by UA.

## 4.4   UA BOARD

The UA Board of Directors will sign-off on the final AAUT Award recipients list.

# 5 APPENDIX A: ELIGIBLE INSTITUTIONS

## TABLE A PROVIDERS



## TABLE B PROVIDERS

# 6  APPENDIX B: AAUT ASSESSMENT MATRIX

| EVIDENCE | NR<br>Not Recommended | FW<br>Further<br>Work Needed | R<br>Recommended | HR<br>Highly<br>Recommended |
|---|---|---|---|---|
| **A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years. (25%)** | ❑ Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice.<br>❑ Impact on students is not clear.<br>❑ Limited or no sustainability of impact.<br>❑ Evaluation appears to have been ad-hoc.<br>❑ Limited changes have been implemented. | ❑ Some connections between the initiative, program or practice and its influence on students are made.<br>❑ Claims are supported by evidence from more than one source to demonstrate impact and sustainability.<br>❑ Some evaluation has been conducted.<br>❑ Some changes have been implemented. | ❑ Connections made between the initiative, program or practice and its influence on students are highlighted in most instances.<br>❑ Claims are supported by multiple forms of evidence from a range of sources in most cases.<br>❑ Demonstrated impact on students, learning and graduate outcomes.<br>❑ Evaluation has been carried out on the program, initiative or program.<br>❑ Some evaluation outcomes have been implemented to improve student learning. | ❑ Explicit connections are made between the initiative, program or practice and its substantial influence on students.<br>❑ Provide substantial evidence from an extensive range of sources<br>❑ Significant impact on student experiences, learning and graduate outcomes, sustained over time.<br>❑ A systematic evaluation is an integral to initiative, program or practice.<br>❑ Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience. |
| **B. Gained recognition from colleagues, the institution, and/or the broader community. (25%)** | ❑ Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition.<br>❑ Recognition does not include adoption. | ❑ Some evidence from selected sources supports claims of recognition from peers.<br>❑ The initiative, program or practice has been adopted by others within nominee's school or department. | ❑ Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community.<br>❑ The initiative, program or practice has been adopted across the institution or discipline. | ❑ Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally.<br>❑ The initiative, program or practice has been adopted nationally or internationally. |
| **C. Shown creativity, imagination or innovation. (25%)** | ❑ Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel.<br>❑ Context is not explicitly considered.<br>❑ Influence and impact on student learning, engagement or overall experience is not articulated. | ❑ Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel.<br>❑ Limited examples provided to demonstrated how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience. | ❑ More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel.<br>❑ Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience. | ❑ Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel.<br>❑ An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience. |
| **D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice. (25%)** | ❑ Nomination refers to limited scholarly literature in relation to their teaching practice.<br>❑ Limited description to their teaching philosophy. | ❑ Nomination refers to scholarly literature of teaching and learning that informs their practice.<br>❑ Teaching philosophy practice is articulated.<br>❑ Some evidence is provided of engagement in scholarly practices. | ❑ Nomination demonstrates an understanding of scholarly literature of teaching and learning.<br>❑ Connections between teaching philosophy and scholarly practice are articulated.<br>❑ Several forms of evidence provided of engagement in scholarly practices.<br>❑ Contributions to the scholarship of teaching and learning. | ❑ Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning.<br>❑ Connections between teaching philosophy and scholarly practice are clearly articulated.<br>❑ Substantial evidence provided of leadership in scholarly practices.<br>❑ Significant contributions to the scholarship of teaching and learning. |

