THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

UQ Awards for Excellence in Teaching & Learning: Application Information & Instructions

Table of Contents

1.   Introduction

1.1   The University of Queensland Teaching and Learning Awards

The University of Queensland is committed to activities that attract, support, and retain a diverse and inclusive community of high achieving staff and students. Providing recognition for excellent teaching practice encourages innovation and provides a mechanism to recognise high performance in Teaching and Learning.

The teaching and learning awards for individuals and teams established by the University and administered through the Teaching and Learning Awards Policy and Procedures formally recognise teaching and teaching leadership and encourage and support teachers in their efforts to achieve excellence.

The University of Queensland has established the following Teaching and Learning Awards:

- Awards for Teaching Excellence (ATE)

- Awards for Programs that Enhance Learning (APEL)

- Citations for Outstanding Contributions to Student Learning (COCSL)

These awards confirm the University's commitment to recognise, encourage and reward sustained excellence in teaching and learning at The University of Queensland by acknowledging:

- Teachers renowned for the excellence of their teaching, who have made a broad and deep contribution to enhancing the quality of teaching and learning at The University of Queensland;

- Learning and teaching projects, teams and services that make an outstanding contribution to the quality of student learning and the quality of the student experience in higher education; and

- Individuals or teams who make a significant contribution to student learning in a specific area of responsibility, who are widely acknowledged for their achievements within a Faculty or the wider University community and who have received strong endorsement within their area.

The awards were instituted by the Academic Board and are held annually.

1.2   Policy and Procedures

This document should be read in conjunction with The University of Queensland Teaching and Learning Awards Policy and Procedures, available via The University of Queensland Policy and Procedures Library.

- Teaching and Learning Awards – Policy

- University of Queensland Teaching and Learning Awards – Procedures

1.3   Roles and Responsibilities

Institute for Teaching and Learning Innovation

The Institute for Teaching and Learning Innovation (ITaLI) is responsible for preparing the *Application Information and Instructions*, facilitating information workshops, providing administrative support to applicants, collating all award expressions of interest and applications, and for providing secretariat support to the Shortlisting Committees and Selection Committees.

The Teaching Recognition Coordinator is the point of contact for all award matters. Please direct all queries, including eligibility enquiries, to teaching.awards@uq.edu.au.

Shortlisting Committees

The Shortlisting Committees are responsible for appraising expressions of interest according to the criteria published in the *Application Information and Instructions* and inviting eligible applicants to provide a detailed application by a nominated closing date.

Selection Committees

The Selection Committees are responsible for appraising full applications according to the criteria published in the *Application Information and Instructions* and referring recommendations to the University Teaching Learning and Student Experience Committee for endorsement prior to their referral to the Deputy Vice-Chancellor (Academic) for award.

University Teaching, Learning and Student Experience Committee

The University Teaching, Learning and Student Experience Committee advises the Deputy Vice-Chancellor (Academic) on:

1. the recommendations made by the Selection Committees;

2. the eligibility and selection criteria applicable for the subsequent awards round; and

3. the establishment and disestablishment of teaching and learning awards established under the Teaching and Learning Awards Policy.

Deputy Vice-Chancellor (Academic)

The Deputy Vice-Chancellor (Academic) approves:

1. the establishment and disestablishment of the University's Teaching and Learning awards;

2. the terms of reference, composition and membership of the shortlisting and selection committees;

3. the eligibility and assessment criteria for the University's teaching and learning award schemes; and

4. the conferral of teaching and learning awards on the recommendation of the Teaching, Learning and Student Experience Committee.

In carrying out their responsibilities the Deputy Vice-Chancellor (Academic) may consult with the Pro-Vice-Chancellor (Teaching and Learning), relevant senior executive, and request advice from relevant UQ units as required.

1.4   Key Dates

Key dates regarding expressions of interest and applications for the University of Queensland Teaching and Learning Awards are outlined below.

26 April	**Expressions of Interest close at 5.00pm**
26 July	Full Applications close at 5.00pm
T+L Week	Awards presentation ceremony

2. Citations for Outstanding Contributions to Student Learning

2.1 Citations for Outstanding Contributions to Student Learning: Individuals and Teams (COCSL)

2.1.1 Objective

The COCSL recognise and reward individuals or teams who make a significant contribution to student learning in a specific area of responsibility over a sustained period, who are widely acknowledged for their achievements within a Faculty or the wider University community, and who have received strong endorsement within their area.

To encourage further development of the winners' contributions to student learning, successful applicants will receive a certificate and grant of $4,000.

Up to six Citations in total may be granted in 2024 at the discretion of the University Teaching, Learning and Student Experience Committee.

An additional two Indigenous Education COCSL and two Early Career COCSL may be granted at the discretion of the University Teaching, Learning and Student Experience Committee.

There is no limit on the number of commendations that might be awarded.

2.1.2 Eligibility

2.1.2.1 General eligibility

- Application is open to academic staff, professional staff, and institutional associates.

- Both individual and team applications are encouraged (teams may include up to ten members). All teams must provide a team name. Applicants are **not** eligible to be included in more than one COCSL application in any year (as an individual and as a member of a team).

- Cross-faculty, cross-school/unit or cross-discipline applications will be considered.

- All applications must relate to contributions to student learning at The University of Queensland that have been sustained for a period of at least three years.

- An Indigenous staff member may apply for an Indigenous Education Citation by selecting this nomination category in the application form. Applicants in this nomination category must ordinarily have a minimum of two years of employment at The University of Queensland.

  Please note, applications for contributions to indigenising curriculum by non-indigenous staff are highly encouraged and should be submitted in the award scheme best suited to their contribution. They are not eligible to apply under the Indigenous Education nomination category.

- An applicant with no more than five years of experience teaching in a higher education institution, including tutoring and part time teaching, may apply for an Early Career Citation by selecting this nomination category in the application form. The five years can be non-sequential and must be counted on a semester basis.

  Sessional staff are encouraged to consider an application for a T-COCSL (refer to 2.2 Citations for Outstanding Contributions to Student Learning by Teaching Support Staff)

- Previously unsuccessful COCSL applicants are eligible to reapply.

- ATE and APEL applicants whose application is considered to be more closely aligned with the criteria for a Citation will be referred to the COCSL Selection Committee for consideration in the same year.

- A winner of a University of Queensland ATE may not be the recipient of a University of Queensland Citation in the same year unless they form part of a team application and are not the lead applicant.

2.1.2.2 Eligibility of previous recipients

- Previous winners of University of Queensland Citations and/or Australian Awards for University Teaching (AAUT) Citations are not eligible to reapply within three years of receiving a Citation (i.e., if a recipient in 2017, then not eligible to reapply until 2020). However, previous University Citation recipients are eligible to reapply within three years of receiving a Citation if they form part of a team application and are not the lead applicant. Applicants reapplying for a Citation must demonstrate significantly different achievements in later years.

- Previous winners of University of Queensland ATE and APEL and/or AAUT ATE and APEL can only apply if they form part of a team application but are not the lead applicant. They must demonstrate significantly different achievements from the work that has been previously recognised by these awards.

2.1.3 Application process

In the first instance COCSL applicants must submit an **expression of interest** using the online template published on the ITaLI website.

A Shortlisting Committee will appraise expressions of interest according to the published criteria and invite eligible applicants to provide a **detailed application** by a nominated closing date.

Shortlisted applicants will be invited to a workshop facilitated by ITaLI where advice and guidance will be given on the format and content of their COCSL application.

A Selection Committee will appraise applications according to the published criteria and make recommendations for awarding commendations and citations to the University Teaching, Learning and Student Experience Committee for approval.

2.1.4 Categories

COCSL applicants are invited to **select one** of the following categories, determined by the nature of their contribution to student learning. The text below each criterion is indicative of ways in which the category might be demonstrated. Applicants should not feel limited by these illustrative examples. Expressions of interest and applications will be **assessed on evidence provided** in relation to the selected category.

Category one: Approaches to teaching and/or 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 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 effective communication, presentation and interpersonal skills;

- Enabling others to enhance their approaches to learning and teaching;

- Developing and/or integrating assessment strategies to enhance student learning.

- Provision of support services or programs that improve the student experience and enable learning.

Category two: 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.

Category three: 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.

This may include:

- Showing advanced skills in assessment/alternative assessment practices

- Using a variety of assessment strategies to bring about change

- Adapting assessment methods to different contexts and diverse student needs and learning styles

- Contributing professional expertise to the field of assessment in order to improve program design and delivery

- Dissemination and embedding of good practice identified through assessment

- Evaluating the quality of the assessment practices.

Category four: 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.

