

Applying for a UQ Teaching Award

Facilitator:

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Guests:

Dr Roma Forbes, UQ Award for Teaching Excellence 2023, AAUT Citation 2021, UQ Citation 2020

Associate Professor Rachel Fitzgerald, Shortlisting and Selection Committees 2023

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from A Guidance Through Time
by Casey Coolwell and Kyra Mancktelow.



Agenda

ADMINISTRATION TIPS

What's New in 2024

Schemes and Eligibility

Categories and Assessment Criteria

Application Process + Key Dates

WORKSHOP

Tips from an Award Winner

Q+A with Awards Assessors

Teaching Award Narratives

Evidencing your Contributions



What's new in 2024?

There's a bit!

- **Indigenous Education Category in Citations as well as Award for Teaching Excellence with modified eligibility and assessment criteria**
- **Early Career Awards for Teaching Excellence will no longer be assessed alongside the Awards for Teaching Excellence. EOIs and applications will be assessed separately.**
- **Citation for Tutors will continue.**
- **New category of Citation for Learning Designers and Advisors**
- **Slightly longer word limit allowances in the *Overview of Context and Contribution* section of the EOI and application.**



Citations for Outstanding Contributions to Student Learning: Individuals and Teams

About the Award

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 with a Faculty or the wider University Community, and who have received strong endorsement within their area.

There are **two** Nomination Categories through which staff may identify themselves:

- Early Career (less than 5 years experience in teaching in Higher Education)
- Indigenous Education (NEW): An Indigenous staff member may apply for an Indigenous Educator Citation by selecting this nomination category in the application form. Applicants in this nomination category must ordinarily have a minimum of 2 years of employment at The University of Queensland.

Please note, if your work indigenising curriculum is the subject of your award nomination, and you are not Indigenous, you should not select the Indigenous Education category. All other eligibility criteria will apply.

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 10 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 3 years. 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.

Eligibility of previous recipients

Past recipients are ineligible to reapply for three years. If applying again after three years, the application should demonstrate significantly different achievements.

Exceptions

- Unless part of a team application and the past winner is not the lead applicant.
- Recipients of UQ ATE and APEL awards may only apply if part of a team application and cannot be the lead applicant.

What criteria do I need to write to?

Each teaching award application must be written to address a category or series of categories as well as in response to the assessment criteria.

COCSL

COCSL applicants are invited to select one of the following categories, determined by the nature of their contribution to student learning.

- Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.
- Development of curricula, resources or services that reflect a command of the field.
- Effective assessment practices that bring about improvements in student learning
- Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

COCSL EOIs and Applications will be assessed against the chosen category, and the extent to which the submission shows evidence that the applicant's contribution has:

- 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 and Early Career applicants)
- Recognition gained from colleagues, 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.
- 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.
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.

(Refer to page 9 of the Application Information and Instructions)

Citations for Outstanding Contributions to Student Learning: Tutors

About the Award

Intended to recognise individuals who demonstrate how their teaching makes a significant contribution to student learning and engagement at The University of Queensland.

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.

There are **no** Nomination Categories.

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.

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. .

What criteria do I need to write to?

Each teaching award application must be written to address a category or series of categories as well as in response to the assessment criteria.

T-COCSL

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

T-COCSL Expressions of interest and applications for T-COCSL will be 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

(Refer to page 15 of the Application Information and Instructions)

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

NEW: Pilot 2024

About the Award

LDA-COCL 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.

There are **no** nomination categories.

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.

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.

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.

What criteria do I need to write to?

Each teaching award application must be written to address a category or series of categories as well as in response to the assessment criteria.

LDA-COCL

LDA-COCL applicants are invited to select one 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.

EOIs and Applications will be assessed 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.

(Refer to page 20 – 21 of the Application Information and Instructions)

Awards for Programs that Enhance Learning

About the Award

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 student experience in higher education.

There are **four** nomination categories.

