Purpose and Context

The primary purpose of the Excelsia Teaching and Learning Awards is to recognise and reward the achievements of Excelsia College academic staff. The Awards are intended to:

a. recognise and reward excellence;
b. highlight best practice and excellence in all aspects of teaching and learning at Excelsia College;
c. boost the morale and productivity of staff;
d. identify and support Excelsia nominees for other award schemes;
e. foster ongoing professional development;
f. encourage loyalty and commitment to Excelsia College; and
g. provide a platform to showcase staff achievements.

The Awards support the vision, mission, values and strategic goals of the College and will act as a channel for monitoring and celebrating achievement by individuals, groups and teams.

There is an expectation that successful candidates will apply for Office for Learning and Teaching Citations and Awards within two years of receiving an award.

Policy Statement

Part A: Call for Nominations

The Academic Director will call for nominations each year for awards to academic staff whose outstanding dedication, creativity and excellence in performance and service have had, or are having a significant impact on the College’s progress towards the achievement of its mission. The awards are available to:

a. teams who demonstrate the capacity to collaborate effectively towards shared goals and who achieve excellence in outcomes in the nominated area of activity related to student learning
b. individuals who demonstrate the capacity to work innovatively and in an exemplary manner and who achieve excellence in the nominated area of activity related to student learning; and
c. teams or individuals who demonstrate an outstanding commitment to service related to student learning both within and beyond the institution.

Part B: Eligibility for Awards

Citations for Outstanding Contributions to Student Learning

- Currently employed permanent or fixed-term full, or part-time or casual academic or professional staff who have worked at Excelsia for a minimum of one year are eligible for individual nomination, or as leaders of team nominations.
- Citations for Outstanding Contributions to Student Learning Awards are designed to both acknowledge and encourage staff to develop their career.
- For team nominations, staff who do not satisfy these eligibility criteria, but whose contribution to the Award initiative is to be acknowledged, may be included as members of a team nomination.
- Winners of Excelsia Citations for Outstanding Contributions to Student Learning Awards (either individuals or teams) are not eligible for nomination (as an individual or team leader) in the following year in the same category. However, previous recipients of highly commended nominations can reapply. These nominations will be required to demonstrate progress from their previous year’s submissions.
- Previous award winners must demonstrate progression since the time of the award.
- Nominees for Citations for Outstanding Contributions to Student Learning may not also apply for an Excellence in Teaching Award in the same year.

Excellence in Teaching Awards

- Currently employed full or part-time academic staff of the College who have worked at Excelsia for a minimum of one year are eligible for individual nomination, or as leaders of team nominations.
For team nominations, staff who do not satisfy these eligibility criteria, but whose contribution to the Award initiative is to be acknowledged, may be included as members of a team nomination.

Winners of Excelsia Excellence in Teaching Awards (either individuals or teams) are not eligible for nomination (as an individual or team leader) in the following year. However, previous recipients of highly commended nominations can reapply. These nominations will be required to demonstrate progress from their previous year’s submissions.

Previous award winners must demonstrate progression since the time of the award.

Note: Staff employed as designated officers with a primary role to establish and implement initiatives and policies in areas relating to the Learning and Teaching Awards would not normally be eligible for individual nomination or as the leader of a team nomination, although their contributions to a team initiative can be acknowledged in team membership.

Nominees for Excellence in Teaching Awards may not also apply for a Citation for Outstanding Contributions to Student Learning in the same year.

Part C: Nomination Process and Submissions

Learning and Teaching Awards are intended to recognise achievements over the previous one to three year period, although in some categories of award it is anticipated that submissions may include briefly summarised background material from longer than three years ago in order to contextualise these achievements.

Nominations must be made on the forms designated for each Award and available through the website. Enquiries about advice and assistance in the preparation of submissions can be made to the Academic Director.

It is a condition of entry to the Awards that further enquiries can be made of a factual nature of the submission.

Part D: Award Categories and Nature of Prize

<table>
<thead>
<tr>
<th>Award</th>
<th>Maximum Number of Awards in Each Category</th>
<th>Maximum Amount for Each Individual Award</th>
<th>Maximum Amount for Each Team Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations</td>
<td>2</td>
<td>$500</td>
<td>$800 team of 2 or $1200 team of 3 or more</td>
</tr>
<tr>
<td>Excellence in Teaching</td>
<td>1</td>
<td>$1,000</td>
<td>$1,500 team of 2 or $2,250 team of 3 or more</td>
</tr>
</tbody>
</table>

Part E: Funding and Expenditure

The total allocation of funds for the Awards and their distribution across the Award categories will be determined on an annual basis. Award funds can be spent on either the further development of the initiatives(s) for which the Award has been conferred, or the further professional development of the staff nominee(s). Award funds are expected to be spent within one calendar year. Individual winners may also elect to take their prize money as cash (paid through payroll) after tax. Where a team agrees unanimously to an equal split by each team member, the team can opt to take their prize money as cash paid to individuals (through payroll) after tax. Cash prizes can also be donated to a registered charity or as a contribution to superannuation. The Guidelines prescribe conditions for expenditure and acquittal of the Award funds.

Part F: Administration of the Awards Scheme

Overall administrative co-ordination of the Awards scheme will be undertaken by the Teaching and Learning Committee.
Part G: The Awards Panel

The membership of the Awards Panel is listed below. Where members are unavailable, the Chief Executive will approve substitute members. The Awards Panel will consider nominations against the specified selection criteria and will make recommendations.

The Awards Panel for Citations and Excellence in Teaching Awards will comprise:

a. Chair – Chief Executive;
b. Academic Director;
c. Director of Academic Development;
d. Director of Quality; and
e. SRC President (or nominated student representative).