2.1.5   Assessment Criteria

Expressions of interest and applications for COCSL will be <u>assessed</u> against the chosen category, and the extent to which the submission shows evidence that the applicant's contribution has:

- Impacted student learning, student engagement or the overall student experience for a period of no less than three years (two years for early career and indigenous education), not including time take for development or trial of any activity which must be demonstrated in student testimonial, student improvement in results over time, and/or strong SECaT results.

- Gained recognition from fellow staff, the University, and/or the broader community.

   Indigenous Education category modification: Gained recognition from fellow staff, the University, and/or the broader community. The recognition may include recognition from Indigenous communities and Elders where relevant.

   Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

- Drawn on scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

   Indigenous Education category modification: Drawn on scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice, including on Indigenous teaching and learning.

   The case needs to be supported by a diverse range of evidence. It is recommended that the qualitative and quantitative data included are from an extensive range of formal and informal sources including the applicant's self-reflection, student learning, student experience and evidence of institutional, peer, and stakeholder interactions.

Student voices, through examples and quotations, can convey a cogent account of their experiences.

Please note: In assessing the evidence supporting Early Career applications (two years of evidence of sustained contribution), consideration will be given to the career stage of the applicant.

All applications will be assessed relative to opportunity. Applicants may attach a brief summary (max 200 words) of any factors they would like to be take in consideration by the committee.

2.1.6   Expression of interest

In the first instance COCSL applicants must submit an expression of interest using the online template published on the **ITaLI website**.

2.1.6.1   Expression of interest components

The expression of interest includes the following components:

- Applicant details

- Chosen category

- Written statement

  - **Proposed citation (maximum 25 words)**

    The citation should avoid jargon and include the discipline or field of work and the distinctive contribution of the applicant or team. It should be written in third person and inform the broadest possible audience about the work of the applicant.

    Overview of the contribution and its context (maximum 300 words)

    This section is provided online in the application portal. The Overview should describe the applicant's students and teaching context, their contribution to student learning and engagement, and the resulting impact on students learning or experience.

  - **Summary of the evidence to address the chosen assessment criterion** provided in bullet point format (one A4 page maximum).

    The summary of evidence **must** include examples of the evidence. A list of the evidence that might be used to support a full application is not sufficient and must include detailed examples of that evidence in order for the EOI to be successful.

- Reference List on separate page.

- <u>SECaT Teaching Summary Report for a minimum of three (3) years</u> (i.e., if applying in 2024, this report must provide data for 2021, 2022 and 2023).

  A link to the Teaching Summary Report is provided above. Please include this report only. If you are having difficulties in obtaining the correct report, please contact <u>teaching.awards@uq.edu.au</u>.

  Applicants may include a short explanation supporting this document if desired on an additional page appended to the SECaT Teaching Summary Report.

2.1.6.2   Formatting requirements

COCSL Expressions of interest must be completed using the online form and supplementary word template. All formatting styles are predefined in these documents.

Do not change the styles or margins (page setup) of the templates.

Expressions of Interest which do not comply with the formatting requirements as outlined will be deemed ineligible. These will not be reviewed by the Shortlisting Committee and will be returned to the applicant.

2.1.6.3   Submission process

COCSL expressions of interest must be submitted <u>online</u>.

2.1.6.4   Expression of interest resources

The following COCSL expression of interest resources are available on the <u>ITaLI website</u>:

- COCSL expression of interest template
- COCSL expression of interest checklist

2.1.7 Full application

Shortlisted COCSL applicants will be invited to submit a full application.

2.1.7.1 Application components

The full application includes the following components:

a. Applicant details (Online Form)

    i. Chosen criterion

    ii. Citation (maximum 25 words) – the citation should avoid jargon and include the discipline or field of work and the distinctive contribution of the applicant or team. It should be written in third person and inform the broadest possible audience about the work of the applicant.

    iii. Overview of Contribution and Context (maximum 400 words) – the overview should describe the applicant's contribution to student learning and engagement and the resulting impact on students.

b. Written statement (maximum two (2) A4 pages) (File Upload)

    i. Statement addressing the chosen criterion providing evidence of the contribution.

Applicants should consider the following when writing the statement:

- Significance of contribution (to student learning, engagement or overall experience);

- Teaching philosophy (indicating your critical and reflective approach to teaching practice that is supported by Scholarship of Teaching and Learning) and the distinctiveness of their approach;

- The creative, imaginative or innovative nature of the submission (irrespective of whether the approach involves traditional learning environments or technology-based developments); and

- Narrative cohesion and persuasiveness (author's voice distinctive and authentic, conclusion draws narrative together).

Applicants should expand on the evidence listed in the expression of interest to demonstrate the ways in which the contribution has:

- Impacted student learning, student engagement or the overall student experience for a period of no less than three years (two years for Early career and Indigenous educators), not including time take for development or trial of any activity which must be demonstrated in student testimonial, student improvement in results over time, and/or strong SECaT results.

- Gained recognition from fellow staff, the University, and/or the broader community.

- Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

Applicants should consider the following when providing evidence:

- Breadth of evidence (diverse evidence from multiple sources including outside The University of Queensland);

- Breadth of recognition (substantial pertinent recognition from peers, professional bodies, national community);

- Credibility of evidence (explicit in both nature and impact of contribution as outside of expected norms);

- Period of contribution (three to five years of development for individuals and teams; two years for Early career and Indigenous educators); and

- Effectiveness of examples (examples clearly illustrate claims of student outcomes).

c. Reference list – Applicants should use their preferred recognised reference style throughout and include a reference list as an additional page. Links to reference lists online will not be reviewed by the Selection Committee.

d. Statement of contribution (maximum one A4 page) – team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

e. Confidential Letters of Reference (maximum one A4 page x two references) – two references of no more than one A4 page each are to be provided. One reference must be from the head of faculty, school or unit and the other can be from a Director of teaching and learning, colleague, student, industry partner.

Referees should agree to provide the Selection Committee with a confidential reference on the applicant's teaching against the chosen assessment criterion.

If the application is from a team the references should apply to the team.

Applicants are responsible for contacting referees and requesting the reference be submitted to the Selection Committee via email to teaching.awards@uq.edu.au.

2.1.7.2   Formatting requirements

Applicants must ensure that the following formatting requirements are abided by:

- Applications must be A4 page size;

- Font must be 11-point Arial or Calibri (narrow fonts must not be used); and

- Margins must be at least 2cm wide with clear definition between paragraphs, and no columns should be used.

The application template includes several predefined text styles. Apply styles using the Quick Styles Gallery (Word 2007 and later and Word 2011 for Mac) on the Home tab of the Ribbon or the Styles drop-down list (Word 2003 or Word 2008 for Mac and earlier).

Do not change the styles or margins (page setup) of the application template.

Please be aware, if your formatting differs from the above, Teaching Awards Administrators will amend your application to meet the above requirements. Following this amendment, applications which do not comply with the page number and word length requirements will be deemed ineligible. The Selection Committee will not review these applications.

2.1.7.3   Submission process

The application must be submitted to the Selection Committee per the instructions in these guidelines and the invitation to full application.

Applicants will receive an email acknowledging receipt of the application.

2.1.7.4   Application resources

The following COCSL application resources are available on the ITaLI website:

- COCSL application template
- COCSL application checklist
- COCSL example letter to referee.

2.2 Citations for Outstanding Contributions to Student Learning: Tutors (T-COCSL)

2.2.1 Objective

The COCSL: Tutors (T-COCSL) award is intended to recognise and reward individuals who demonstrate how their teaching makes a significant contribution to student learning and engagement at The University of Queensland.

For the purposes of this award, the term *"Tutor"* is used to capture, the outstanding practices of lab demonstrators, problem-based or case-based learning (PBL or CBL) leaders, clinical educators and supervisors, as well as tutors of small and large group tutorials across a range of settings. These UQ employees lead classes, tutorials, workshops, labs, practical sessions, problem-based or case-based learning, drop-in sessions, peer assisted study sessions and groups online.

To encourage further development of the winners' contributions to student learning, successful applicants will receive a trophy, certificate and a $295 award prize.

Up to six T-COCSL in total may be granted in 2024 at the discretion of the University Teaching, Learning and Student Experience Committee.

There is no limit on the number of commendations that might be awarded.

2.2.2 Eligibility

2.2.2.1 General eligibility

- Application is open to individuals, not teams, who are part-time or sessional.

- Tutors, demonstrators, institutional associates or industry fellows, academic title holders, clinical education staff, and/or professional practice supervisors who teach may apply.

  Course Coordination activities fall outside the scope of this award. If your evidence primarily asserts your excellence in Course Coordination as a sessional or part-time staff member, you are encouraged to apply for a COCSL rather than a T-COCSL.

- All applications must relate to contributions to student learning at The University of Queensland that have been sustained for a period of at least three (3) semesters (not necessarily continuously). There is no requirement to meet a minimum number of teaching hours per semester.