- Student Experience that supports diversity and inclusive practices
- Collaborative Educational Partnerships in Learning and Teaching
- Curriculum Transformation and Innovative Pedagogy
- Work Integrated Learning (WIL) programs that value and enhance student employability

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)

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.

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.

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

Projects, Teams or Services who have received an APEL are ineligible to reapply.

The recipient of a Citation is eligible to apply for an APEL.

Exceptions

A recipient of an AAUT APEL can apply if they have not been awarded a University APEL.

Recipients of an APEL can only reapply if they form part of a team, and are not the lead applicant and the project, team or service does not substantially replicate the original award.

What criteria do I need to write to?

Each teaching award application must be written to address a category or series of categories as well as in response to the assessment criteria.

APEL

Applications and EOIs for APEL must address the chosen nomination category:

- Student Experience that supports diversity and inclusive practices
- Collaborative Educational Partnerships in Learning and Teaching
- Curriculum Transformation and Innovative Pedagogy
- Work Integrated Learning (WIL) programs that value and enhance student employability

APEL EOIs and Applications will be assessed on the evidence provided in response to the following four criteria which are given equal consideration by the Shortlisting and Selection Committee:

- 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 and Early Career applicants)
- 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.

(Refer to page 26 of the Application Information and Instructions)

Awards for Teaching Excellence

About the Award

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 **two** nomination categories.

- Early Career (less than 5 years experience in teaching in Higher Education)
- Indigenous Education: An Indigenous staff member may apply for an Indigenous Educator Citation by selecting this nomination category in the application form. Applicants in this nomination category must ordinarily have a minimum of 2 years of employment at The University of Queensland.

You may nominate in both Early Career and Indigenous Education.

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.

You must also nominate a discipline category.

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.

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

ATE recipients are ineligible to reapply.

The recipient of a Citation is **eligible** to apply for an ATE.

Exceptions

- Previous ATE recipients in the Early Career Category may reapply in a different category after five years provided the application does not substantially replicate the original award.
- Previous ATE recipients can apply for an award if they form part of a team application and are not the lead applicant and team application does not substantially replicate the original award.
- Members of teams that have received awards are eligible to reapply; the application does not substantially replicate the original award.
- A recipient of an AAUT ATE can apply if they have not been awarded a University ATE.

What criteria do I need to write to?

Each teaching award application must be written to address a category or series of categories as well as in response to the assessment criteria.

ATE and Early Career ATE

Applications and EOIs for must address the following assessment criteria:

- Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.
- Development of curricula, resources or services that reflect a command of the field.
- Effective assessment practices that bring about improvements in student learning
- Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

When assessing EOIs and Applications against these criteria, the Shortlisting and Selection Committee will consider:

- 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 and Early Career applicants)
- Recognition gained from colleagues, 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.
- 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.
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.

