

2026

VICE CHANCELLOR'S AWARDS FOR EXCELLENCE IN EDUCATION

Presented by: Merryn McKinnon
Interim Pro Vice Chancellor
(Teaching and Learning)

Adapted from Vinh Lu's (2025) presentation



Australian
National
University

Congratulations on your nominations!



Award Categories

Category	Awards (Est.)
Vice-Chancellor's Award for Teaching Excellence*	3
Vice-Chancellor's Award for Programs that Enhance Learning	2
Vice-Chancellor's Award for Excellence in HDR Supervision	1
Vice-Chancellor's Award for Citation for Outstanding Contribution to Student Learning*	6
Vice-Chancellor's Award for Excellence in Tutoring or Demonstrating	4
Vice-Chancellor's Award for Indigenous Education*	2

**Including awards for Early Career Academics who have less than 5 years of University teaching experience; the 5 years can be non-sequential and must be counted on a semester basis, and includes all tutoring, part-time or casual teaching, and teaching within a team.*



2026 Submission Requirements

Requirements	Teaching	Program	HDR Supervision	Citation	Tutoring or Demonstrating	Indigenous Education
<i>Synopsis</i>	250 words max	250 words max	250 words max	250 words max	250 words max	250 words max
<i>Award Statement</i>	4 pages max	4 pages max	4 pages max	4 pages max	4 pages max	4 pages max
<i>Award statement: Content</i>	• Statement addressing the required selection criteria (addressing one by one in a structured manner; each criterion is weighed equally) • Reference list					
<i>CV (3 page max; 1 extra page per additional team member)</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Supporting materials</i>	No	No	No	No	No	No
<i>References One from Head Of School/Director</i>	2	2	2	2	2	2
<i>Photo</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Formatting requirements</i>	• 2cm margin, clear spacing between paragraphs • Font 11 point Arial or Calibri • Feel free to use colours, bold, or <i>italicise your words/phrases</i>					
<i>Submission</i>	• All documents (except the photo) in a single PDF file					



Teaching Excellence Award: 4 criteria

1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn

- Fostering student development by **stimulating curiosity and independence** in learning;
- participating in effective and **empathetic guidance and advice** for students;
- **assisting students** from equity and other demographic subgroups to participate and achieve success in their courses;
- encouraging student engagement through the **enthusiasm shown** for learning and teaching;
- inspiring and motivating students through **effective communication, presentation and interpersonal skills**;
- **enabling others** to enhance their approaches to learning and teaching;
- developing and/or integrating **assessment strategies** to enhance student learning; provision of support services or programs that **improve the student experience** and enable learning;
- **evaluating the quality** of programs and activities, including consideration of past and current student feedback to support student learning



2. Development of curricula, resources or services that reflect a command of the field

- 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**;
- **evaluating** the quality of curriculum, resources or services.



3. Effective evaluation 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

- Showing advanced skills in **assessment/alternative assessment practices**;
- using a **variety** of assessment strategies to bring about change;
- **adapting** assessment methods to different contexts and diverse student needs and learning styles;
- contributing professional expertise to the field of assessment in order to **improve program design and delivery**;
- dissemination and embedding of **good practice** identified through assessment;
- **evaluating** the quality of the assessment practices.



4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or student experience

- Participating in and contributing to **professional activities** related to learning and teaching;
- **innovations** in service and support for students;
- **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**;
- providing **innovative learning and teaching for different contexts**, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort;
- **influencing** the overall academic, social and cultural experience of higher education;
- **evaluating** the feasibility of the innovation or the quality of leadership that enhances learning and teaching and/or influence student experience.



Teaching Excellence Award: 4 page-statement

1. Approaches to teaching and 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 evaluation 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, leadership or scholarship that has influenced and enhanced learning and teaching and/or student experience

For each criterion:

Tell the story of your endeavours, drawing on the select items (see previous slides).

