

CHSQF111 CHS Teaching Excellence Award Policy

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1. Purpose

The CHS Teaching Excellence Award Policy reflects the commitment of the ECA College of Health Sciences (CHS) to enhance the student experience by recognising and rewarding teaching excellence among staff.

2. Scope

The CHS Teaching Excellence Awards are available to all CHS academic staff (individuals and teams, permanent or sessional) except a recipient(s) of an Award in the previous Award Round.

3. Definitions

Item	Definition
<i>Award Round</i>	One cycle of a call for and assessment of applications for teaching awards.
<i>Continuing staff</i>	A staff member who is employed on an ongoing basis with no specified end date.
<i>Fixed-term staff</i>	A staff member who is employed for a specified period whose employment contract specifies both start and end dates for employment.
<i>Fractional staff</i>	A staff member who is regularly employed on a part-time basis at a full-time equivalent (FTE) proportion less than 1.0. May be continuing or fixed term.
<i>Sessional Staff</i>	A staff member who is employed on a sessional/casual basis.

4. Teaching Excellence Award Focus and Expectations

- 4.1 CHS Teaching Excellence Award priority areas are aligned with the key objectives identified in the Learning and Teaching and Scholarship and Research Plans.
- 4.2 Awards may be made to staff who have made significant contributions over time to the delivery of high-quality learning experiences, implementation of initiatives and innovation, and commitment to improving the student experience and learning outcomes.

5. Award Categories

- 5.1 Awards may be made in one or more of the following categories:

Teaching Excellence Award	Criteria	Form of Award
Innovator in Course and Unit Design	Minimum of 2 criteria	Certificate plus financial reward
Expert in Student Engagement & Learning	Minimum of 2 criteria including Criteria 1	Certificate plus financial reward
Academic of the Year	Minimum of 4 criteria including at least Criteria 4 or 5	Certificate plus financial reward

- 5.2 The Awards are a set of awards, representing focus and breadth of teaching excellence in the profession of teaching in higher education. The Awards are:

- **Innovator in Course and Unit Design**
This award recognises major contributions or innovations that significantly enhance the quality of courses, units, assessments, learning materials and activities. It is available to individuals and/or teams.
 - **Expert in Student Engagement & Learning**
This award recognises major contributions or initiatives that impact student engagement, student learning outcomes and the quality of the student experience. It is available to individuals and/or teams.
 - **Academic of the Year**
This award recognises the College’s most outstanding academics who have demonstrated excellence in teaching, leadership, scholarship of learning and teaching, and dedication to improving the student experience and learning outcomes.
- 5.3 The quantum of the financial component for the each of the awards will be determined by the Chief Executive Officer (CEO) for each Award Round.

6. Award Rounds

- 6.1 An Award Round may be opened at any time on the recommendation of the Dean with the approval of the CEO. Typically, award rounds would be made towards the end of a calendar year.
- 6.2 Publication of the key dates for applications and assessment will be made through documentation posted on the Staff Hub and by other means as deemed appropriate.
- 6.3 There is no requirement that an Award Round should be initiated in any year.
- 6.4 There is no requirement that as the result of an Award Round that there will be an award in any or all award categories.

7. Assessment Criteria

- 7.1 Teaching Excellence Awards recognise staff who implement exceptional approaches to learning and teaching. In assessing applications, the Awards Committee will consider outstanding examples against the criteria listed in the table below.
- 7.2 Applications for the award must describe the nominee’s contribution, supported by evidence, in one or more criteria in accordance with the requirements set out in Section 5: Award Categories.