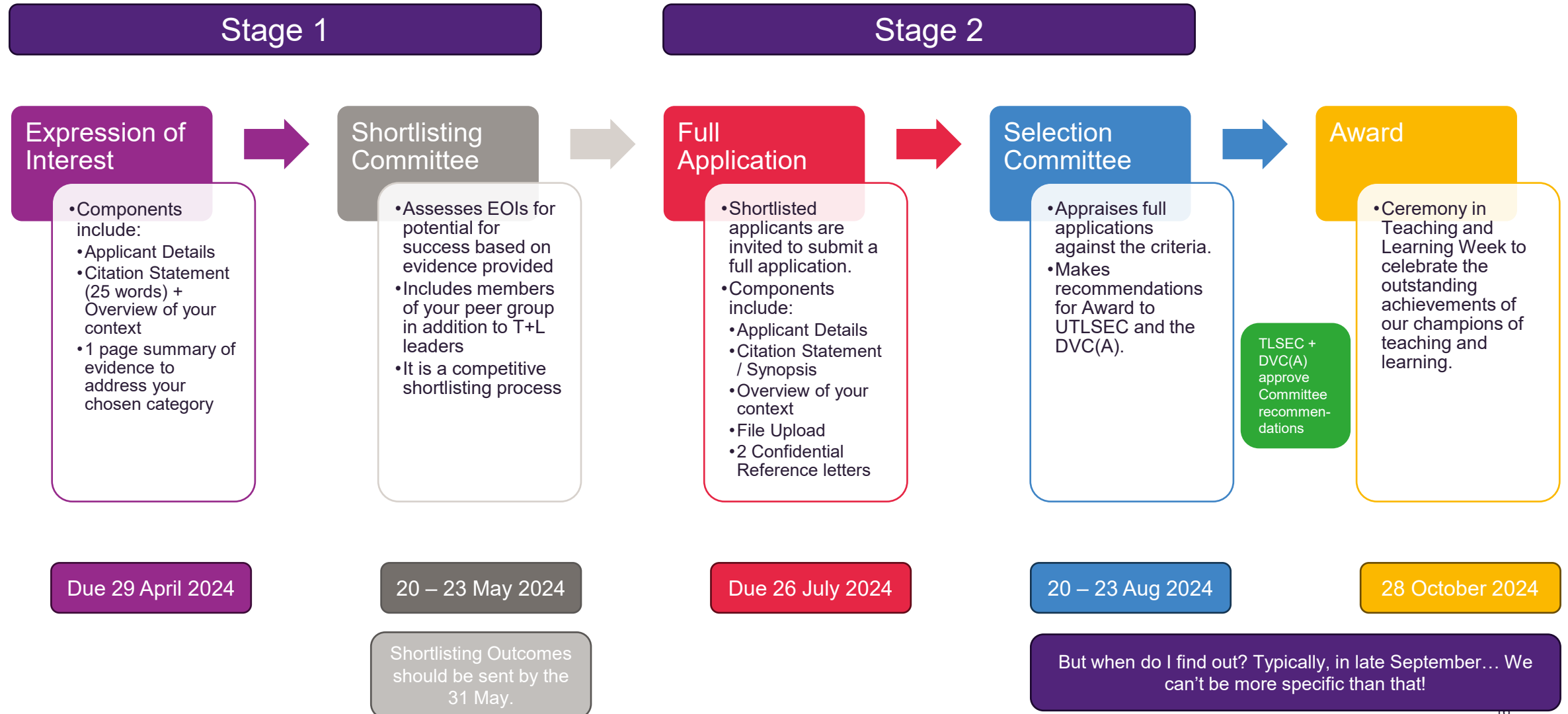
(Refer to page 33 of the Application Information and Instructions (ATE); or page 40 (Early Career ATE))

What to Submit?

COCSL	T-COCSL	LDA-COCL	APEL	ATE
<p>Online Form</p> <ul style="list-style-type: none"> Applicant details (including nomination category as relevant) Chosen category Proposed citation (25 words) Overview of contribution and its context (300 words) <p>File Upload</p> <ul style="list-style-type: none"> Summary of evidence to address the chosen criterion (one A4 page) Reference list on a separate page SECaT Teaching Summary Report 	<p>Online Form</p> <ul style="list-style-type: none"> Applicant details Chosen category Proposed citation (25 words) Overview of contribution and its context (300 words) <p>File Upload</p> <ul style="list-style-type: none"> Summary of evidence to address the chosen criterion (one A4 page) Reference list on a separate page 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. <p><i>If no SETutor Reporting is available, please submit two advocate statements from two different UQ Teaching Focussed or Teaching and Research Academic.</i></p>	<p>Online Form</p> <ul style="list-style-type: none"> Applicant details Chosen category Proposed citation (25 words) Overview of contribution and its context (300 words) <p>File Upload</p> <ul style="list-style-type: none"> 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. 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 (<u>quality over quantity</u>)) 	<p>Online Form</p> <ul style="list-style-type: none"> Applicant details Chosen category Synopsis (200 words) Overview of contribution and its context (300 words) <p>File Upload</p> <ul style="list-style-type: none"> 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. 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 (<u>quality over quantity</u>)) 	<p>Online Form</p> <ul style="list-style-type: none"> Applicant details Discipline category Nomination category as relevant Synopsis (200 words) Overview of contribution and its context (300 words) <p>File Upload</p> <ul style="list-style-type: none"> Summary of the evidence addressing the assessment criteria provided in bullet point format (one A4 page maximum). Reference List on separate page. SECaT Teaching Summary Report for a minimum of three (3) years (i.e., if applying in 2024, this report must provide data for 2021, 2022 and 2023).

