In 1988, the Academic Board of the University of Queensland, with financial support from the Alumni Association, instituted annual Awards for Excellence in Teaching. The Award scheme was established to recognise, encourage and reward sustained excellence in teaching at The University of Queensland. The University of Queensland was one of the first Australian institutions to make such awards. The presentation of the Awards to the winners is made at a ceremony in Teaching and Learning Week each year.

Nominations

- Academic staff, Lecturer A and above, within the University are eligible for nomination.
- Nominees must have a minimum of two years of academic teaching-related employment at The University of Queensland.
- Candidates for the Awards for Excellence in Teaching must be nominated by at least five people who are members of the academic staff of the University or who are current or former students (i.e. those who have been taught by the nominee within the last five years). Of the five people who nominate, at least one must be an academic staff member and one a current or former student.
- Nominations must be submitted on the nomination form and should include the reasons for the choice of nominee.
- Self-nominations will not be accepted.
- Recipients of the Award are not eligible for renomination.
- Unless the nominee receives an Award the nomination for an Award remains active for two years following the year of the initial nomination.

Submissions

On receipt of a completed nomination form the Teaching and Learning Committee will invite the nominee to make a submission supporting their nomination.

Selection Criteria

The criteria listed below reflect areas where excellence in teaching can be demonstrated. Nominees are not expected to provide evidence of excellence in all areas, however nominees must respond to the criterion on inclusive practice.
The Awards focus on sustained involvement in high quality teaching. Evidence of the nominee’s contribution to teaching development, for example influence upon the learning experience or environment, should be included in the submission. A claim for research-based teaching may be made under each criterion as appropriate.

The submission should address in turn each criterion which is relevant to the nominee’s teaching. Submissions must address 1 and 2. The questions listed below each criterion are intended as a guide for formulating responses. Not all staff are expected to include all the criteria and all forms of evidence. Staff should build the teaching profile that best highlights their achievements.

**Early Career Teaching Award**

A person in the category of Early Career Teaching is defined as “one who is currently within his/her first five years (or equivalent part-time)” of teaching. (The number of years is considered as teaching in any university for not more than 5 years).

One Award may be granted each year at the discretion of the Teaching and Learning Committee.

In assessing submissions in this category, the Selection Committee will not expect evidence of sustained involvement in quality teaching.

The submission should address in turn each criterion which is relevant to the nominee’s teaching and should build the teaching profile that best highlights their achievements. Nominees are not expected to provide evidence of excellence in all areas, however a response must be made to 1 and 2.

1. **Reflection on Practice as a University Teacher (required)**
   - a reflective essay of two to three pages addressing topics considered by nominees to be most relevant to their teaching situation. You may wish to refer to the reflective self-evaluation of teaching requirement in the Academic Portfolio (Section F, Folio 2).

2. **Inclusive Practice in Teaching (required)**
   - response to diversity among students in the areas of equity, disability, and support for international students (if relevant) in teaching and learning practices
   - encouraging students from equity and disability groups to participate and achieve success in their courses
   - effective and sympathetic guidance and advising of students.

3. **Scholarship in Teaching**
   - To what extent has the nominee:
     - participated in professional development activities
     - contributed to the literature on teaching
     - contributed to teaching through research activities

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1 For further information, nominees should refer to teaching criteria detailed in *Folio 2 of the Academic Portfolio.*
• been invited to participate in teaching at other institutions
• carried out research into aspects of his/her teaching or courses
• been involved in leadership positions in professional associations eg contributed to the profession or professional associations?

4. Current Teaching Activities
What evidence has the nominee of activities in the following areas:
• teaching experience and responsibilities at all levels — undergraduate, postgraduate coursework, including continuing professional education and postgraduate research activities
• current and recent responsibilities and practices in teaching
• interest and enthusiasm for undertaking teaching and for promoting student learning
• ability to arouse curiosity, and to stimulate independent learning and the development of critical thought
• incorporation of recent research and developments in the field of study
• incorporation and embedding of graduate attributes into courses and programs?

5. Collaborative Teaching Activities
What contribution has the nominee made:
• in curriculum development with other colleagues
• in contributions to teaching within school, faculty, discipline and with peers
• in providing leadership eg involvement in mentoring, peer review, tutor training or other assistance to colleagues?