- Previously unsuccessful T-COCSL award applicants are eligible to reapply.

2.2.2.2 Eligibility of previous recipients

- Previous winners of a University of Queensland T-COCSL are not eligible to reapply.

- Previous winners of University of Queensland COCSL, ATE, and APEL and/or AAUT COCSL ATE and APEL are not eligible to apply.

Please direct any questions related to your eligibility to teaching.awards@uq.edu.au.

Applications for awards for excellence in higher degree research training may be submitted through the Graduate School.

2.2.3 Application process

In the first instance T-COCSL applicants must submit an **expression of interest** using the online form and template published on the ITaLI website.

A Shortlisting Committee will appraise expressions of interest according to the published criteria and invite eligible applicants to provide a **detailed application** by the nominated closing date.

Shortlisted applicants will be invited to a workshop facilitated by ITaLI where advice and guidance will be given on the format and content of their application.

A Selection Committee will appraise applications according to the published criteria and make recommendations for awarding commendations and citations to the University Teaching, Learning and Student Experience Committee for approval.

2.2.4 Categories

T-COCSL applicants are invited to address **one** of the following categories, determined by the nature of their contribution to student learning. Please note that all course coordination activities fall outside of the scope of this award.

Expressions of interest and applications will be **assessed on evidence provided** in relation to one of the below categories:

- Assists students to make effective connections between theory and practice

- Promotes learner engagement in innovative or creative ways

- Creates an inclusive learning environment for diverse learners

- Provides quality formal and/or informal feedback to students in class and/or on assessment tasks

2.2.5 Assessment Criteria

Expressions of interest and applications for T-COCSL will be underlined assessed against the responses to the criteria, and the extent to which the submission shows evidence that the applicant's teaching has:

- Impacted student learning, student engagement **or** the overall student experience demonstrated in student testimonials, **or** student improvement in results, **and/or** strong SETutor results.

- Shown creativity or innovation, irrespective of whether the approach involves digital technologies.

- Been sustained over time (min. three (3) semesters of teaching).

- Gained recognition from students, staff, School, Faculty, and/or the University.

- Demonstrated use of scholarship, or research or professional learning or other evidence-informed approaches as the basis for effective practice

All applications will be assessed relative to opportunity. Applicants may attach a brief summary (max 200 words) of any factors they would like to be take in consideration by the committee.

2.2.6   Expression of interest

In the first instance T-COCSL applicants must submit an expression of interest using the online template published on the ITaLI website.

2.2.6.1   Expression of interest components

The expression of interest includes the following components:

- Applicant details

- Citation Statement: a 25-word summary of your contribution to student learning.

  The citation should avoid jargon and include the discipline or field of work and the distinctive contribution of the applicant. It should be written in third person and inform the broadest possible audience about the work of the applicant.

- Written Component:
  – Overview of the contribution and context (maximum 300 words)

    This section is provided online in the application portal. The Overview should describe the applicant's students and teaching context, their contribution to student learning and engagement, and the resulting impact on students learning or experience.

  – Summary of the evidence to address the chosen assessment criterion

    Should be provided on one (1) A4 page and be written in bullet point format. The summary of evidence **must** include examples of the evidence. A list of the evidence that might be used to support a full application is not sufficient and must include detailed examples of that evidence in order for the EOI to be successful.

  – Reference List (i.e. List of Works Cited) must be on a separate page (aim for no more than four (4) references in your reference list).

- SETutor Report for three teaching semesters from any year, as appropriate to the application. Applicants may include a short explanation supporting this document if desired; **and** One written advocate statement from a UQ Teaching Focussed or Teaching and Research Academic.

  If no SETutor Reporting is available, please submit two advocate statements from two different UQ Teaching Focussed or Teaching and Research Academic.

2.2.6.2   Formatting requirements

T-COCSL expressions of interest must be completed using the online form and supplementary word template. All formatting styles are predefined in these documents.

Do not change the styles or margins (page setup) of the templates.

Expressions of Interest which do not comply with the formatting requirements as outlined will be deemed ineligible. These will not be reviewed by the Shortlisting Committee and will be returned to the applicant.

2.2.6.3   Submission process

T-COCSL expressions of interest must be submitted online.

2.2.7   Full application

Shortlisted T-COCSL applicants will be invited to submit a full application.

2.2.7.1   Application components

The full application includes the following components:

a.   Applicant details

b.   Chosen criterion

c.   Citation (maximum 25 words) – The citation should avoid jargon and include the discipline or field of work and the distinctive contribution of the applicant. It should be written in third person and inform the broadest possible audience about the work of the applicant.

d.   Overview of the contribution and context (maximum 400 words) – the overview should describe the applicant's contribution to student learning and engagement, and the resulting impact on students.

e.   Written statement (maximum <u>1.5</u> A4 pages)

    i.   Statement addressing the <u>chosen</u> assessment criterion and providing evidence of the contribution.

    Applicants should expand on the evidence listed in the expression of interest to demonstrate the ways in which their contribution has:

    o   Impacted student learning, student engagement or the overall student experience demonstrated in student testimonials, or student improvement in results, or strong SET Tutor results.

    o   Shown creativity or innovation, irrespective of whether the approach involves digital technologies

    o   Been sustained over time (min. three (3) semesters of teaching)

    o   Gained recognition from students, staff, School, Faculty, and/or the University.

    Applicants should consider the following when providing evidence:

    o   Breadth of evidence (diverse evidence from multiple sources including outside The University of Queensland where available and appropriate should be included);

    o   Breadth of recognition (substantial pertinent recognition from peers, School and Faculty);

    o   Credibility of evidence (explicit in nature and explicitly outlining the impact of the contribution as being outside of what is an expected norm for their discipline);

    o   Period of contribution (aiming for three to five semesters of development); and

    o   Effectiveness of examples (those examples must <u>clearly</u> illustrate the claims made about student outcomes).

f.   Reference list – Applicants should use their preferred recognised reference style throughout and include a reference list as an <u>additional page</u>. Links to reference lists online will not be reviewed by the Selection Committee.

g.   Confidential Reference Letters (maximum one A4 page x two references) – two references of no more than one A4 page each are to be provided. One reference must be from the School Director of Teaching and Learning where the applicant conducts most of their teaching, and the other may be from a colleague.

Referees should agree to provide the Selection Committee with a confidential reference on the applicant's teaching against the chosen assessment criterion.

Applicants are responsible for contacting referees and requesting the reference be submitted in confidence to the Selection Committee via email to teaching.awards@uq.edu.au.

The confidential reference letters should be <u>different</u> to the advocate letters submitted with the expression of interest.

2.2.7.2   Formatting requirements

Applicants must ensure that the following formatting requirements are abided by:

- Applications must be A4 page size;

- Font must be 11-point Arial or Calibri (narrow fonts must not be used); and

- Margins must be at least 2cm wide with clear definition between paragraphs, and no columns should be used.

- The application template includes several predefined text styles. Apply styles using the Quick Styles Gallery (Word 2007 and later and Word 2011 for Mac) on the Home tab of the Ribbon or the Styles drop-down list (Word 2003 or Word 2008 for Mac and earlier).

Do not change the styles or margins (page setup) of the application template.

Please be aware, if your formatting differs from the above, Teaching Awards Administrators will amend your application to meet the above requirements. Following this amendment, applications which do not comply with the page number and word length requirements will be deemed ineligible. The Selection Committee will not review these applications.

2.2.7.3   Submission process

The application must be submitted to the Selection Committee per the instructions in these guidelines and the invitation to full application.

2.2.7.4   Application resources

The following T-COCSL application resources are available on the ITaLI website:

- T-COCSL application template

- T-COCSL application checklist

- T-COCSL example letter to referee

2.3 Citations for Outstanding Contributions to Learning: Learning Design and Advisory (LDA-COCSL)

2.3.1 Objective

The Citation for Outstanding Contributions to Learning: Learning Design and Advisory (LDA-COCL) award is intended to recognise and reward the contributions of individuals and teams who make significant ongoing contributions to developing the culture of teaching, learning and assessment at the University.

This award will recognise achievements by Learning, Educational or Instructional Designers, Design Officers, or Advisors in curriculum, assessment, active and flexible pedagogies, and work-integrated learning to enhance teaching quality, supporting and enabling academic staff to do the same, and the significant contributions to learning and engagement at The University of Queensland made by those in these roles.

To encourage further development of the winners' contributions to student learning, successful applicants will receive a certificate and prize of $3,000 to be spent to further the professional development of the recipient.

Up to two (2) LDA-COCL may be awarded each year at the discretion of the Teaching, Learning and Student Experience Committee. There is no limit to the number of commendations that might be awarded.

2.3.2 Eligibility

2.3.2.1 General eligibility

- Application is open to professional staff.