Whenever possible, address/integrate these 4 elements:

- (i) positive impact on student learning, student engagement or the overall student experience,
- (ii) recognition from others (colleagues, institution, community),
- (iii) creativity, imaging and/or innovation, and
- (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

Reference list



Program Award: 4 criteria

1. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years, not including time taken for development or trial of any activity

- The extent to which the program has positively impacted student learning, student engagement, or the overall student experience for at least three years;
- the extent to which the program addresses identified needs and directly or indirectly enhances student learning, engagement, and/or the overall student experience in higher education;
- the extent to which the program promotes and supports equity and inclusiveness by improving access, participation, and outcomes for diverse student groups

2. Gained recognition from colleagues, the institution, and/or the broader community

- The extent to which the program has gained recognition from colleagues, the institution, and/or the broader community;
- the extent to which the program has led to widespread benefits for students, staff, the institution, and/or other institutions, in alignment with the program's purpose.



Program Award: 4 criteria

3. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

- The extent to which the program demonstrates creativity, imagination, or innovation;
- the extent to which the program enhances traditional or technology-based learning environment

4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

- The extent to which the program draws on scholarly literature on teaching and learning and your own discipline to inform the development of initiatives, programs, and/or practices;
- the extent to which the program has clear objectives and systematic approaches to coordination, implementation, and evaluation



Program Award: 4-page statement

Overview: Describe the program and its core attributes

For each of the four criteria, tell the story of your endeavours, addressing all the elements listed in the previous slides.

- 1. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years, not including time taken for development or trial of any activity**
- 2. Gained recognition from colleagues, the institution, and/or the broader community**
- 3. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.**
- 4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice**

Reference list



HDR Supervision Award: 5 criteria

1. Advancing students as researchers through developing their intellectual rigour and disciplinary expertise, and instilling ethical and responsible research practices

- Development of a research program that attracts and maintains high quality candidates, while appropriately **reflecting equity and diversity** concerns;
- a record of students attending, and being involved in, **disciplinary seminars** and other relevant activities;
- encouraging and assisting candidates with **publication** during their period of study;
- development of independent, ethical researchers, as evidenced by an outstanding record of research practice that demonstrates strong adherence to the **highest ethical standards**;
- ensuring that students access **appropriate research education opportunities** ranging from workshops on the concept of research, through to using data sources.



HDR Supervision Award: 5 criteria

2. An outstanding sustained record of supervisory practices that have resulted in successful completions, significant research outputs and excellent graduation outcomes for students.

- Evidence of **outcomes** of research supervision at a minimum including numbers of supervisions (of each kind) supplemented by a record of achievement such as (sheer number of completions is not sufficient on its own):
 - completion rates, timely completions or completions in spite of difficulties arising within the degree,
 - meeting of milestones,
 - progression to academic or research careers for completed students,
 - other employment outcomes for completed students;
- **external measures** of successful research outcomes from the supervised research (e.g. awards, medals, publications, quality of journal, published books, conference presentations/invitations, competitive research funding, funded Fellowships) including joint collaborations



HDR Supervision Award: 5 criteria

4. Providing and supporting engagement between students and broad scholarly communities through networking and research dissemination opportunities

- Evidence of **modelling a scholarly approach** to research in a global context which recognises the complexity and challenges research candidature in contemporary academic contexts;
- encouragement and support for students to **access a range of research scholars and projects nationally and internationally**, providing opportunities for students to work within an international context through exchanges, meetings, and collaborative work;
- facilitation of **student networking** with other national and international researcher colleagues, appropriately evidenced by student engagement at conferences and other networking opportunities;
- provision of **career support and opportunities** at a national and international level, leadership of, or contribution to, an **effective supervisory panel**;
- facilitating the construction of a well-balanced panel, including **working effectively** with other panel members;
- encouragement to students to **effectively utilise supervisory panel** members including encouraging students to take advantage of the particular strengths of other members of the panel;
- specific **research outcomes for the student** involved, such as invited presentations at international conferences;
- **publications** in high-quality, peer-reviewed journals;
- academic reputation/position of **past completed students**.



