

Citations

'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 of no less than 3 years.'

The OLT's objective:

'The Australian Awards for University Teaching are designed to recognise quality teaching practice and outstanding contributions to student learning. It is intended that recipients, with the support of their institutions, will contribute to systemic change in learning and teaching through ongoing knowledge sharing and dissemination. This could include presentations within the learning and teaching community, collegial mentoring, pairing and networking, and involvement in university and higher education committees.'

How the OLT nomination process works:

Nominations are considered against the selection criteria by assessors, who provide general advice on the relative quality of the nominations to the Standing Committee on Australian Awards for University Teaching; this Committee is made up of:

- two or three members of the Strategic Advisory Committee (one as Chair)
 - the Manager of OLT
 - two nominees from Universities Australia
 - one representative from the Indigenous community
 - two current university students (who join the Committee for the Teaching, Program and Prime Ministers Awards only).
- The assessors assess all nominations against **the instructions and selection criteria**.
 - The Standing Committee considers the nominations and assessors advice **against the instructions and selection criteria**.
 - The Strategic Advisory Committee considers the Standing Committee recommendations and makes its recommendations to the Minister.
 - The Minister makes the final decision on all award recipients based on the advice given.

Nuts and bolts:

- Nominees must select **one** selection criteria, determined by the nature of their contribution to student learning. **Nominees must include clear and consistent forms of evidence that are matched to the selection criterion being addressed.** (See next page)
- The nomination will be judged against the chosen criteria and the extent it shows evidence in the written statement that the nominee's contribution has:
 - influenced student learning, student engagement or the overall student experience
 - gained recognition from fellow staff, the institution, and/or the broader community (exclude broader community for early career)
 - been sustained for a period of no less than three years (two years for early career).

****Reviewers are looking for clarity and flow throughout the document, match to the selection criteria (see next page), evidence provided (is there enough and does it support the criteria?), and audience appropriate (too much jargon?).****

The Learning Research and Evaluation team within Deakin Learning Futures provide a full compliance check (against the OLT instructions) and proofing.

Selection Criteria

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; 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. 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.

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