- Both individual and team applications are encouraged

- Team applications may include up to ten members. All teams must provide a team name.

- Cross-faculty, cross-school/unit or cross-discipline applications will be considered.

- All applications must relate to contributions to learning at The University of Queensland that have been sustained for a period of at least three semesters.

- Previously unsuccessful applicants in any category of award are eligible to reapply.

- A winner of a University of Queensland Citation (COCSL) may not be the recipient of a University of Queensland LDA-COCL in the same year unless they form part of a team LDA-COCL or team COCSL application and are not the lead applicant.

2.3.2.2 Eligibility of previous recipients

- Previous winners of University of Queensland Citations and/or Australian Awards for University Teaching (AAUT) Citations are not eligible to reapply within two years of receiving a Citation (i.e., if a recipient in 2024, then not eligible to reapply until 2026).

- However, previous University LDA Citations recipients are eligible to reapply within two years of receiving a Citation if they form part of a team application and are not the lead applicant or were not the lead applicant in the successful submission.

  Applicants reapplying for a Citation must demonstrate significantly different achievements in later years.

- Previous winners of University of Queensland APEL and/or AAUT APEL can only apply if the successful submission was a team application, and they were not the lead applicant. They

must demonstrate significantly different achievements from the work that has been previously recognised by these awards.

2.3.3 Application process

In the first instance, LDA-COCL applicants must submit an expression of interest using the online form and template published on the ITaLI website.

A Shortlisting Committee will appraise expressions of interest according to the published criteria and invite eligible applicants to provide a detailed application by the nominated closing date. Shortlisted applicants will be invited to a workshop facilitated by ITaLI where advice and guidance will be given on the format and content of their application.

A Selection Committee will appraise applications according to the published criteria and make recommendations for awarding commendations and citations to the University Teaching, Learning and Student Experience Committee for approval.

2.3.4 Categories

LDA-COCL applicants are invited to **select <u>one</u>** of the following categories, determined by the nature of their contribution to learning. Expressions of interest and applications will be **assessed on evidence provided** in relation to the selected category.

- Co-design, development and/or implementation of exceptional curriculum and learning experiences or initiatives and supporting colleagues (whether staff or students) to do the same.

- Facilitating the creation of resources and/or services that demonstrate best pedagogical practice in a field or discipline.

- Supporting the design, development and/or implementation of effective assessment and feedback practices that not only evaluate student performance but also contribute to the enhancement of learning outcomes.

- Leadership in the design, development and exemplary application of educational tools and/or practices that are innovative, improve teaching and promote student learning.

2.3.5 Assessment Criteria

Applications should evidence outstanding practice over more than a single project or project cycle. Evidence for the submissions should be based on a portfolio of work. It should be corroborated by testimonial and other supporting evidence from stakeholders.

Expressions of interest and applications for LDA-COCL will be <u>assessed</u> against responses to their chosen category, and the extent to which the submission shows evidence that the applicant's practice has:

- **Contributed to improved learning outcomes** including evidence of evaluation of impact on learning or engagement which might be demonstrated in testimonials, in improvement in results, or in engagement and satisfaction metrics.

- **Shown creativity or innovation** irrespective of whether the approach involves digital technologies.

- **Demonstrated successful engagement with the learning community** in the design process, change management and implementation processes.

- **Demonstrated use of evidence-informed approaches**, scholarship, research or data as the basis for effective practice.
- **Been sustained over time** (min. three semesters).
- **Gained recognition** from students, staff, school, faculty, and/or the University.

All applications will be assessed relative to opportunity. Applicants may attach a brief summary (max 200 words) of any factors they would like to be taken into consideration by the committee.

2.3.6   Expression of interest

In the first instance LDA-COCL applicants must submit an expression of interest using the online template published on the ITaLI website.

2.3.6.1   Expression of interest components

The expression of interest includes the following components:

- Applicant details
- Chosen Category
- Citation Statement: a 25-word summary of your contribution to learning.

    This concise description must be written in the third person, avoid jargon and use plain language, and inform the broadest possible audience about the work of the nominee.

- Expression of Interest:

    o   Overview of the context and contribution (maximum 300 words): This section should describe the applicant's distinctive contribution to learning and engagement and the resulting impact on relevant stakeholders, students and academic colleagues.

    o   Summary of the evidence to address the chosen category provided in bullet point format. The summary of evidence **must** include examples that might be used to support a full application.

    o   Reference list (i.e., List of works cited) must be on a separate page (aim for no more than four (4) references in your reference list).

2.3.6.2   Formatting requirements

LDA-COCL expressions of interest must be completed using the online form and supplementary word template. All formatting styles are predefined in these documents.

Do not change the styles or margins (page setup) of the templates.

Expressions of Interest which do not comply with the formatting requirements as outlined will be deemed ineligible. These will not be reviewed by the Shortlisting Committee and will be returned to the applicant.

2.3.6.3   Submission process

LDA-COCL expressions of interest must be submitted online.

2.3.7 Full application

Shortlisted LDA-COCL applicants will be invited to submit a full application.

2.3.7.1 Application components

The full application includes the following components:

a. Applicant details

b. Chosen criterion

c. Citation (maximum 25 words) – This concise description must be written in the third person, avoid jargon and use plain language, and inform the broadest possible audience about the work of the nominee.

d. Overview of contribution and its context (maximum 400 words) – the overview should describe the applicant's distinctive contribution to learning and engagement and the resulting impact on students and their academic colleagues.

e. Written statement (maximum 2 A4 pages)

  i. Statement addressing the chosen category and providing evidence of the contribution.

  Applicants should expand on the evidence listed in the expression of interest to demonstrate the ways in which the contribution has:

  o Contributed to improved learning outcomes including evidence of evaluation of impact on learning or engagement which might be demonstrated in testimonials, in improvement in results, or in engagement and satisfaction metrics.

  o Shown creativity irrespective of whether the approach involves digital technologies.

  o Demonstrated successful engagement with the learning community in the design process, change management and implementation processes.

  o Demonstrated use evidence-informed approaches, scholarship, research or data as the basis for effective practice.

  o Been sustained over time (min. three semesters).

  o Gained recognition from students, staff, school, faculty, and/or the University.

  Applicants should consider the following when providing evidence:

  o Breadth of evidence (diverse evidence from multiple sources including outside The University of Queensland where available and appropriate);

  o Breadth of recognition (substantial recognition from stakeholders and peers);

  o Credibility of evidence (explicit in both nature and impact of contribution as being outside of expected norms for their role);

  o Period of contribution (aiming for three to five semesters of development and/or implementation); and

  o Effectiveness of examples (examples clearly illustrate claims of outcomes).

f. Reference list Applicants should consistently apply their preferred recognised reference style throughout and include a reference list as an additional page. Links to reference lists online will not be reviewed by the Selection Committee.

g. Letters of reference (maximum one A4 page x two references) – two references of no more than one A4 page each are to be provided. One reference must be from the head of faculty, school or unit and the other may be from a colleague (for example, an academic with whom they have worked).

Referees should agree to provide the Selection Committee with a confidential reference on the applicant's work against the chosen assessment criterion.

Applicants are responsible for contacting referees and requesting the reference be submitted in confidence to the Selection Committee via email to teaching.awards@uq.edu.au.

2.3.7.2 Formatting requirements

Applicants must ensure that the following formatting requirements are abided by:

- Applications must be A4 page size;

- Font must be 11-point Arial or Calibri (narrow fonts must not be used); and

- Margins must be at least 2cm wide with clear definition between paragraphs, and no columns should be used.

- The application template includes several predefined text styles. Apply styles using the Quick Styles Gallery (Word 2007 and later and Word 2011 for Mac) on the Home tab of the Ribbon or the Styles drop-down list (Word 2003 or Word 2008 for Mac and earlier).

Do not change the styles or margins (page setup) of the application template.

Please be aware, if your formatting differs from the above, Teaching Awards Administrators will amend your application to meet the above requirements. Following this amendment, applications which do not comply with the page number and word length requirements will be deemed ineligible. The Selection Committee will not review these applications.

2.3.7.3 Submission process

The application must be submitted to the Selection Committee per the instructions in these guidelines and the invitation to full application.

Applicants will receive an email acknowledging receipt of the application.

2.3.7.4 Application resources

The following LDA-COCL application resources are available on the ITaLI website:

- LDA-COCL application template

- LDA-COCL application checklist

- LDA-COCL example letter to referee

3. Awards for Programs that Enhance Learning

3.1 Objective

The APEL recognise and reward learning and teaching support projects, teams and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education.

There are four award categories, with up to four awards in total granted each year at the discretion of the University Teaching, Learning and Student Experience Committee. There is no limit to the number of commendations that might be awarded.