# 7   APPENDIX C: KEY ELEMENTS FOR A SUCCESSFUL APPLICATION

| Element | Description |
|---|---|
| **Period of contribution** | |
| Duration | Contribution evidenced for at least three years (two for Early Career) |
| Sustained | Demonstrates critical reflection and ethos of continuous improvement and development throughout duration of contribution |
| **Contribution**: influence on student learning, student engagement or the overall student experience | |
| Impact | Convincingly demonstrates authentic and consequential relationships between the activities described and improvement of outcomes for students. Impact extends to peers within and outside the institution. |
| Award type | Nature of activity and outcomes for students align with the relevant category of the award type. For *Teaching Awards,* activities must include excellent leadership. |
| Context/significance | Context clearly defined to identify factors relevant to development of the contribution, and to demonstrate its outstanding merit, quality and impact. |
| Innovation | Contribution is a creative, imaginative or innovative approach that uniquely suits the context. |
| Philosophy of teaching or practice | Philosophy an articulate statement of theoretical and pedagogical reflection that indicates a critically reflective approach to practice. |
| Scholarship | Literature referenced clearly demonstrates the significance and implications of the contribution within its context, and convincingly explains and supports the underlying philosophy and activities. Author's own scholarship likely included. |
| **Evidence** | |
| Relevance | Evidence comprehensively substantiates the sustained nature and merit of the contribution. Evidence (including that provided in appendices) is powerfully integrated with specific claims. |
| Diversity of sources | Qualitative and quantitative evidence from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience, and evidence of institutional, peer and stakeholder interactions. |
| Credibility and Recognition | Evidence consistently triangulated across several sources. Impact and innovation of contribution recognised by individuals and associations. Quotations of recognition from individuals with highly relevant experience and status, from within Australia and ideally internationally. |
| **Narrative** | |
| Critical reflection | Narrative clearly and consistently demonstrates a critically reflective approach to practice. |
| Cohesion | Narrative weaves philosophy, evidence, examples of impact on students, and any supplemental materials into an elegant, coherent and focused submission. For teams, narrative elegantly expresses individual roles and synergies of the team. |
| Examples | Examples are discerningly selected to clearly illustrate the teacher and student behaviours that constitute the contribution and to compellingly support claims of substantial student outcomes. |
| Author's voice | Author's voice distinctive, confident and authentic throughout, conveying self-awareness and personal investment in the unique approach to the contribution. For teams, author's voice elegantly and coherently represents the team and/or individual members. |
| Student voice | Student voices, through examples and quotations, convey a cogent account of their experiences. |
| Structure | Division into the required sections is appropriate and produces a clear and compelling narrative. Conclusion elegantly draws elements of narrative together to provide a cohesive and powerful ending. |

| Element | Description |
|---|---|
| **Reference letters** | |
| Content | References demonstrate familiarity with the contribution and context, providing strong endorsement of the claims and additional evidence relating to context, merit and impact on students. |
| Second referee | Second referee eminently qualified to comment on broader impact of the contribution based on relevant professional or personal expertise and standing. Provides strong endorsement on the merit of the contribution from an independent perspective inside/outside of the university. |

*The table above is drawn from Southern Cross University Teaching Awards Rubric.*

| Element | Description |
|---|---|
| **Scholarship** | |
| Scholarship Practice | Demonstrates engagement and/or leadership in the scholarship of teaching.<br><br>Various aspects of scholarship are relevant to higher education, but at its core are:<br>• making a contribution to the advancement of knowledge or professional practice in a field<br>• transmission of these advances through effective, contemporary approaches to teaching and learning, and research training if applicable.<br><br>In an environment of scholarly activity, evidence of a range of outputs constituting different forms of scholarship, for example:<br>• scholarly publication/communication such as literature reviews and conference presentations<br>• scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development<br>• original research in a discipline or on teaching and learning practices<br>• leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals)<br>• contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice)<br>• involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge)<br>• undertaking higher level qualifications that lead to scholarly outputs, in particular high degrees by research<br>• individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice, and/or<br>• undertaking advanced specialised practice or scholarly secondments.<br><br>A successful culture of scholarship that is an integral part of, and supports, its teaching and learning activities, would be able to demonstrate that its staff are overall:<br>• actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and using this knowledge to shape teaching practice<br>• informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials<br>• engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices<br>• engaged in communication, discussion or debate with other scholars in relevant fields of study<br>• stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and<br>• exploring, testing, practising and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).<br><br>*\* The information in this section are taken from the TEQSA Guidance Note: Scholarship https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship* |