6. Curriculum Development and Course Materials
How has the nominee contributed to:
• the organisation and presentation of cogent and imaginative courses and/or course materials
• the introduction of innovative design and delivery of courses and/or course materials
• the innovative use of existing materials
• the provision of appropriate course assessment and examination material
• the provision of worthwhile feedback to students on their learning?

7. Evaluation of Teaching and Materials (Students, peers, self)
Can the nominee provide evidence of:
• seeking feedback from peers, senior members of staff on teaching
• seeking feedback from students using a range of methods
• evaluating and improving courses and teaching
• self-reflection and self-evaluation
• changes made in response to previous student evaluations, feedback and reflection
• student evaluation of teaching including summary of student comments, tables of ratings and the context in which the data were gathered (this data should be included as appendices)?

8. Support for Students
How has the nominee provided assistance and supported students through:
• effective and sympathetic guidance and advising
• supervising students in theses or projects under the nominee’s supervision
• availability of time and resources outside formal classes?

b. Format

A nominee’s submission should not exceed 15 single sided A4 pages in length. A further five pages of appendices may be included. The submission should be in 1.5 line spacing and at least 10 point type and be set out in sections which adhere as closely as possible to the order set out below.

• a 2-3 page reflective essay on teaching practices and development
• elaboration of the relevant selection criteria and provision of appropriate evidence to support application (approx 10 pages)
• a summary only of evaluation of the nominee’s teaching, which need not be restricted to TEVALs
• a Curriculum Vitae or Folios 1 and 2 from the Academic Portfolio and details of all teaching activities
• a list only of supporting documentation and any teaching materials that may be accessed by the Shortlisting Committee if necessary.

c. References

Nominees should nominate two colleagues who can be contacted by the Committee to provide confidential statements addressing Selection Criteria listed above. The Head of School, or where the nominee is a Head of School, the relevant Executive Dean, or the nominated supervisor, will also be asked to submit a confidential report addressing Selection Criteria.

d. Continuing nominees

Unsuccessful nominations for the Award remain active for two years following initial consideration. Each year continuing nominees will be requested to update their previous submission by revising it or preparing a new submission in accordance with the Guidelines.

Selection Procedure

The selection of recipients of the Awards will be made by the Teaching and Learning Committee. The Teaching and Learning Committee can add further names for consideration to the shortlist recommended by the Shortlisting Committee, should two or more members so agree.

a. Shortlisting Committee

A Shortlisting Committee, whose members consist of the Director of Teaching and Educational Development Institute (Chair), and five representatives of the Teaching and
Learning Committee will recommend a shortlist to the Teaching and Learning Committee. The five members of Teaching and Learning Committee must include representatives of the following categories:

- the undergraduate student nominated by the University of Queensland Union;
- the postgraduate student nominated by the University of Queensland Union;
- the recipient of Awards and Commendations for Excellence in Teaching; and
- two additional members nominated by the Teaching and Learning Committee.

In selecting a number of shortlisted nominees for consideration by the Teaching and Learning Committee, the Shortlisting Committee may call for supporting documentation, teaching materials and confidential reports from Heads of Schools and may approach other referees for comment on submitted material.

b. Relevant Considerations

- The nominations are assessed on the basis of the nominations and submissions only
- The degree of success of previous nominations is not taken into account, although the fact of previous nominations might be *prima facie* evidence of sustained excellence in teaching
- The frequency distribution of Awards to particular Schools/Faculties will not be taken into account
- Evidence of sustained teaching performance and evidence under *Selection Criteria* will be sought
- The breadth of teaching as evidenced by the range of course areas and the level of teaching (inclusive of postgraduate supervision) will be taken into account
- Evidence of the candidate’s influence over other staff members in the School/Faculty and the nominee’s contribution to changes in a School’s teaching standards will be given considerable weight.

Terms and Conditions

Awards for Excellence in Teaching are granted on the condition that all monies associated with the award are used to enhance the teaching career of the recipient. Award monies should be expended in the two calendar years immediately following receipt of the award.

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