Each awarded team will receive a certificate and a grant of $10,000.

3.2 Categories

There are four APEL categories:

1. Student Experience that supports diversity and inclusive practices

Encompassing:

- Services directly related to student learning for specific groups of students that promote participation, information access, course advising, language support, counselling and/or disability support

- Learning engagement activities and learning and teaching services that support diversity and inclusive practices, such as those to sustain and retain students, encourage personal development and improvement of the quality of the first-year student experience.

2. **Collaborative Educational Partnerships in Learning and Teaching**

Encompassing:

- Internal partnerships related to teaching quality and student learning, such as between schools/faculties and central services

- External partnerships between universities and/or other organisations—such as schools, private higher education providers, registered training organisations, professional bodies, businesses, government, and Not-For-Profit organisations in collaborative approaches to learning and teaching.

3. **Curriculum Transformation and Innovative Pedagogy**

Encompassing:

- Curriculum design and approaches to learning and teaching that afford flexibility in time, place and/or mode of learning, such as micro credentials, stackable curriculum, flexible curriculum, online learning that enhances student learning outcomes.

- Curriculum that encourages novel approaches to learning and teaching with aligned assessment that encourages or supports multi-disciplinary, research-based learning and teaching approaches, and utilise the potential of new and/or emerging technologies, remotely, synchronously, or asynchronously.

- Innovation in curriculum to be considered as a form of evidence.

4. **Work Integrated Learning (WIL) programs that value and enhance student employability**

Encompassing:

- Experiential learning to WIL programs and other WIL related activities that focus on valuing and enhancing students' employability

- It includes internship programs, work placement coursework, industry placement, industry consulting project and other learning and teaching programs.

3.3   Eligibility

General eligibility

- Application is open to team nominations only. Teams may include members with a contribution of 10% or higher (or up to ten members). All teams must provide a team name. Previously unsuccessful applicants for APEL are eligible to reapply.

- Application is open to all projects, teams and services that enhance student learning at The University of Queensland. Applications should be broader than one or two courses or a service or team that involves a small number of students. For example, applications may involve a project, team or service provided at the institutional, faculty or school level, a program of study across a year or number of years, or a service or project directed at particular groups of students.

- All applications must relate to projects, teams or services that have been sustained for a period of at least three years.

- Cross-faculty, cross-school/unit or cross-discipline applications will be considered.

- A winner of a University of Queensland ATE may not be the recipient of The University of Queensland APEL in the same year unless they form part of a team application and are not the lead applicant.

- An application which is considered to be more closely aligned with the criteria for a Citation may be referred to the COCSL Selection Committee for consideration in the same year.

Eligibility of previous recipients

- Previous University of Queensland Citation and/or AAUT Citation winners are eligible to apply for an APEL.

- Projects, teams or services that have received a University of Queensland APEL are ineligible to reapply.

- Recipients of a University of Queensland APEL can only reapply if they form part of a team application and are not the lead applicant. The new application should be for a project, team or service that does not substantially replicate the original award.

- A winner of an AAUT APEL may apply for a University of Queensland APEL if they have not been a previous recipient.

3.4   Application process

In the first instance APEL applicants must submit an **expression of interest** using the online template published on the ITaLI website.

A Shortlisting Committee will appraise expressions of interest according to the published criteria and invite eligible applicants to provide a **detailed application** by a nominated closing date.

Shortlisted applicants will be invited to a workshop facilitated by ITaLI where advice and guidance will be given on the format and content of their APEL application.

A Selection Committee will appraise applications according to the published criteria and make recommendations for awarding commendations and citations to the University Teaching, Learning and Student Experience Committee for approval.

3.5   Assessment criteria

APEL expressions of interest and applications will be assessed on the **evidence provided** in response to the following four criteria which will be given equal consideration by the Shortlisting Committee and Selection Committee:

- Impacted student learning, student engagement or the overall student experience for a period of no less than three years, not including time taken for development or trial of any activity.

  – Extent to which the program positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years.

  – 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.

  – Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

- Gained recognition from fellow staff, the University, and/or the broader community.

  – Extent to which the program gained recognition from colleagues, the institution, and/or the broader community

  – 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.

- Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

  – Extent to which the program shows creativity, imagination or innovation.

  – Extent to which the program enhances traditional or technology-based learning environments

- Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

  – Extent to which the program draws on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.

  – Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation

3.5.1   Evidencing your contribution

The case made needs to be supported by a diverse range of evidence. It is recommended that the qualitative and quantitative data are from an extensive range of formal and informal sources including the applicant's self-reflection, student learning, student experience and evidence of institutional, peer, and stakeholder interactions.

Student voices, through examples and quotations, can convey a cogent account of their experiences.

3.6   Expression of interest

In the first instance APEL applicants must submit an expression of interest using the online template published on the ITaLI website.

3.6.1 Expression of interest components

The expression of interest includes the following components:

a. Applicant details

b. Category of award

c. Written statement

    i. Proposed synopsis (maximum 200 words) – the synopsis must cover a description of the project, team or service and its teaching areas, the contribution to student learning and engagement, and the impact on students. The synopsis must be written in the third person.

    ii. Overview of the project, team or service and its context (maximum 300 words). This section should describe the applicant's students and context, their contribution to student learning and/or engagement, and the resulting impact on students learning and/or experience

    iii. Summary of the evidence to address the assessment criteria provided in bullet point format (one A4 page maximum).

d. Reference List (if required) on separate page.

3.6.2 Formatting requirements

APEL Expressions of interest must be completed using the online form and supplementary word template. All formatting styles are predefined in these documents.

Expressions of Interest which do not comply with the formatting requirements as outlined will be deemed ineligible. These will not be reviewed by the Shortlisting Committee and will be returned to the applicant.

3.6.3 Submission process

APEL Expressions of interest must be submitted online.

3.6.4 Expression of interest resources

The following APEL expression of interest resources are available on the ITaLI website:

- APEL expression of interest template
- APEL expression of interest checklist.

3.7 Full application

Shortlisted APEL applicants will be invited to submit a full application.

3.7.1 Application components

The full application includes the following components:

a. Applicant details

    i. Category of award

    ii. Synopsis (maximum 200 words) – the synopsis must cover a description of the project, team or service and its teaching areas, the contribution to student learning and engagement, and the impact on students. The synopsis must be written in the third person.

b. Written statement (maximum <u>five (5)</u> A4 pages)

    i. Overview of the project, team or service and its context.

    ii. Statement addressing the assessment criteria and providing supporting evidence – the statement should address the category of award and each of the four criteria in turn. *Evidence in support of the claims against these criteria must be provided.* The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of the application.

c. Reference list:

Applicants should use their preferred recognised reference style throughout and include a reference list as an <u>additional page</u>. Links to reference lists online will not be reviewed by the Selection Committee.

d. Statement of contribution (maximum one A4 page) – team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

e. Letters of Reference (maximum one A4 page x two references) – two references of no more than one A4 page each are to be provided. One reference must be from the head of faculty, school or unit and the other can be from a colleague, student, industry partner.

Referees should agree to provide the Selection Committee with a confidential reference on the applicant's teaching against the chosen assessment criterion.

If the application is from a team the references should apply to the team.

Applicants are responsible for contacting referees and requesting the reference be submitted to the Selection Committee via email to <u>teaching.awards@uq.edu.au.</u>

f. Supporting materials – while assessment is based primarily on the written statement, applicants may choose to submit two of the following supporting materials:

    i. A three-minute video (which could include footage of the applicant/s talking about their project, team or service, their teaching philosophy or interviews with students);

    ii. Website (URL); or

    iii. Five A4 pages of printed material in PDF format.

The relevance of all material must be made clear in the written statement.

3.7.2   Formatting requirements

Applicants must ensure that the following formatting requirements are abided by:

- Applications must be A4 page size;

- Font must be 11-point Arial or Calibri (narrow fonts must not be used); and

- Margins must be at least 2cm wide with clear definition between paragraphs, and no columns should be used.

The application template includes several predefined text styles. Apply styles using the Quick Styles Gallery (Word 2007 and later and Word 2011 for Mac) on the home tab of the Ribbon or the Styles drop-down list (Word 2003 or Word 2008 for Mac and earlier).

Do not change the styles or margins (page setup) of the application template.

Please be aware, if your formatting differs from the above, Teaching Awards Administrators will amend your application to meet the above requirements. Following this amendment, applications which do not comply with the page number and word length requirements will be deemed ineligible. The Selection Committee will not review these applications.

3.7.3 Submission

The application must be submitted to the Selection Committee per the instructions in these guidelines and the invitation to full application.

Applicants will receive an email acknowledging receipt of the application.

