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Version 1.0

# AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

2009 – GUIDELINES

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## 2. INFORMATION SHEET FOR 2009

## 2.1 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

Citations recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Citations are awarded to academic, general and sessional staff, and institutional associates, who have made significant contributions to student learning in a specific area of responsibility over a sustained period.

**Closing date:** postmarked no later than Friday, 1 May 2009

**Number and value:** up to 210 Citations with prize value of \$10,000 each

**Announcement date:** July 2009

**Presentations:** to be held in regional ceremonies in early August

## 2.2 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

Program Awards recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education. The programs and services that receive Program Awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in other institutions.

**Closing date:** postmarked no later than Friday, 10 July 2009

**Number and value:** up to 14 recipients, across the seven categories, with a prize value of \$25,000 each

**Announcement date:** October 2009

**Presentations:** Awards ceremony to be held at Parliament House, Canberra on Tuesday, 24 November 2009

## 2.3 AWARDS FOR TEACHING EXCELLENCE

Teaching Awards celebrate a group of the nation's most outstanding university teachers in their fields. Teaching Awards give recognition to teachers (individuals and teams) renowned for the excellence of their teaching, who have outstanding presentation skills and who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education.

**Closing date:** postmarked no later than Friday, 10 July 2009

**Number and value:** up to 27 recipients, across the eight categories, with a prize value of \$25,000 each

**Announcement date:** October 2009

**Presentations:** Awards ceremony to be held at Parliament House, Canberra on Tuesday, 24 November 2009

## 2.4 PRIME MINISTER'S AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

The *Prime Minister's Award* is the premier university Teaching Award. The Prime Minister's Award is given to an academic with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching.

**Number and value:** one recipient of a Teaching Award will receive the Prime Minister's Award and \$50,000

**Announcement date:** at the Awards ceremony to be held in Canberra on Tuesday, 24 November 2009

## 2.5 CAREER ACHIEVEMENT AWARD

The *Career Achievement Award/s* is an occasional award made to an individual who has made an outstanding contribution to learning and teaching that is recognised throughout the higher education sector. Recipients will be announced at the Awards ceremony in Canberra on Tuesday, 24 November 2009.

## 2.6 ENQUIRIES

For further information, please refer to the ALTC website or direct your enquiries to:

Program Administrator (Awards)

Phone (02) 8667 8513  
Email [Awards@altc.edu.au](mailto:Awards@altc.edu.au)  
Website [www.altc.edu.au](http://www.altc.edu.au)





### 3. INTRODUCING THE AWARDS PROGRAM

## 3.1 OVERVIEW

The Awards programs are an important part of the ALTC's mission to promote and advance learning and teaching in Australian higher education.

The programs comprise five Award types that recognise teaching excellence and outstanding contributions to student learning. These five Awards are:

- Citations for Outstanding Contributions to Student Learning
- Awards of Programs that Enhance Learning
- Awards for Teaching Excellence
- Prime Minister's Award for Australian University Teacher of the Year
- Career Achievement Award

The ALTC also provides funding for Award recipients to present at forums, colloquium and conferences. Information on this funding is available in separate *Guidelines*.

Prospective nominees under the Awards program, and their institutions, are advised to familiarise themselves with all the sections of this document, specifically those containing policies particular to each Award type.

## 3.2 OBJECTIVES

While all programs are designed to support the ALTC's mission and objectives, this program is specifically to achieve the following outcomes:

- (b) Raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community
- (c) Foster and acknowledge excellent teaching in higher education

## 3.3 RESPONSIBILITIES

It is also intended that activities undertaken as part of this program will address the following ALTC responsibility to provide: "Coordination of the Australian Awards for University Teaching (AAUT), including the Awards presentation event".

## 3.4 GOVERNANCE

### **Awards Standing Committee**

Nominations for Citations and Program and Teaching Awards are considered by Assessors, who provide general advice on the relative quality of the nominations to the Standing Committee. Final decisions on all Award recipients rest with the Standing Committee.

The Standing Committee is made up of:

- Two members of the ALTC Board (one as Chair)
- One nominee from the Commonwealth Minister responsible for the education portfolio
- One nominee from Universities Australia
- One representative who is a PVC/DVC (Academic)
- One representative of the Indigenous community
- Two current university students (to join the Standing Committee for the Teaching, Program, Prime Minister's and Career Achievement Awards only)

## 3.5 HISTORY

The *Australian Awards for University Teaching* were first presented in 1995, as part of the Australian Government's commitment to learning and teaching in higher education.

