

## **Guidelines for Vice President and Executive Dean’s Awards for Excellence in Teaching 2025**

*We embrace innovative knowledge and practice to tackle the challenges of our time, with a strategic focus on technology, health, and social impact.*

### **Nature of the Awards**

The College Education Committee (CEC) has established two Vice President and Executive Dean’s Teaching Excellence Awards, each of \$3000, which will be available in 2025.

Up to two awards will be made each year. These awards will be made to teams of staff (headed by an academic) and/or to individual academic staff.

Each winner of an award (either team or individual) will be presented with a Certificate of Excellence in Teaching. Award winners will receive a prize of \$3,000 payable into a university account subject to the same rules as a consulting account (i.e. requiring use for “university related activity”). Possible uses may include conference attendance, purchase of resources to assist in preparation and delivery of teaching and learning materials, purchase of books, journals, or professional development activities.

Recipients are recognised as leaders in their field and are strongly encouraged to share their good practice with the university, their College, the Centre for Innovation in Learning and Teaching and the Learning and Teaching Academy. They will receive support and encouragement to apply for national teaching awards, Advance HE Fellowships and Vice-Chancellor’s Awards for Excellence in Teaching.

### **Purpose**

The purposes of the College level awards are to:

- Recognise and reward teaching excellence.
- Encourage teaching excellence through this recognition.
- Promote to both the Flinders and outside community that this university is proud of its academic staff and that they perform at national and international standards.
- Encourage and prepare staff in their applications for the Vice-Chancellor’s Teaching Excellence awards.

**Eligibility** - Teams or individuals can apply – see definitions below.

### **Team applications**

Team applications must be headed by an academic (either continuing or on a contract of greater than twelve months duration and with a full-time equivalence of 0.4 or greater). Teams must consist of at least 2 members and may include casual/part-time staff/professional staff. Team award recipients will be responsible for a project, achievement, change or development in a module, strand, topic, year level program or course, which is judged to be outstanding.

## Individual applications

Individual award recipients must be academic staff (continuing, contract, sessional or academic status) with at least one year of substantial teaching experience within the University and who are judged to be outstanding teachers.

Award winners will not be eligible for re-nomination within the same category for 3 years.

## Value and Use of the Award

The Award for Excellence in Teaching of \$3000 is to be used to further enhance teaching excellence in the College. For example, the prize can be used to attend conferences, purchase resources to aid in preparation and delivery of teaching and learning materials or to purchase books or journals.

Award winners cannot hire casual staff connected to any form of teaching task, eg lecture materials, marking, giving lectures, developing or amending material for short courses, teaching, lectures, tutorials etc.

## Funding

Funding will be available to successful applicants for up to 12 months from the date of the letter (the funding period). In exceptional circumstances the College may approve an extension to the funding period. Requests for extension must be made in writing prior to 1 month before the end of the funding period.

## Nominations

Staff can be peer nominated, self-nominated, student-nominated or Teaching Program Director nominated. The nominator and nominee are required to submit a nomination and nominees must observe the selection criteria below.

All nominations must be endorsed by the relevant Teaching Program Director. This may be via an email.

## Application Process

Applicants must make a case which addresses **one** of the following six criteria (see more detail on these criteria at the end of this document). The application should not exceed **four** pages in total (A4, single spaced, minimum 11-point font Arial or Helvetica, 2.5 cm margin all around):

1. Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.
2. Development of curricula, resources or services that reflect a command of the field.
3. Effective assessment practices that bring about improvements in student learning, may have a focus on academic integrity or digital solutions, or any assessment strategies that bring about change.
4. Innovation or leadership that has influenced and enhanced learning and teaching and/or student experience.
5. Learning and Teaching practices that support Rural, Regional, Remote and Indigenous students.
6. Industry or professional experiences that involve deep partnerships in the educational experience.

Statement addressing **all** of the five items below:

1. Citation. Include the discipline or field of work and the distinctive contribution of the nominee or team. (maximum 25 words)
2. Biographical statement.
3. Context Statement addressing alignment with College Mission.
4. Statement addressing **ONE** of the selection criteria
5. Signed endorsement from Teaching Program Director

Teaching Excellence Award applications should be submitted by close of business **Friday 13 June 2025** to Renee Cannon: [renee.cannon@flinders.edu.au](mailto:renee.cannon@flinders.edu.au)

## **Assessment of Applications**

The Selection Committee will be appointed by the College Education Committee and will normally include representatives from each Teaching Program and student representatives. The Selection Committee's recommendations will be submitted to the Vice President and Executive Dean for approval.

In assessing nominations against the chosen criteria, the Committee will consider the:

- extent to which the claims for excellence are supported by formal and informal evaluation, including peer and student evaluations of teaching.
- extent of creativity, imagination, or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
- evidence of the impact of the work as outlined in the statement and the references.

The Vice President and Executive Dean's Awards for Excellence in Teaching will be determined by mid-August so that successful nominees can apply for University awards in mid September.

## **Obligations of Award Recipients**

Award recipients will be expected to further enhance teaching excellence and innovation in the College by communicating their skills to staff at an annual event, to be arranged by the College.

## **Any problems?**

If you have any problems or any further questions, please contact Renee Cannon: [renee.cannon@flinders.edu.au](mailto:renee.cannon@flinders.edu.au)

## **Further detail on the selection criteria for the Award for Excellence in Teaching**

- 1. Approaches to teaching and the support of learning 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.
- 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; and contributing professional expertise to enhance curriculum or resources.
- 3. Evaluation practices that bring about improvements in teaching and 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.

**4. Innovation, Leadership or Scholarship that has influenced and enhanced learning and teaching and/or the student experience.**

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.

**5. Learning and Teaching practices that support Rural, Regional, Remote and Indigenous students.**

This may include showing respect for student and staff needs in these contexts and embedding rural, regional, remote, and indigenous concepts into the curriculum.

**6. Industry or professional experiences that involve deep partnerships in the educational experience.**

This may include showing creative ways in which industry has been involved in curriculum development and design, teaching and assessment, and innovative and supportive design of Work Integrated Learning experiences and preparing students with the skills needed for the workplace.

Renee Cannon  
Senior College Support Officer

April 2025