3.7.4 Application resources

The following APEL application resources are available on the ITaLI website:

- APEL application template
- APEL application checklist
- APEL example letter to referee

4.   Awards for Teaching Excellence

4.1   Awards for Teaching Excellence

The ATE give recognition to individuals and teams renowned for excellence in teaching and who have made a broad and deep contribution to enhancing the quality of learning and teaching at The University of Queensland.

There are eight award categories. Up to five ATE awards may be granted each year at the discretion of the University Teaching, Learning and Student Experience Committee. It is anticipated that ATEs will be distributed across all categories with the pattern of distribution ultimately determined by the quality of the nomination.

An additional Indigenous Education ATE may be granted at the discretion of the University Teaching, Learning and Student Experience Committee.

Each award winner will receive a certificate and a grant of $10,000.

4.1.1   Categories

There are eight ATE categories:

1.	Indigenous Educator In any discipline	For Indigenous Educators Only
2.	Natural and Physical Sciences, Agriculture, Environmental and Related studies	**Natural and Physical Sciences** • Mathematical sciences • Physics and Astronomy • Chemical Sciences • Earth Sciences • Biological Sciences • Other Natural and Physical Sciences **Agriculture, Environmental and related studies** • Agriculture • Horticulture and Viticulture • Forestry studies • Fisheries studies • Environmental studies • Other Agriculture, Environmental and related studies
3.	Engineering, Information Technology, Architecture and Building	**Engineering and related technology** • Manufacturing engineering and technology • Process and resources engineering • Mechanical and industrial engineering and technology • Civil engineering • Geomatic engineering • Electrical and electronic engineering and technology

		• Aerospace engineering and technology • Maritime engineering and technology • Other Engineering and related technology **Information Technology** • Computer Science • Information systems • Other Information Technology **Architecture and Building** • Architecture and urban environment • Building
4.	Health	**Health** • Medical studies • Nursing • Pharmacy • Dental studies • Optical science • Veterinary studies • Public Health • Radiography • Rehabilitation therapies • Complementary therapies • Other Health
5.	Education	**Education** • Teacher Education • Curriculum and Education studies • Other Education
6.	Business, Management and Commerce	**Management and Commerce** • Accounting • Business and Management • Sales and Marketing • Tourism • Office Studies • Banking, Finance, and related fields • Other Management and Commerce
7.	Society and Culture	**Society and Culture** • Political Science and Policy studies • Studies in Human Society • Human Welfare Studies and services • Behavioural Science • Law • Justice and Law Enforcement

		• Librarianship, Information Management and Curatorial studies • Language and Literature • Philosophy and Religious Studies • Economics and Econometrics • Sport and Recreation • Other Society and Culture
8.	Creative Arts	**Creative Arts** • Performing Arts • Visual Arts and Crafts • Graphic and Design Studies • Communication and Media Studies • Other Creative Arts

4.1.2   Eligibility

General eligibility

- Application is open to academic staff with teaching or teaching/research appointments.

- Both individual and team applications are accepted. All teams must provide a team name.

- Applicants must ordinarily have a minimum of three years of academic teaching-related employment at The University of Queensland.

  Applicants in the Indigenous Educator category must ordinarily have a minimum of two years of academic teaching-related employment at The University of Queensland.

  Please note, applications for contributions to indigenising curriculum by non-indigenous staff are highly encouraged and should be submitted in the award scheme best suited to their contribution. They are not eligible to apply under the Indigenous Education nomination category.

- An application which is considered to be more closely aligned with the criteria for a Citation may be referred to the COCSL Selection Committee for consideration in the same year.

- A winner of a University of Queensland ATE may not be the recipient of a University of Queensland COCSL in the same year unless they form part of a team application and are not the lead applicant.

Eligibility of previous recipients

- Winners of the University's ATE are not eligible to reapply, with the exception of:

  – Previous recipients of ATE are eligible to reapply for an award if they form part of a team application and are not the lead applicant; the team application should not substantially replicate the original award.

  – Previous recipients of a University ATE in the Early Career Category are eligible to reapply in a different category <u>five years</u> after receiving an Early Career award.

  – Members of teams that have received awards are eligible to reapply; the application should not substantially replicate the original award.

- Previous University of Queensland Citation and/or AAUT Citation winners are eligible to apply for an ATE.

- A winner of an AAUT ATE may apply for a University of Queensland ATE if they have not been a previous recipient.

4.1.3   Application process

In the first instance ATE applicants must submit an **expression of interest** using the online template published on the ITaLI website.

A Shortlisting Committee will appraise expressions of interest according to the published criteria and invite eligible applicants to provide a **detailed application** by a nominated closing date.

Shortlisted applicants will be invited to a workshop facilitated by ITaLI where advice and guidance will be given on the format and content of their ATE application.

A Selection Committee will appraise applications according to the published criteria outlined below and will and make recommendations for awarding commendations and citations to the University Teaching, Learning and Student Experience Committee for approval.

4.1.4   Claims against the Assessment Criteria

ATE expressions of interest and applications will be assessed on the evidence provided in response to the following four criteria, which will be given equal consideration by the Shortlisting Committee and Selection Committee:

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 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 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.

2. **Development of curricula, resources or 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.

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.**

This may include:

- Showing advanced skills in assessment/alternative assessment practices

- Using a variety of assessment strategies to bring about change

- Adapting assessment methods to different contexts and diverse student needs and learning styles

- Contributing professional expertise to the field of assessment in order to improve program design and delivery

- Dissemination and embedding of good practice identified through assessment

- Evaluating the quality of the assessment practices.

4. **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.

4.1.4.1   Evidencing your Contribution

In addressing the above criteria, nominees are required to make a case that is strongly supported by a diverse range of evidence. It is recommended that the qualitative and quantitative data are from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience and evidence of institutional, peer and stakeholders' interactions.

In assessing expressions of interest and applications against the four criteria, the Shortlisting Committee and Selection Committee will take the following into account:

- Impact on student learning, student engagement or the overall student experience for a period of no less than three years (two years for Indigenous educators), not including time take for development or trial of any activity which must be demonstrated in student testimonial, student improvement in results over time, and/or strong SECaT results.

  Including evidence of the extent of positive impact of student learning, student engagement and/or the overall student experience of higher education.

- Recognition gained from colleagues, the University, and/or the broader community

  Including evidence of the extent of recognition consistent with the purpose of the award (i.e. excellence in teaching)

  Indigenous Education category modification: Gained recognition from fellow staff, the University, and/or the broader community. The recognition may include recognition from Indigenous communities and Elders where relevant.

- Creativity, imagination or innovation shown, irrespective of whether the approach involves traditional learning environments or technology-based developments;

  Including the extent to which the teaching approach shows creativity and distinctiveness.

- Scholarly literature on teaching and learning drawn on to inform the development of initiatives, programs and/or practice.

  Including evidence of the extent to which the teaching is informed by, and if applicable, contributes to scholarly literature.

  Indigenous Education category modification: Drawn on scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice, including on Indigenous teaching and learning.

Student voices, through examples and quotations, can convey a cogent account of their experiences.

All applications will be assessed relative to opportunity. Applicants may attach a brief summary (max 200 words) of any factors they would like to be take in consideration by the committee.

4.1.5   Expression of interest

In the first instance ATE applicants must submit an expression of interest using the online template published on the ITaLI website.

4.1.5.1   ATE expression of interest components

The ATE expression of interest includes the following components:

a. Applicant details

b. Category of award

c. Written statement

    i. Proposed synopsis (maximum 200 words) – the synopsis must cover the applicant's teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods, and their research/teaching interests. The synopsis must be written in the third person.

    ii. Overview of the contribution and context (maximum 300 words).

    iii. Summary of the evidence addressing the assessment criteria provided in bullet point format (one A4 page maximum).

d. Reference List on separate page.

e. SECaT Teaching Summary Report for a minimum of three (3) years (i.e., if applying in 2023, this report must provide data for 2020, 2021 and 2022; if SECaT data for 2020 is not available, please also include 2019 data in addition to 2021 and 2022).

A link to the Teaching Summary Report is provided above. Please only include this report. If you are having difficulties in obtaining the correct report, please contact teaching.awards@uq.edu.au.

Applicants may include a short explanation supporting this document if desired.

4.1.5.2   Formatting requirements

ATE Expressions of interest must be completed using the online form and supplementary word template. All formatting styles are predefined in these documents.

Expressions of Interest which do not comply with the formatting requirements as outlined will be deemed ineligible. These will not be reviewed by the Shortlisting Committee and will be returned to the applicant.

4.1.5.3   Submission process

ATE expressions of interest must be submitted online.

4.1.5.4   Expression of interest resources

The following ATE expression of interest resources are available on the ITaLI website:

- ATE expression of interest template
- ATE expression of interest checklist

4.1.6   Full application

Shortlisted ATE applicants will be invited to submit a full application.