## 3.6 OPERATIONAL POLICY

### **Eligibility**

Under the Awards program, only those institutions listed in Tables A and B of the Higher Education Support Act (2003) and other approved higher education providers receiving places under the Commonwealth Grants Scheme are eligible to nominate for Awards (see General Supporting Information).

### **Privacy Information**

Information on the nomination, application, reporting and other forms is collected by the ALTC and will be used primarily for the purpose of assisting the Standing Committee to identify recipients of Citations and Awards. This information will also be used to administer and publicise the national Awards program.

ALTC may disclose any of the information collected to the Minister for Education for relevant lawful purposes and in accordance with the *Privacy Act 1988* and the Information Privacy Principles.

All documents created or held by ALTC with regard to the Awards are subject to the *Freedom of Information Act 1982* ("FOI Act"). Unless a document falls under an exemption provision, it will be made available to the general public if requested under the FOI Act.

Decisions regarding *request* for access will be made by the authorised FOI decision-maker, in accordance with the requirements of the FOI Act.



#### 4. CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

## 4.1 CITATIONS OVERVIEW

Citations recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Citations are awarded to academic, general and sessional staff, and institutional associates, who have made significant contributions to student learning in a specific area of responsibility over a sustained period.

There are no specified categories for citations. A concise citation is used to describe the distinctive contribution of each nominee/s. Each citation is unique and reflects the diversity of ways in which university staff and associates contribute to learning and teaching in higher education.

Citations therefore provide an opportunity for distinctive institutional missions, values and priorities in learning and teaching to be recognised. Citations will be awarded for a wide range of contributions to student learning, where this contribution is recognised for achievements within the nominating institution. Citations will be awarded for both direct and indirect contribution, whether the contribution is general or more specific.

## 4.2 CITATIONS POLICY

### Selection Criteria

Nominees are required to select **one** or **two** selection criteria, determined by the nature of their contribution to student learning. The nomination will be judged on the quality of the nomination against the criteria and the extent to which they show evidence (in the written statement) that their contribution has:

1. influenced student learning, student engagement or the overall student experience;
2. gained recognition from fellow staff, the institution, and/or the broader community; and
3. been sustained over time.

The selection criteria follow:

1. **Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching
2. **Development of curricula, resources and services that reflect a command of the field.** This may include developing and presenting coherent and imaginative

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

3. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs; contributing professional expertise to enhance assessment and/or feedback
4. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education
5. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; 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

## 4.3 CITATIONS OPERATIONAL POLICY

### Eligibility for nomination

1. All nominations must relate to contributions to student learning in higher education.
2. Nomination is open to academic staff, general staff, sessional staff and institutional associates (full-time or fractional, continuing or contract) in eligible institutions.
3. Both team and individual nominations are encouraged. Teams may be of any size. If a team is larger than five members a team name must be provided.
4. Each eligible institution may nominate up to 10 individuals or teams. However, if the nominating institution has fewer than 500 EFTSU, the maximum number of nominations is five.
5. Nominee/s can be included in only one nomination in any year.
6. Individual citation recipients are not eligible for renomination within three years of receiving a citation (ie, if a recipient in 2006, then not eligible to reapply until 2010)

7. Recipients of a Teaching Award (AAUT or Carrick Award) are not eligible to apply for a Citation. Nomination for, or receipt of, a citation does not affect eligibility for a Teaching Award.
8. Previously unsuccessful nominees for citations are eligible to (re)apply.

## 4.4 CITATIONS NOMINATIONS LODGEMENT

A ranked list of nominations endorsed by the Institutional Selection Committee must be lodged with the ALTC, postmarked no later than the date specified in the Information Sheet. The Standing Committee will take into account the institutional ranking in selecting citation recipients.

Institutions should submit four identical bundles, each forming a complete institutional submission. Documents provided in each bundle must include:

- **Completed Citations Nominations Summary** (proforma provided) with the citation wording for each nomination, the ranking of nominations (1-10) and each nomination's criterion/a for selection
- **A copy of each of the nominees' nomination form, written statement and references**

Address for submission and closing date each year may be found in the Information Sheet.

