1. PURPOSE

The purpose of these awards is to recognise and reward the diverse contributions that individuals and teams make to the quality of student learning.

2. NATURE

The Award recognises people (individuals or groups) who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates, or student groups and associations. Individual citations are unique and reflect the diversity of ways in which the university community contributes to excellent learning and teaching in higher education.

Winners receive a trophy that is presented during Learning and Teaching Week an award of $1000.

3. ELIGIBILITY

1. Nomination is open to both individual members of staff, teams of staff and/or teams of staff and students, and student groups. Teams may be of any size. However, nominations may name no more than five members.

2. Winners of Citations are not eligible for re-nomination within three years of receiving an award.

3. Previously unsuccessful applicants are eligible and encouraged to apply.

4. SELECTION CRITERIA

Nominees are required to select one or two of the selection criteria for assessment, determined by the nature of their contribution to student learning. Nominations will be assessed on the basis of the evidence that they provide in relation to the selected criterion/criteria:

The selection criteria follow:

1. Approaches to teaching and (to) learning support 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.

4. 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.
5. SELECTION COMMITTEE

The Selection Committee will be appointed and chaired by the Associate Dean Learning and Teaching. Its membership will include a past winner of a Faculty and University Teaching Award, a representative from the Learning and Teaching Centre, a student representative, and a member of professional staff.

6. NOMINATIONS LODGEMENT

Nomination must contain:

- Completed and signed NOMINATION FORM

- WRITTEN STATEMENT (using 12pt font, Times New Roman, 6pt spacing between paragraphs, single line spacing)
  It is recommended that the Written statement includes:
  - the proposed citation (max. 25 words) describing the distinctive contribution of the nominee
  - an overview, summarising the particular contribution and describing the specific context for this contribution
  - a statement addressing the chosen criterion/criteria from among the selection criteria listed above;
  - a statement identifying 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.

- TWO REFEREES' REPORTS (1 A4 page each), in support of the nomination

Nomination may contain:

- OPTIONAL SUPPORTING MATERIALS (max 2 A4 pages)

Complete nominations are to be scanned sent via email to trudy.ambler@mq.edu.au by Friday 3rd June 2011.

Checklist for Applicants

1. Nomination form [ ]
2. Written statement (4 A4 pages) [ ]
3. Two Referees' Reports (2 A4 pages) [ ]
4. Optional supporting materials (2 A4 pages) [ ]