4.1.6.1   Application components

The full application includes the following components:

a. Applicant details

    i. Category of Award (Discipline Based)

    ii. Synopsis (maximum 200 words) – the synopsis must cover the applicant's teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods, and their research/teaching interests. The synopsis must be written in the third person.

b. Written statement (maximum four (4) A4 pages)

    i. Overview of the applicant's teaching and its context – the overview provides the opportunity for applicants to focus on the specific character of their teaching and achievements. It is recommended that the overview be up to one page in length and that it includes:

- The applicant's educational philosophy and beliefs;

- A description of the teaching context;

- An integrated summary of the claims relating to the assessment criteria; and

- Teaching experience and responsibilities at all levels – undergraduate, postgraduate coursework, including continuing professional education and postgraduate research activities.

    ii. Statement addressing the assessment criteria and providing supporting evidence – the statement should address the category of award and each of the four criteria in turn.

Applicants should consider the following:

- Significance of contribution (to student learning, engagement or overall experience);

- Assurance of scholarship/teaching philosophy (indicates a critical and reflective approach to teaching practice);

- The creative, imaginative or innovative nature of the submission (irrespective of whether the approach involves traditional learning environments or technology-based developments);

- Breadth of evidence (diverse evidence from multiple sources including outside The University of Queensland);

- Breadth of recognition (substantial pertinent recognition from peers, professional bodies, national community);

- Credibility of evidence (explicit in both nature and impact of contribution as outside of expected norms);

- Effectiveness of examples (examples clearly illustrate claims of student outcomes);

- Narrative cohesion and persuasiveness (author's voice distinctive and authentic, conclusion draws narrative together); and

- Period of contribution (three to five years of development).

c. Reference list:

Applicants should use their preferred recognised reference style throughout and include a reference list as an additional page. Links to reference lists online will not be reviewed by the Selection Committee.

d. Curriculum Vitae (maximum three A4 pages) – the curriculum vitae should outline the applicant's educational qualifications, employment history, teaching positions and teaching experience. Applicants should include evidence of teaching scholarship, such as grants, publications and contributions to professional bodies. The Curriculum Vitae is limited to three A4 pages for individual applications. Teams may allow for one additional page per team member, i.e., a team of three may have five A4 pages (three + two). Pages in excess of this limit will be removed.

e. Statement of contribution – Team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

f. References (maximum one A4 page x two references) – two references of no more than one A4 page each are to be provided. One reference must be from the head of faculty, school or Unit and the other can be from a colleague.

Referees should agree to provide the Selection Committee with a confidential reference on the applicant's teaching against the chosen assessment criterion.

If the application is from a team the references should apply to the team.

Applicants are responsible for contacting referees and requesting the reference be submitted to the Selection Committee via email to teaching.awards@uq.edu.au

g. Supporting materials – while assessment is based primarily on the written statement, applicants can choose to submit two of the following supporting materials:

i. A three-minute video (which could include footage of the applicant/s talking about their project, team or service, their teaching philosophy or interviews with students);

ii. Website (URL); or

iii. Five (5) A4 pages of printed <u>teaching material</u> in PDF format.

The relevance of all material must be made clear in the written statement.

4.1.6.2   Formatting requirements

Applicants must ensure that the following formatting requirements are abided by:

- Applications must be A4 page size;

- Font must be 11-point Arial or Calibri (narrow fonts must not be used); and

- Margins must be at least 2cm wide with clear definition between paragraphs, and no columns should be used.

The application template includes several predefined text styles. Apply styles using the Quick Styles Gallery (Word 2007 and later and Word 2011 for Mac) on the home tab of the Ribbon or the Styles drop-down list (Word 2003 or Word 2008 for Mac and earlier).

Do not change the styles or margins (page setup) of the application template.

Please be aware, if your formatting differs from the above, Teaching Awards Administrators will amend your application to meet the above requirements. Following this amendment, applications which do not comply with the page number and word length requirements will be deemed ineligible. The Selection Committee will not review these applications.

4.1.6.3   Submission process

The application must be submitted to the Selection Committee per the instructions in these guidelines and the invitation to full application.

Applicants will receive an email acknowledging receipt of the application.

4.2 Early Career Awards for Teaching Excellence

The Early Career ATE give recognition to individuals and teams renowned for excellence in teaching and who have made a broad and deep contribution to enhancing the quality of learning and teaching at The University of Queensland within the first five years of their teaching career.

One (1) Early Career ATE may be granted each year at the discretion of the University Teaching, Learning and Student Experience Committee. There is no limit to the number of commendations that may be awarded. The recipient will be awarded a certificate and a grant of $5,000.

4.2.1 Eligibility

General eligibility

- Application is open to academic staff with teaching or teaching/research appointments.

- Applicants must have ordinarily a minimum of two years of academic teaching-related employment at The University of Queensland, with no more than five years' experience teaching in higher education (from the starting date of teaching to the date of submission of the Expression of Interest).

  Career Interruptions such as periods of unemployment, parental leave, or medical conditions may be reviewed on a case-by-case basis. Please contact teaching.awards@uq.edu.au to discuss.

  Note: Peer Tutoring as an Undergraduate student will not count in the five years in higher education teaching. Note that teaching undertaken as a PhD Candidate (for example, Casual Appointments as a Tutor) will count towards the five years' higher education teaching experience.

- Both individual and team applications are accepted. All teams must provide a team name.

- An application which is considered to be more closely aligned with the criteria for a Citation may be referred to the COCSL Selection Committee for consideration in the same year.

- A winner of a University of Queensland ATE may not be the recipient of a University of Queensland COCSL in the same year unless they form part of a team application and are not the lead applicant.

Eligibility of previous recipients

- Winners of the University's ATE are not eligible to reapply, with the exception of:

  – Previous recipients of ATE are eligible to reapply for an award if they form part of a team application and were not the lead applicant; the team application should not substantially replicate the original award.

  – Members of teams that have received awards are eligible to reapply; the application should not substantially replicate the original award.

- Previous University of Queensland Citation and/or AAUT Citation winners are eligible to apply for an ATE.

- A winner of an AAUT Early Career ATE may apply for a University of Queensland Early Career ATE if they have not been a previous recipient.

- Previous AAUT ATE and University of Queensland ATE recipients are not eligible to reapply.

Please note, previous recipients of a University Early Career ATE are eligible to reapply in the Awards for Teaching Excellence <u>five years</u> after receiving an Early Career award.

4.2.2   Application process

In the first instance ATE applicants must submit an **expression of interest** using the online template published on the ITaLI website.

A Shortlisting Committee will appraise expressions of interest according to the published criteria and invite eligible applicants to provide a **detailed application** by a nominated closing date.

Shortlisted applicants will be invited to a workshop facilitated by ITaLI where advice and guidance will be given on the format and content of their ATE application.

A Selection Committee will appraise applications according to the published criteria and make recommendations for awarding commendations and citations to the University Teaching, Learning and Student Experience Committee for approval.

4.2.3   Assessment criteria

Early Career ATE expressions of interest and applications will be assessed on the evidence provided in response to the following four criteria, which will be given equal consideration by the Shortlisting Committee and Selection Committee:

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 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 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.

2. **Development of curricula, resources or 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.

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.**

This may include:

- Showing advanced skills in assessment/alternative assessment practices

- Using a variety of assessment strategies to bring about change

- Adapting assessment methods to different contexts and diverse student needs and learning styles

- Contributing professional expertise to the field of assessment in order to improve program design and delivery

- Dissemination and embedding of good practice identified through assessment

- Evaluating the quality of the assessment practices.

4. **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.

4.2.3.1   Evidencing your Contribution

In assessing expressions of interest and applications against the four criteria, the Shortlisting Committee and Selection Committee will take the following into account:

- Impact on student learning, student engagement or the overall student experience for a period of no less than **two years**, not including time take for development or trial of any activity which must be demonstrated in student testimonial, student improvement in results over time, and/or strong SECaT results.

- Recognition gained from colleagues, the University, and/or the broader community

- Creativity, imagination or innovation shown, irrespective of whether the approach involves traditional learning environments or technology-based developments;

- Scholarly literature on teaching and learning drawn on to inform the development of initiatives, programs and/or practice.

The case made needs to be supported by a diverse range of evidence. It is recommended that qualitative and quantitative data are from an extensive range of formal and informal sources including the applicant's self-reflection, student learning, student experience and evidence of institutional, peer, and stakeholder interactions.

Student voices, through examples and quotations, can convey a cogent account of their experiences.

The career stage of the applicant in Early Career ATE expressions of interest and applications will be considered and all applications will be assessed relative to opportunity. Applicants may attach a brief summary (max 200 words) of any factors they would like to be take in consideration by the committee.