Institutions must also provide the above documents on a CD ROM or DVD at the time of lodging for assessment, publicity and archival purposes. The nomination form and written statement must be in Microsoft Word. One CD ROM or DVD should be provided for each institutional submission. Please ensure this electronic copy of the nominations is clearly labelled.

### **Nomination summary (proforma provided)**

The Nomination Summary Form reports the ranking agreed by the Institution Selection Committee. The ALTC strongly recommends that ranking details not be made public and will not publish the ranked lists.

### **Nomination form (proforma provided)**

The nomination form reports administrative information, the chosen selection criterion/a and proposed citation wording (maximum 25 words). The completed nomination must be signed by the Vice-Chancellor/ Chief Executive Officer or delegate.

## Written statement

The core element of a nomination for a citation is a written statement in which the nominees describe their contribution to student learning. It is essential that nominees specifically address one or two of the selection criteria, and provide evidence in the written statement to support their claims in line with this criterion/a.

The written statement is limited to four A4 pages in total and should include all information that might be referred to in the submission. The four page limit is strictly enforced, with all pages in excess of the 4 pages removed before being sent to Assessors.

The written statement should have four components, presented in this order:

1. **Proposed citation** (maximum 25 words) describing the distinctive contribution of the nominee
2. **Summary of particular contribution and specific context for this**
3. **Statement addressing chosen selection criterion/a** (one or two)
4. **Statement providing evidence for the ways in which the contribution has influenced student learning, engagement and/or the overall student experience, been sustained over time, and been recognised by fellow staff, the institution, and/or the broader community**

Nominees may wish to refer to previous year's citations for examples (refer ALTC website), some exemplars follow:

- For novel and effective approaches to engaging first-year students in collaborative learning and peer review in a large class setting
- For sustained commitment to personalised administrative support for undergraduate students that has enhanced the overall student experience
- For a decade of exemplary supervision and support of postgraduate research students in the field of social science
- For institutional leadership in the design and implementation of a department-based program of peer feedback for academic staff
- For developing new strategies to ensure effective coordination of teaching in a cross-faculty undergraduate program
- For rigorous planning and evaluation of innovative and culturally appropriate teaching resources in health studies, which raise awareness of cultural diversity among students

## References (two)

1. Two references of no more than one A4 page each, to be provided by people able to comment on the nominee's contribution to student learning against the nominated selection criterion/a
2. One referee must be the head of the nominee's faculty, department, school or administrative unit
3. If the nomination relates to a team, the references should apply to the team

4. References longer than one page will be recopied and only the first page provided to the assessors

### **Supporting materials**

Institutional Selection Committees may chose, for their internal selection, to consider additional materials supporting claims against the selection criteria.

Such supporting materials must not be submitted to the ALTC. Assessment by the Assessors and selection by the Standing Committee will be based solely on the written statement and references.

Nominees must therefore ensure that all claims that they meet the selection criteria are supported by evidence and that the evidence is included in the written statement.



## 5. AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

## 5.1 PROGRAM AWARDS OVERVIEW

Program Awards recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education. The programs and services that receive Program Awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in other institutions.

## 5.2 PROGRAM AWARDS POLICY

### Categories

There are seven Program Award categories, as follows:

1. **Assessment and feedback**, encompassing assessment initiatives that encourage students to develop and demonstrate higher-order skills and attitudes such as academic independence, ethical practices and values, and critical thinking and feedback that is timely and supports students' learning development
2. **Educational partnerships and collaborations with other organisations**, encompassing partnerships between universities, and universities and other organisations – such as schools, professional bodies businesses and industries – in collaborative approaches to learning and teaching
3. **The first-year experience**, encompassing the academic and social transition to higher education, learning and teaching within large student groups, and the quality of the first-year student experience
4. **Flexible learning and teaching**, encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning
5. **Innovation in curricula, learning and teaching**, encompassing innovations that encourage novel approaches to learning and teaching, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies
6. **Postgraduate education**, encompassing programs that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature, and postgraduate learning support
7. **Services supporting student learning**, encompassing services directly related to student learning such as services for specific groups of students, information access, course advising, language and learning support, counselling and disability support

It is anticipated that the Program Awards will be distributed across the seven categories. However, the pattern of distribution will ultimately be determined by the quality of nominations.