[Submit your EOI here](#)

Application Process: Who does what and When?





Advice from an Award Winner: Dr Roma Forbes

You can find Roma's Applications here: [UQ ATE](#); [AAUT COCSL](#); [UQ COCSL](#)

2018



2023

Why apply for a UQ award?

An opportunity to think about your teaching more deeply

Learn more about teaching through scholarly practice and research

To help consider your teaching impact broadly

To help other areas of practice (fellowships, APDs, promotion)

Crafting an EOI and application - COCSL

What is something **specific**, unique and impactful that I do – what is special about this thing?

How can I explain it in simple and very concise ways?

Why did I, or why do I, do it?

Think about broad types of evidence – not just students or those within the university (consider industry, employers and community)

Keep it to your specific “thing” – this isn’t just a shorter version of an ATE

Crafting an EOI - ATE

What is **your** story – why do you do what you do?

How can I tell this story? Is it a journey, discovery or addressing a problem?

How does what you do impact teaching more broadly? (considering student experience and assessment and others).

Thread a consistent narrative or theme through that highlights your approach.

“Weave” evidence into the narrative

Feel the cringe and do it anyway

Q+A

Ask a burning question.
What would you most like to
know about how award EOIs
are assessed at UQ?

Ask Associate Professor
Rachel Fitzgerald and
Associate Professor Deanne
Gannaway...

Teaching Award Narratives

Teaching Award Narratives

Credit: Associate Professor Jack Wang

Tell us a story...

Talking about teaching is hard. It's not obvious how your teaching can have impact beyond your classroom.

What's the problem?

"Problematizing" a piece of work sets up your story of innovation in both teaching and research.

This applies to the *Overview of your context and contribution* section of your application but should be demonstrated throughout.

Consider that there are several narrative structures that might suit your application:

- **The Hero's Journey:** A hero goes on an adventure, learns a lesson, wins a victory with that newfound knowledge, and then returns home transformed. There are stages (Departure, Initiation, Return). *Can you describe your innovation in terms of this journey? Why did you leave your familiar world? How did you navigate an unfamiliar world? What does the familiar world look like now that you're returning?*
- **Bildungsroman / Künstlerroman:** a genre that focuses on coming of age or the growth of the protagonist from childhood to adulthood, in which character change is important. *If your teaching wasn't changed by your students' need... Why was it changed by you? How has it changed you? And then what effect did that change have on learning?*
- **Rags to Riches:** an underdog gains new privileges and must balance the responsibilities that come with it.
- **The Quest:** fulfilling an objective while conquering obstacles
- **Voyage and Return:** travel to far-away lands to acquire new wisdom.
- **Comedy or Tragedy:** were you undone by character 'flaw' or fate. *This might be deconstructing the worst SECaTs of your career, a response to unforeseen events.*

Tell a story to set up your application. Explain what you do as different and distinctive, and very importantly why you have changed the way you teach *for the benefit of your students*. But! It's only the first part.

Teaching Award Narratives

Why this approach?

What educational theories
inform/align with your
teaching?

How have they shaped your
teaching philosophy and
impacted your interactions
with your students?

This is part of your
justification for why you
know your approach is
appropriate. It's a critical
piece that's often neglected.