Part H: Dissemination of Outcomes

Awards will be presented at the annual Graduation Ceremony. Announcements about Award recipients will be disseminated broadly. Additionally, award recipients will be invited to prepare a written account about their achievements and innovations and/or make presentations at suitable occasions and forums.

Guidelines

Part A: Roles and Responsibilities

Nominee

- The nominee’s responsibilities are to:
  a. complete the nomination form;
  b. ensure in advance that relevant Head of School and Academic Director are willing and able to support the nomination, and coordinate the process to obtain this signed endorsement;
  c. gather and assemble all parts of the submission; and
  d. copy and send the submission to the Academic Director by the stated deadline.

Awards Panel

- The Awards Panel is responsible to assess nominations and make recommendations to the Board Chair.
- The Academic Director must endorse nominations and approve expenditure against Award budgets.
- The Chief Executive and Board chair will review the recommendations provided by the Awards Panel. The final decisions rest with the Chief Executive and Board Chair.

Part B: Preparation of the Submission

Nominees are encouraged to begin preparing the submission as early as possible, and to seek feedback from colleagues.

Part C: Description of Each Award Category

Nominees may apply for EITHER a Citation for Outstanding Contributions to Student Learning OR an Excellence in Teaching Award.

Citations for Outstanding Contribution to Student Learning

- This Award supports the work done by permanent, fixed term, full or part-time and casual academic and professional staff who: have been employed for a minimum of one year; have made a significant contribution to student learning in a specific area of responsibility; and who are widely recognised for their achievements. These awards are designed to both acknowledge and encourage staff to develop their career. The criteria used in this category are identical to those of the Office of Learning and Teaching (OLT). In most cases, successful candidates in this category will be encouraged to apply for external Office for Learning and Teaching Awards.
• **Citation and Selection Criteria.** A concise (maximum 25 words) citation will describe the distinctive contribution of the nominee(s). The individual citations are unique and reflect the diversity of ways in which academic staff contribute to excellent learning and teaching.

Nominees for Citations for Outstanding Contributions to Student Learning are invited to select ONE of the following criteria for assessment, as appropriate for their particular contribution. Nominations will be assessed on evidence provided in relation to the selected criterion. Previously successful applicants are required to demonstrate progress since the time of the award.

  a. 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; and enabling others to enhance their approaches to learning and teaching.

  b. Development of curricula, resources and services that reflect a command of the field. This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.

  c. 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 and learning styles; and contributing professional expertise to enhance assessment and/or feedback.

  d. 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; and influencing the overall academic, social and cultural experience of higher education.

  e. 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; and demonstrating leadership through activities that have broad influence on the profession.

In assessing nominations against the chosen criterion, the Awards Panel will take into account the extent to which nominees show evidence that their contribution has:

  a. influenced student learning, student engagement or the overall student experience;

  b. been sustained over a period of one to three years; and

  c. gained recognition from fellow staff, the institution, and/or the broader community.

**Excellence in Teaching Award**

• This Award supports the work done by academic staff in providing outstanding learning experiences for students. The selection criteria used in this category are identical to those of the Office of Learning and Teaching (OLT) in most cases, successful candidates in this category will be encouraged to apply for external Office for Learning and Teaching Awards.

• **Selection Criteria.** Nominees for Excellence in Teaching awards must address all of the following five criteria for assessment. Nominations will be assessed on evidence provided in relation to the five
criteria. Previously successful applicants are required to demonstrate progress since the time of the award.

a. Approaches to 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; and enabling others to enhance their approaches to learning and teaching.

b. Development of curricula and resources that reflect a command of the field.
   This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.

c. Approaches to assessment and feedback 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 and learning styles; and contributing professional expertise to enhance assessment and/or feedback.

d. 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; and influencing the overall academic, social and cultural experience of higher education.

e. Scholarly activities 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; and demonstrating leadership through activities that have broad influence on the profession.

The five criteria will be given equal consideration by the Awards Panel. In assessing nominations against the five criteria, the Panel will take into account the:

a. extent to which the claims for excellence are supported by formal and informal evaluation.

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

c. information contained in references and selected supporting materials submitted by the nominee.

Part D: Supporting Evidence

Documentary evidence is necessary to support nominations for Excellence in Teaching Awards only. While assessment is based primarily on the written statement, nominees can choose to submit two of the following supporting materials:

a. a three minute video (which could include footage of the nominee talking about their program, their teaching philosophy or interviews with students)

b. website (URL)

c. 10 pages of printed teaching material in PDF format.

Part E: Expenditure and Acquittal

Equipment or other materials purchased from the Award remain the property of the College. Examples of reasonable expenditure of the Award include:
• Further professional development of individuals, for example:
  a. costs (e.g. travel, accommodation, registration fees) associated with attendance at a conference or other professional gathering.
  b. costs of attendance at training and development programs (e.g. residential organisational development and leadership programs).
  c. attendance at external workshops or seminars not usually conducted by units within the College and that are relevant to the needs of the College.
  d. contribution towards the purchase of equipment, including texts and electronic equipment useful to the completion of their professional studies.
  e. costs associated with visits to industrial, professional or educational establishments.

• Further development of project initiatives acknowledged by the Award, for example:
  a. minor equipment or other materials related to project initiative(s).
  b. funds towards the employment of casual staff to undertake specific project development work.

• Donation to a registered charity.

• Contribution to superannuation.

Award funds are normally expected to be spent within one calendar year from receipt of funds. Under certain circumstances, where there is reasonable justification, recipients may formally request in writing an extension for a specified period in which funds may be spent.