### **Selection criteria**

All nominations for Program Awards will be assessed on evidence they provide in relation to the following four criteria, which will be given equal consideration by the Assessors and Standing Committee:

1. **Distinctiveness, coherence and clarity of purpose**  
Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation
2. **Influence on student learning and student engagement**  
Extent to which the program targets identified needs and directly or indirectly enhances student learning, student engagement and/or the overall student experience of higher education
3. **Breadth of impact**  
Extent to which the program has led to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the program
4. **Concern for equity and diversity**  
Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups

In assessing nominations against the four selection criteria, the Assessors and Standing Committee will take into account:

1. evidence of the effectiveness of the program in formal and informal evaluation
2. the degree of creativity, imagination or innovation
3. evidence of the sustained effectiveness of the program

## **5.3 PROGRAM AWARDS OPERATIONAL POLICY**

### **Eligibility for nomination**

1. Nomination is open to all programs and services that enhance student learning in eligible institutions. It is intended that eligible programs are broader than one or two subjects or a limited service that involves only a few students. For example, programs may involve a service or program provided at the institutional, faculty or school level, a program of study across a year or number of years, a service or program directed at particular groups of students.

2. Each eligible institution may submit only one nomination under each category, though a program may be nominated in a partnership or collaboration of more than one institution.
3. Previous recipient programs (AAUT or Carrick Awards) are ineligible for renomination.
4. Teams may be of any size. If a team is larger than five members, however, a team name should be given.

## 5.4 PROGRAM AWARDS NOMINATIONS LODGEMENT

Institutions must submit four identical bundles, each forming a complete institutional Program Awards submission. Documents provided in each bundle must include all documents of each nominee; refer to the next sections for documents required.

The closing date is included in the Information Sheet.

Institutions must also provide the above documents on a CD ROM or DVD at the time of lodging for assessment, publicity and archival purposes. The nomination form and written statement must be in Microsoft Word. One CD ROM or DVD should be provided for each nominee. Please ensure this electronic copy of the nomination is clearly labelled, to avoid confusion with any additional supporting material provided.

### **Nomination form (proforma provided)**

1. The nomination form reports on administrative information, the category nominated for, and checklist
2. The completed nomination form must be signed by the Vice-Chancellor/Chief Executive Officer or delegate

### **Written statement**

The core element of a nomination for a Program Award is a written statement describing the program, specifically addressing each of the four selection criteria. The written statement should be presented, in order, under the following five headings:

1. Synopsis (350 – 400 words, in third person)
2. Selection criteria:
  - a. Distinctiveness, coherence and clarity of purpose
  - b. Influence on student learning
  - c. Breadth of impact
  - d. Concern for equity and diversity

The synopsis must cover a description of the program and its teaching areas, the program's contribution to student learning and engagement, and the program's impact for students.

The synopsis must be written in the third person and is a requirement of the nomination. The word limit is strictly 350-400 words. Should the nomination be successful, the synopsis will be used in communications regarding the recipient's success, for instance in the awards ceremony program, on the ALTC website and in archival information.

The remainder of the written statement should be devoted to addressing the category in which it is nominated 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 nominations.

The written statement is limited to 12 A4 pages in total and should include all information that might be referred to in the submission. All pages in excess of 12 will be removed before being sent to Assessors.

### **Supporting teaching materials**

Selection is based primarily on the written statement addressing the selection criteria. However, selected teaching materials supporting claims for selection criteria may be included. The relevance of any such material must be made clear in the written statement.

Supporting teaching materials are limited to a maximum of two of:

- website (URL)
- CD ROM or DVD (where possible by single URL)
- 10 pages of printed material (additional pages will be removed)

Four copies of the supporting teaching materials must be sent.

If supporting teaching materials are included, these should be separately packaged and labelled as 'Supporting Teaching Material', with the name of the institution, the category of Program Award, the name of the program, the year, and the name/s of the program's representative/s.





## 6. AWARDS FOR TEACHING EXCELLENCE

## 6.1 TEACHING AWARDS OVERVIEW

Teaching Awards celebrate a group of the nation's most outstanding university teachers in their fields. Teaching Awards give recognition to teachers (individuals and teams) renowned for the excellence of their teaching, who have outstanding presentation skills and who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education.