Assessment Criteria	Examples
Teaching	
1. Approaches to teaching and/or learning support that influence, motivate or inspire students to	<ul style="list-style-type: none"> • adopting innovative, engaging and evidence-based pedagogical practices

<p>learn and increase student engagement</p>	<ul style="list-style-type: none"> • designing collaborative, experiential learning opportunities • integrating support for students to engage, learn and persevere • collaborating with academic support teams to enhance learning • utilising digital tools and developing high-quality digital resources, activities and online learning spaces • strengthening assessment design to facilitate academic integrity, critical inquiry, reflection and information literacy
<p>2. Evaluation practices that bring about improvements in learning and teaching</p>	<ul style="list-style-type: none"> • using advanced skills in evaluation and reflective practice • creating effective evaluation methods • sharing good practices identified through evaluation • implementing quality assurance processes for learning and teaching that are systematic and effective • integrating feedback and information to improve learning and teaching
<p>3. Leadership and scholarship that has influenced and enhanced learning and teaching or the student experience</p>	<ul style="list-style-type: none"> • engaging in professional activities aligned to learning and teaching priorities contributing to the scholarship of learning and teaching and institutional teaching culture • sharing knowledge with colleagues to influence good practice
<p>Integration</p>	
<p>4. Linking discipline and cross-discipline knowledge to enhance meaning and relevance for students</p>	<ul style="list-style-type: none"> • synthesising research and scholarly literature into curricula • integrating authentic and diverse case studies, examples, readings and resources • embedding the development of research skills and professional skills in curricula • contributing professional expertise and creativity to curricula or resource development • enhancing unit content, assessments, readings and resources in the light of the knowledge of the field
<p>Application</p>	
<p>5. Providing a meaningful link between learning and the industry that students will enter</p>	<ul style="list-style-type: none"> • ensuring curricula is informed by industry and professional standards • updating units to ensure they are current, relevant, and informed by the latest research and best practice

	<ul style="list-style-type: none"> • incorporating evidence-based knowledge and in units • incorporating the development of professional skills in units
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8. Assessment and Selection Process

- 8.1 Applications are assessed on the evidence provided in response to the assessment criteria and that their contribution has:
- influenced student learning, student engagement or the overall student experience for a sustained period;
 - gained recognition and/or been adopted by other staff, the institution, and/or the broader community;
 - shown creativity, imagination or innovation;
 - drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs, and/or practice.
- 8.2 An application needs to be supported by evidence such as formal and informal evaluation, student data, institutional student surveys, references, research, and selected teaching materials.

9. Obligations of Award Recipients

Recipients of Award under this policy will continue their application of teaching excellence through:

- Presentation of their application to academic staff in a Learning & Teaching Forum or Academic Matters Webinar
- Becoming or continuing to be a mentor to other academic staff;
- assisting the Awards Committee in the following Award Round; and
- other learning and teaching activities required by the Dean.

10. Application Process

The dates for an Award Round will allow potential applicants at least two months' notice to prepare their applications.

11. Application Requirements

- 11.1 Eligible staff who wish to apply for a Teaching Excellence Award must complete the Teaching Excellence Award Application Form, available via the Staff Hub which includes:
- The category of award sought;
 - A statement addressing the selected criteria (no more than 300 words per criteria);
 - A statement of no more than 200 words summarising the breadth of engagement with the profession of higher education learning and teaching.
- 11.2 The application form must be submitted by the published date.

11.3 Late applications may be accepted by the Dean. Late applications must clearly explain why the application was submitted late and that the cause was beyond the control of the applicant.

12. Awards Committee

12.1 The Awards Committee comprises the following:

- the Dean
- the Associate Dean, Learning and Teaching;
- a senior academic from another Institute of Higher Education.

12.2 The Awards Committee will make recommendations to the CEO for approval.

13. Presentation of Award

An Award recipient shall be invited to accept their award at a CHS Graduation Ceremony.

14. Related Documents

- CHSQF004 CHS Academic Staff Development Policy
- Teaching Excellence Award Application Form

15. Related Legislation

- TEQSA Higher Education Standards Framework (Threshold Standards) 2021

16. Version Control

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Approved by	Academic Board

Version	Summary of changes	Approval date	Next review date
1.0	Document created – this policy is now harmonised across the IHES.	Academic Board: 7.06.2024	June 2026