Behaviorism

Cognitivism

Constructivism

Humanism

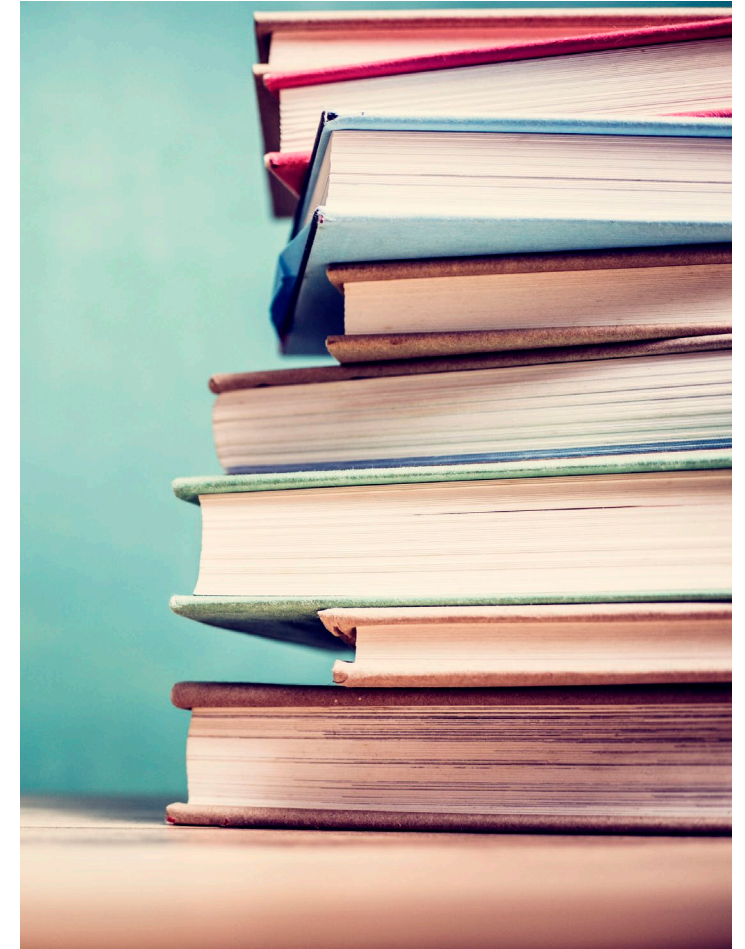
Connectivism

Transformative learning theory

Social learning theory

Experiential learning theory...

[A free digital tool to help you write a teaching philosophy statement if you're not sure of the name of your pedagogy.](#)



Teaching Award Narratives

Who does this impact?

This is part of your **justification** for why you know your approach is successful. If you do not reflect on the impact on learning you will not be successful

Your students?