## 6.2 TEACHING AWARDS POLICY

### Categories

There are eight categories of Teaching Awards. Of these, there are five discipline categories, the Neville Bonner Award for Indigenous Education, an early career category; and an annual priority area category. The eight Teaching Award categories are:

1. **Biological Sciences, Health and Related Studies** (including Agriculture, Animal Husbandry, Medicine, Nursing etc)
2. **Early Career**
3. **Humanities and the Arts**
4. **Law, Economics, Business and Related Studies**
5. **Neville Bonner Award/s for Indigenous Education**
6. **Physical Sciences and Related Studies** (including Architecture, Building and Planning, Engineering, Computing and Information Science)
7. **Social Sciences** (including Education)
8. **Priority Area** for 2009 is **work-integrated learning**. This should be interpreted broadly and includes situated learning, practicum, clinical education, work placement, cooperative education etc.

People teaching in new or multi-disciplinary fields may find that their nomination does not easily fit into the above categories. Nominees must identify which category they consider most appropriate and include in the written statement why the new discipline/field has developed or the advantage of a multi-disciplinary approach, as appropriate.

It is anticipated that Teaching Awards will be distributed across the eight categories, although the pattern of distribution will ultimately be determined by the quality of nominations. The Selection Committee has the discretion to consider nominations under categories other than those nominated, but only after obtaining consent from the nominees.

## Selection Criteria

All nominees for Teaching Awards will be assessed on the evidence they provide in relation to the following five criteria. Nominees should not feel limited by these illustrative examples:

1. **Approaches to teaching that influence, motivate and inspire students to learn**, which may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills
2. **Development of curricula and resources that reflect a command of the field**, which may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; 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
3. **Approaches to assessment and feedback that foster independent learning**, which may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs
4. **Respect and support for the development of students as individuals**, which may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education
5. **Scholarly activities that have influenced and enhanced learning and teaching**, which may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; 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

In assessing nominations against the five selection criteria, the Standing Committee will take into account the:

1. extent to which the claims for excellence are supported by formal and informal evaluation
2. extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments

3. information contained in Student Feedback Questionnaires, references and selected teaching materials submitted by the nominee

The five criteria will be given equal consideration by the Standing Committee.

Nominees for the **Neville Bonner Award for Indigenous Education** must demonstrate their contribution to Indigenous education.

In the **Early Career** category, the Standing Committee will consider the career stage of each nominee when assessing criterion five.

The ALTC may contact nominees and/or referees for clarification and/or further information.

## 6.3 TEACHING AWARDS OPERATIONAL POLICY

### Eligibility for nomination

1. All nominations must relate to teaching activities in higher education.
2. Nomination is open to individuals and teams with teaching or teaching/research appointments (full-time or fractional, continuing or contract) in eligible institutions.
3. Both team and individual nominations are encouraged and teams may be of any size. If a team is larger than five members, however, a team name should be provided.
4. An institution may nominate up to eight individuals or teams for Teaching Awards each year.
5. An institution may include more than one nomination per category.
6. The Neville Bonner Award for Indigenous Education is open to Indigenous and non-Indigenous academic staff; nominees must demonstrate their contribution to Indigenous education.
7. The Early Career Award is open to staff with no more than seven years' experience teaching in a higher education setting (this should be interpreted as seven consecutive calendar years and includes all tutoring, part-time teaching, and teaching at other higher education institutions).
8. Previously unsuccessful nominees (AAUT and Carrick Awards) are eligible for renomination.
9. With the exception of Early Career recipients or members of a team, previous Award recipients (AAUT and Carrick Awards) are ineligible for renomination.
10. Early Career – Teaching Award recipients are eligible for renomination in a different category five years after their Early Career Award.
11. Previous recipients of Awards are eligible to renominate if they are a member of a team and not the lead applicant; the team nomination should be for teaching or programs that do not substantially replicate the original Award or program.
12. Teaching Awards and citations are considered distinct Award types. Nomination for, or receipt of, a citation does not affect eligibility for nomination for a Teaching Award. However, once a recipient of a Teaching Award (AAUT or Carrick Award), they are not eligible to subsequently apply for a citation.