4.2.4 Expression of interest

In the first instance ATE applicants must submit an expression of interest using the online template published on the ITaLI website.

4.2.4.1 ATE expression of interest components

The ATE expression of interest includes the following components:

a. Applicant details

b. Category of award

c. Written statement

    i. Proposed synopsis (maximum 200 words) – the synopsis must cover the applicant's teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods, and their research/teaching interests. The synopsis must be written in the third person.

    ii. Overview of the applicant's teaching and its context (maximum 300 words).

    iii. Summary of the evidence to address the assessment criteria provided in bullet point format (one A4 page maximum).

d. Reference List on separate page.

e. [SECaT Teaching Summary Report](#) for a minimum of two (2) years (i.e., if applying in 2024, this report must provide data for 2022 and 2023).

    A link to the Teaching Summary Report is provided above. Please only include this report. If you are having difficulties in obtaining the correct report, please contact teaching.awards@uq.edu.au.

    Applicants may include a short explanation supporting this document if desired.

4.2.4.2 Formatting requirements

ATE Expressions of interest must be completed using the online form and supplementary word template. All formatting styles are predefined in these documents.

Expressions of Interest which do not comply with the formatting requirements as outlined will be deemed ineligible. These will not be reviewed by the Shortlisting Committee and will be returned to the applicant.

4.2.4.3 Submission process

ATE expressions of interest must be submitted online.

4.2.4.4 Expression of interest resources

The following ATE expression of interest resources are available on the ITaLI website:

• ATE expression of interest template

- ATE expression of interest checklist

4.2.5 Full application

Shortlisted ATE applicants will be invited to submit a full application.

4.2.5.1 Application components

The full application includes the following components:

a. Applicant details

    i. Category of Award

    ii. Synopsis (maximum 150 – 200 words) – the synopsis must cover the applicant's teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods, and their research/teaching interests. The synopsis must be written in the third person.

b. Written statement (maximum four (4) A4 pages)

    i. Overview of the applicant's teaching and its context – the overview provides the opportunity for applicants to focus on the specific character of their teaching and achievements. It is recommended that the overview be up to one page in length and that it includes:

- The applicant's educational philosophy and beliefs;
- A description of the teaching context;
- An integrated summary of the claims relating to the assessment criteria; and
- Teaching experience and responsibilities at all levels – undergraduate, postgraduate coursework, including continuing professional education and postgraduate research activities.

    ii. Statement addressing the assessment criteria and providing supporting evidence – the statement should address the category of award and each of the four criteria in turn.

Applicants should consider the following:

- Significance of contribution (to student learning, engagement or overall experience);
- Assurance of scholarship/teaching philosophy (indicates a critical and reflective approach to teaching practice);
- The creative, imaginative or innovative nature of the submission (irrespective of whether the approach involves traditional learning environments or technology-based developments);
- Breadth of evidence (diverse evidence from multiple sources including outside The University of Queensland);
- Breadth of recognition (substantial pertinent recognition from peers, professional bodies, national community);
- Credibility of evidence (explicit in both nature and impact of contribution as outside of expected norms);
- Effectiveness of examples (examples clearly illustrate claims of student outcomes);
- Narrative cohesion and persuasiveness (author's voice distinctive and authentic, conclusion draws narrative together); and

- Period of contribution (three to five years of development).

d. Reference list:

Applicants should use their preferred recognised reference style throughout and include a reference list as an additional page. Links to reference lists online will not be reviewed by the Selection Committee.

d. Curriculum Vitae (maximum three A4 pages) – the curriculum vitae should outline the applicant's educational qualifications, employment history, teaching positions and teaching experience. Applicants should include evidence of teaching scholarship, such as grants, publications and contributions to professional bodies. The Curriculum Vitae is limited to three A4 pages for individual applications. Teams may allow for one additional page per team member, i.e., a team of three may have five A4 pages (three + two). Pages in excess of this limit will be removed.

e. Statement of contribution – Team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

f. References (maximum one A4 page x two references) – two references of no more than one A4 page each are to be provided. One reference must be from the head of faculty, school or Unit and the other can be from a colleague.

Referees should agree to provide the Selection Committee with a confidential reference on the applicant's teaching against the chosen assessment criterion.

If the application is from a team the references should apply to the team.

Applicants are responsible for contacting referees and requesting the reference be submitted to the Selection Committee via email to teaching.awards@uq.edu.au

g. Supporting materials – while assessment is based primarily on the written statement, applicants can choose to submit two of the following supporting materials:

i. A three-minute video (which could include footage of the applicant/s talking about their project, team or service, their teaching philosophy or interviews with students);

ii. Website (URL); or

iii. Five (5) A4 pages of printed <u>teaching material</u> in PDF format.

The relevance of all material must be made clear in the written statement.

4.2.5.2   Formatting requirements

Applicants must ensure that the following formatting requirements are abided by:

- Applications must be A4 page size;

- Font must be 11-point Arial or Calibri (narrow fonts must not be used); and

- Margins must be at least 2cm wide with clear definition between paragraphs, and no columns should be used.

The application template includes several predefined text styles. Apply styles using the Quick Styles Gallery (Word 2007 and later and Word 2011 for Mac) on the home tab of the Ribbon or the Styles drop-down list (Word 2003 or Word 2008 for Mac and earlier).

Do not change the styles or margins (page setup) of the application template.

Please be aware, if your formatting differs from the above, Teaching Awards Administrators will amend your application to meet the above requirements. Following this amendment, applications which do not comply with the page number and word length requirements will be deemed ineligible. The Selection Committee will not review these applications.

4.2.5.3   Submission process

The application must be submitted to the Selection Committee per the instructions in these guidelines and the invitation to full application.

Applicants will receive an email acknowledging receipt of the application.

4.3   Application resources

The following ATE application resources are available on the ITaLI website:

- ATE application template
- ATE application checklist
- ATE example letter to referee

5. Evidence for Applications

It is key that you evidence your application with breadth and depth of data from multiple sources (peer, self, assessment/ outcomes, perception), with sources that originate from beyond the course/ program / school/ discipline. Your evidence must be explained and be overtly and explicitly linked to your claims.

We have included a list below of possible sources of evidence that the committees will be looking for when assessing your expression of interest and your full application. This list is by no means exhaustive.

5.1 Examples

5.1.1 Within the course/ program

- SECaT or SETutor scores – over time, across subjects
- SECaT or SETutor comments
- Attendance figures, retention, enrolment
- Trends in grade data
- Discussion board participation rates and comments (including qualitative analysis on reflection work by students)
- Non-standardised student surveys
- Student achievements or outcomes (employment, further study, awards & prizes)
- Solicited or unsolicited student comments – emails, letters
- Innovation details – Your own reflection on what you did, what the students did, how did you it, why you did it, how you know it worked and there was a positive outcome for student learning or the student experience.
- Employment trends of graduates including international, post docs
- Demonstrable change in the quality of students applying (OP, ATAR, 1st preferences)
- teaching/ study materials

5.1.2 Within UQ

- Feedback from employers of graduates,
- Quality of people who agree to teach into the course
- Tutor feedback, clinical supervisors (abilities, enthusiasm etc) peer review
- Informal student feedback – Facebook, polls, clicker
- presentations at conferences/ workshops outside of school
- grants
- awards

5.1.3 Outside of UQ

- Comparison/benchmarking data with other institutions e.g., AUSSE, CEQ, GDS, enrolment data,

- Comments from feeder schools

- Invitations to committees, associations, to speak at events

- Requests for materials, advice, collaboration

- Industry partners and associations, accreditation processes and feedback

- Successful use of your materials or ideas by others (program or school take-up, national)

- Publications – yours and others

- presentations at conferences/ workshops outside of UQ, internationally

- grants and awards

5.2   Tips for incorporating your evidence

The below tips have been sourced from the AAUT assessor network, with respect to evidencing claims made in national applications. Think about these points in relation to your UQ Teaching Award application; the shortlisting and selection committees are looking for the same things.

1. Provide evidence about the **impact** and **reach** of your initiatives, interventions, and practice; do not just detail the initiatives themselves.

2. Your evidence should come from **multiple sources**, both **quantitative** and **qualitative** sources.

3. Your observations are important. You can include anecdotal evidence; it supports the story (but do not rely solely on this to evidence your application).

4. Where it is possible to identify impact beyond 'student satisfaction' (e.g., student engagement, retention, performance, progression, employment outcomes etc), include this evidence.

5. Be specific about your own contributions.

Both the Expression of Interest and the Full application should explain:

- how your thinking has been shaped,

- what you are doing, and

- why you are doing it,

using the scholarship of teaching and learning and pedagogical theory that has informed your practice.

If you have any questions regarding evidencing your application for a teaching award, please contact teaching.awards@uq.edu.au for guidance.