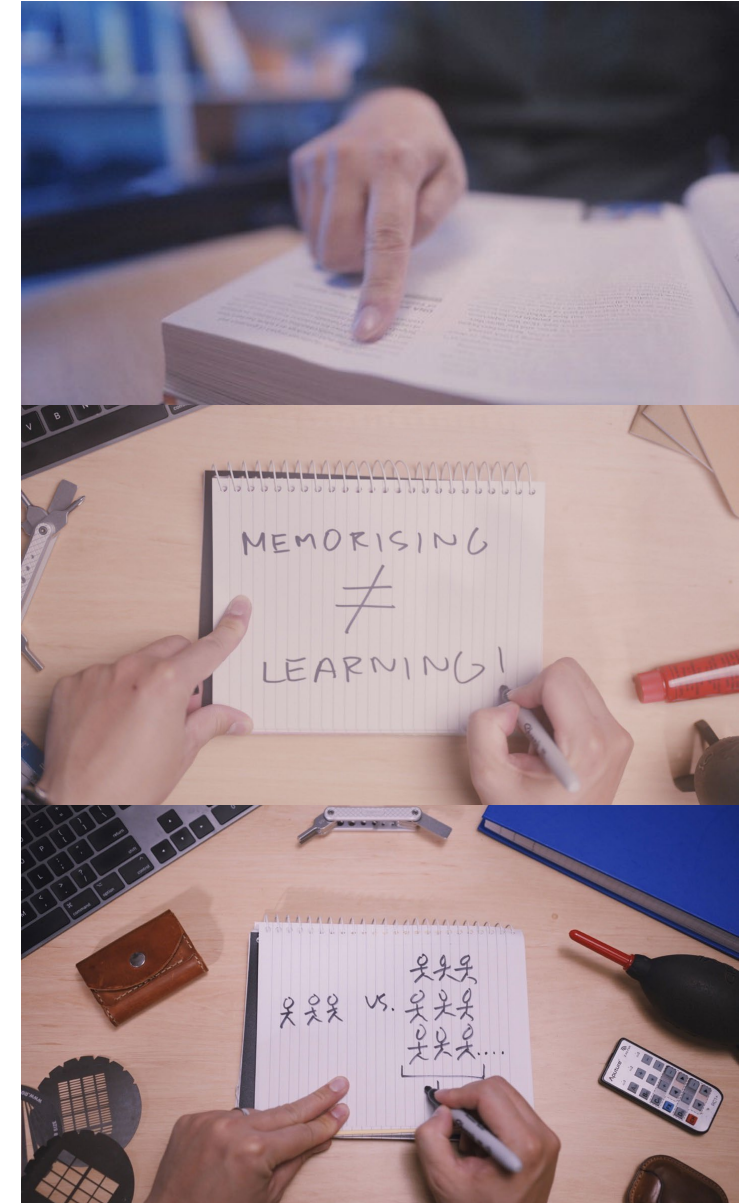
Your colleagues (and their students)?

Your School?

Your Faculty?

UQ? Other Unis?

Discipline wide? Cross-discipline?



Activity

Let's Get Started

Where can I get help?

ITaLI 1:1 Consultations

15-minute online consultations with a member of ITaLI staff. Not suitable for proofreading a draft but can provide guidance on eligibility, award rules, and evidencing your contribution.

Your Peers

Talk to your colleagues. Share drafts with them. Peer to peer feedback is often the most insightful and helpful mechanism for improving an EOI or application. Often, your colleagues know more about you and your work than you can clearly explain yourself.

Your Faculty

Reach out to your Faculty Teaching and Learning office or [an Award Winner](#) in your Faculty.

Some additional resources

UQ's Award Exemplar Library

(behind a login wall)

This library showcases the applications of some of UQ's award winners across categories. Even those applying in a new category of award should be able to find some value in reading through the exemplars for a sense of genre and style, as well as the kinds of evidence presented.

If you're interested in learning more about narrative types, you might like to have a look at:

[The seven basic plots : why we tell stories / by Christopher Booker](#)

[The Fundamentals of Narrative](#)

Helpful Handouts

[Addressing a learning challenge \(PDF, 165.5 KB\)](#)

This document outlines Deanne's activity in assisting you to get started with planning your EOI. If you follow the steps, this will give you a solid foundation for both your EOI and full application, if successfully shortlisted.

[Evidence for your application \(PDF, 107.1 KB\)](#)

A list of some sources of evidence that you might chose to draw from. This list is not exhaustive

[NEW: Key elements of a successful application \(PDF, 128.5 KB\)](#)

Adapted from AAUT guidance, this matrix identifies and defines the elements of the application that the Shortlisting and Selection committees are looking for.

AAUT Resources

While the scope is different for University teaching awards, the resources developed by the AAUT team provide excellence guidance on the award application genre.

You might find these resources helpful:

1. [2023 Examples of Effective Evidence](#)
2. [How to write a winning Learning & Teaching Award application \(USQ\)](#)
3. [Learning and Teaching Practice Evaluation \(and Impact\) Framework \(USQ\)](#)