## 6.4 TEACHING AWARDS NOMINATIONS LODGEMENT

Institutions must submit four identical bundles, each forming a complete institutional Teaching Awards submission. Documents provided in each bundle must include all documents of each nominee, as follows:

1. Nomination form (proforma provided)
2. Written statement, including a synopsis and discussion addressing each of the five selection criteria
3. Curriculum Vitae
4. References (two)

Institutions must also provide the above (except the Student Feedback Questionnaires) on CD ROM or DVD when lodging the nomination for assessment, publicity and archival purposes. The nomination form and written statement must be in Microsoft Word. Institutions must also include a high-quality photograph on the CD ROM or DVD (refer below). One CD ROM or DVD should be provided for each nominee. Please ensure this electronic copy is clearly labelled, to avoid confusion with any supporting material provided.

The Student Feedback Questionnaires should be separately packaged. The label should include the name of the institution, the year, the category of Award and the name/s of the nominee/s.

If supporting materials are included, these should be separately packaged and labelled as 'Supporting Teaching Materials', with the name of the institution, the year, the Teaching Award category and name/s of the nominee/s. Only one copy of supporting materials may be sent.

See the information sheets at the beginning of these *Guidelines* for the closing date each year for nominations.

### **Nominations form (proforma provided)**

The completed nomination form must be signed by the Head of Faculty and the Vice-Chancellor/ Chief Executive Officer or delegate.

### **Written statement**

The core element of a nomination for a Teaching Award is a written statement in which nominees describe their teaching activities and achievements, and specifically address each of the five selection criteria. The written statement should be presented under the following six headings, in order:

1. Synopsis (150 – 200 word, in third person)
2. Overview

3. Selection criteria:
  - a. Approaches to learning and teaching that influence, motivate and inspire students to learn
  - b. Development of curricula and resources that reflect a command of the field
  - c. Approaches to assessment and feedback that foster independent learning
  - d. Respect and support for the development of students as individuals
  - e. Scholarly activities that have influenced and enhanced learning and teaching

The synopsis must cover the nominee's teaching area or discipline, teaching experience, the particular focus of their teaching and teaching methods, and their research/ teaching interests.

The synopsis must be written in the third person and is a requirement of the nomination. The word limit is strictly 150-200 words. Should the nomination be successful, the synopsis will be used in communications regarding the recipient's success, for instance in the Awards ceremony program, on the ALTC website and in archival information.

The remainder of the written statement should be devoted to addressing the category in which it is nominated and each of the five 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 nominations.

The written statement is limited to eight A4 pages in total and should include all information that might be referred to in the submission. The eight page limit is strictly enforced; all pages in excess of eight will be removed before being sent to Assessors.

### **Curriculum vitae**

The curriculum vitae should outline the nominee's educational qualifications, employment history, teaching positions held and teaching experience.

The curriculum vitae is limited to three A4 pages for nominations from individuals. Teams may allow for one additional page per team member, i.e. a team of three may have five pages (three + two). Pages in excess of this limit will be removed before being sent to the Assessors.

### **References**

Two references, of no more than one A4 page each, must be provided by people who are able to comment on the nominee's teaching against the selection criteria. One of the referees must be the Head of the nominee's Faculty, Department or School. If the nomination is from a team, the references should apply to the team. References in excess of one page will be recopied with only the first page provided to the Assessors.

## **Student Feedback Questionnaires**

Institutional Contact Officers are required to collect student comments using the Student Feedback Questionnaire and to submit 30 with each nomination. The questionnaires assist the Standing Committee to gauge student perspectives on the nominee's teaching.

Advice regarding use of the questionnaire is published with the form. The Institutional Contact Officer at the nominee's institution coordinates and supervises this process to ensure that it is conducted with probity.

In the situation of providing less than 30 questionnaires, it is important that the Institutional Contact Officer provides explanation of why. It is at the discretion of the Standing Committee whether such explanations are deemed satisfactory.

If more than 30 questionnaires are received, select the first 30 submitted and forward only these. As the Institutional Contact Officer is required to ensure probity, they must ensure that the selection is managed in this (or some other) random manner.

## **High quality photograph**

Digital photographs should be high resolution, as the photograph will be used in the program for the Awards ceremony and in ALTC communications. Specifications are for a colour head and shoulder photograph with a white background, JPEG with image resolution of 300dpi.

## **Supporting teaching materials**

Selection is based primarily on the written statement addressing the selection criteria. However, nominees may include selected teaching materials supporting their claims against the selection criteria. The relevance of any such material must be made clear in the written statement.

Supporting teaching materials are limited to a maximum of two of:

- website (URL)
- CD ROM or DVD (preferably by a single URL)
- 10 pages of printed material (additional pages will be removed)

Four copies of the supporting teaching materials must be sent.

If supporting teaching materials are included, these should be separately packaged and labelled as 'Supporting Teaching Material', with the name of the institution, the category of Teaching Award, the name of the nominee and the year.





7. PRIME MINISTER'S AWARD FOR  
AUSTRALIAN UNIVERSITY  
TEACHER OF THE YEAR

and

8. CAREER ACHIEVEMENT AWARD

## 7.1 PRIME MINISTER'S AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

The *Prime Minister's Award for Australian University Teacher of the Year* is the premier university Teaching Award. The Standing Committee will select one recipient for the Prime Minister's Award from the recipients of Teaching Awards. The Prime Minister's Award is given to an academic with an exceptional record of advancing student learning, educational leadership and scholarly contribution to learning and teaching.

In selecting the recipient of the Prime Minister's Award, particular attention will be given to the evidence provided for Teaching Award criterion five:

**Scholarly activities that have influenced and enhanced learning and teaching,** including advanced skills in evaluation and reflective practice, participating in and contributing to professional activities related to learning and teaching, coordination, management and leadership of courses and student learning, conducting and publishing research related to teaching, and demonstrating leadership through activities that have broad influence on the profession

## 8.1 CAREER ACHIEVEMENT AWARD

The ALTC will occasionally award a *Career Achievement Award/s* to one or more individuals who have made an outstanding contribution to learning and teaching recognised throughout the higher education sector. The Career Achievement Award is given to individuals whose career achievements in learning and teaching in higher education have had a major influence and left an enduring legacy.

Nominations will be made by members of the ALTC Board.



## 9. DIRECTIONS FOR NOMINEES AND THEIR INSTITUTIONS

## 9.1 INSTITUTIONAL CONTACT OFFICER

One staff member from each nominating institution should be identified to coordinate the nomination process for ALTC Citations and Program and Teaching Awards from that institution. The Institutional Contact Officer's details must be included on the relevant nomination forms.

The Institutional Contact Officer is also required to supervise the collection of Student Feedback Questionnaires for the Teaching Awards and to complete a declaration testifying to the probity of this process.

## 9.2 INSTITUTIONAL SELECTION COMMITTEE

Individual institutions should determine their own internal mechanisms for identifying nominees, though linkages between internal awards programs and this national Awards program are strongly encouraged and you may wish to consider drawing on the expertise of previous Assessors and Award recipients.

It is suggested that each institution form an Institutional Selection Committee to assess all local nominations against the citations and Program and Teaching Awards selection criteria. The Institutional Selection Committee should consider particularly the extent to which claims of contribution to student learning are evident in a range of formal and informal evaluations.

## 9.3 NOMINATION FORMS

All forms required for nomination in 2009 are available from the Awards section of the ALTC website; 2009 forms must be used with your nomination. The forms include:

<b>Citations</b>	2009 Nominations summary 2009 Nomination form
<b>Program Awards</b>	2009 Nomination form
<b>Teaching Awards</b>	2009 Nomination form 2009 Student Feedback Questionnaire a. Guidelines for Institutional Contact Officers b. Information for Students c. Student Feedback Questionnaire

## 9.4 NOMINATIONS FORMAT

Further documentary requirements follow:

1. First pages must be the appropriate and current nomination proforma
2. Paper must be A4 and should be plain white, unlaminated with **matte** finish
3. Note the word and/or page limits for each nomination type, which will be strictly enforced
4. Margins must be at least 2cm with clear definition between paragraph
5. Minimum acceptable font size is 11 point, Arial Narrow is recommended
6. Nominations must be double-sided, corner-stapled (one per nomination) and unbound
7. Photographs of nominees should not be included on written material, only provided in the electronic copy as required (Teaching Awards)

Submissions that do not meet these requirements will not be accepted. Individual pages that do not meet the requirements, for instance by exceeding the pages limits, will be removed.

## 9.5 SUBMISSION OF NOMINATIONS

Nominations are deemed to be submitted when they are postmarked no later than the date required each year (refer to Information Sheet). All nominations must be mailed or couriered to the Program Administrator (Awards), using one of the following addresses:

Courier	4-12 Buckland Street, Chippendale, NSW 2008
Postal	PO Box 2375, Strawberry Hills, NSW 2012

## 9.6 ALLOCATION OF AWARD MONIES

The Award monies are awarded as a prize and disbursed, whether for a citation, Program Award, Teaching Award or the Prime Minister's Award, to the recipient's institution to be used to:

1. advance the career/s of the recipient/s
2. provide additional resources to support their teaching or activities related to the award
3. to assist the individual/team to disseminate good practice in learning and teaching

In the case of a Program Award with a number of institutions as partners the nominating institution will need to enter into an understanding with the partner institutions regarding the sharing of the prize money.

It should be noted that the authoritative documents are the notification letter to the Vice-Chancellor and the 'Acknowledgement of Receipt of Award Payment', signed by the Vice-Chancellor and returned to the ALTC.





## 10. GENERAL SUPPORTING INFORMATION

## 10.1 NOMINATIONS ACKNOWLEDGEMENT

Receipt of all nominations will be acknowledged by email to the Institutional Contact Officer. If the Institutional Contact Officer does not receive an email within one week of posting, they should email the Program Administrator (contact details may be found in the General Supporting Information).

## 10.2 NOTIFICATION OF RECIPIENTS

Recipients, Vice-Chancellors and Institutional Contact Officers will be notified by mail and email (refer to Information Sheet for timing), and a list of all recipients will be published at a later date.

## 10.3 PRESENTATION CEREMONIES

Citations and Awards are presented at formal ceremonies.

Citations are presented at regional ceremonies held in August. For the Program, Teaching, Prime Minister's and Career Achievement Awards, the ceremony is held in November at Parliament House, Canberra. This year's dates are published in the Information Sheet.

Individual recipients of Awards will be invited to the appropriate ceremony and to bring one guest. Up to three members of recipient teams (whether for a Citation or Teaching or Program Award) will be invited to attend.

The costs of local transport, or economy travel and accommodation (if required), will be reimbursed by ALTC.

Further information about the ceremony will be forwarded when recipients are notified of their Award.

## 10.4 FEEDBACK ON NOMINATIONS

Feedback will be given on Citation and Program and Teaching Award nominations to the institution in writing.

Due to the large number of nominations, feedback will not be given to individual nominees.

## 10.5 LIST OF ELIGIBLE INSTITUTIONS

Under the Awards programs, only institutions listed below are eligible to nominate:

Australian Catholic University	ACU National
Avondale College	Avondale
Batchelor Institute of Indigenous Tertiary Education (NT)	Batchelor
Bond University	Bond
Central Queensland University	CQU
Charles Darwin University	CDU
Charles Sturt University	CSU
Christian Heritage College (QLD)	CHC
Curtin University of Technology	CUT
Deakin University	Deakin
Edith Cowan University	ECU
Flinders University	Flinders
Griffith University	Griffith
James Cook University	JCU
La Trobe University	La Trobe
Macquarie University	Macquarie
Melbourne College of Divinity	MCD
Monash University	Monash
Murdoch University	Murdoch
Queensland University of Technology	QUT
RMIT University	RMIT
Southern Cross University	SCU
Swinburne University of Technology	Swinburne
Tabor College Inc. (SA)	Tabor
The Australian National University	ANU
The University of Adelaide	Adelaide
The University of Melbourne	Melbourne
The University of New England	UNE
The University of New South Wales	UNSW
The University of Newcastle	UoN
The University of Notre Dame Australia	Notre Dame
The University of Queensland	UQ
The University of Sydney	Sydney
The University of Western Australia	UWA
University of Ballarat	UB
University of Canberra	UC
University of South Australia	UniSA
University of Southern Queensland	USQ
University of Tasmania	UTAS
University of Technology Sydney	UTS
University of the Sunshine Coast	USC
University of Western Sydney	UWS
University of Wollongong	UoW
Victoria University	VU