HDR Supervision Award: 5 criteria

5. A systematic and scholarly approach to professional development of supervisory academic practice and skills in disciplinary or interdisciplinary settings

- Evidence of **advanced skills** in evaluation and reflective practice;
- participating in and contributing to **professional activities** related to research supervision;
- **coordination, management and leadership** roles in relation to research supervisions;
- conducting and publishing research related to research supervision;
- **leadership** through activities that have broad influence on the profession, department, school and research candidates;
- contribution to relevant **policy development** at College, University, or even sector level.



HDR Supervision Award: 4 page-statement

1. Advancing students as researchers through developing their intellectual rigour and disciplinary expertise, and instilling ethical and responsible research practices
2. An outstanding sustained record of supervisory practices that have resulted in successful completions, significant research outputs and excellent graduation outcomes for students.
3. Outstanding modelling of the research process for students
4. Providing and supporting engagement between students and broad scholarly communities through networking and research dissemination opportunities
5. A systematic and scholarly approach to professional development of supervisory academic practice and skills in disciplinary or interdisciplinary settings

Tell the story of your endeavours, drawing on the select items (see previous slide). Whenever possible, address/integrate these 4 elements:

- (i) positive impact on student learning, student engagement or the overall student experience,
- (ii) recognition from others (colleagues, institution, community),
- (iii) creativity, imaging and/or innovation, and
- (iv) drawn on the scholarly literature on teaching and learning and in your own discipline

Reference list



Citation Award: PICK ONE CATEGORY from the following 4

1. Approaches to teaching and 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 evaluation 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, leadership or scholarship that has influenced and enhanced learning and teaching and/or student experience

Use descriptions under relevant category from Teaching Excellence Award



Citation Award: 4 page-statement

Proposed citation: 25 words max (“For.....”)

Overview: Tell the story of your endeavours in the chosen category (one out of 4 from the previous slide) that really demonstrate your identity related to the proposed citation as above

1. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for Early Career), not including time taken for development or trial of any activity

This should include evidence of extent of positive impact on student learning, student engagement and/or the overall student experience of higher education.

2. Gained recognition from colleagues, the institution, and/or the broader community

This should include evidence of extent of recognition, aligned with the purpose of the citation.

3. Shown creativity, imagination and/or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments.

This should include evidence of the extent to which the citation demonstrates creativity

4. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice

This should include evidence of the extent to which the citation is informed by, and if applicable, contributes to scholarly literature.

Reference list



Indigenous Education: 2 Criteria and 4-page statement

AWARD CRITERIA

1. Pick one award category (Teaching, Program, HDR Supervision, Citation, Tutoring or Demonstrating)

2. Award criteria for Indigenous Education are the same as the chosen award category (Teaching, Program, HDR Supervision, Citation, Tutoring or Demonstrating), PLUS

Evidence of effective contribution to Indigenous education and evidence of effective collaboration with Indigenous communities/people

4-PAGE STATEMENT

Follow the same guidelines as specified in the 4-page statement of the chosen award category (Teaching, Program, HDR Supervision, Citation, Tutoring or Demonstrating), PLUS

Evidence of effective contribution to Indigenous education and evidence of effective collaboration with Indigenous communities/people



2026 Submission Requirements

Requirements	Teaching	Program	HDR Supervision	Citation	Tutoring or Demonstrating	Indigenous Education
<i>Synopsis</i>	250 words max	250 words max	250 words max	250 words max	250 words max	250 words max
<i>Award Statement</i>	4 pages max	4 pages max	4 pages max	4 pages max	4 pages max	4 pages max
<i>Award statement: Content</i>	• Statement addressing the required selection criteria (addressing one by one in a structured manner; each criterion is weighed equally) • Reference list					
<i>CV (3 page max; 1 extra page per additional team member)</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Supporting materials</i>	No	No	No	No	No	No
<i>References One from Head Of School/Director</i>	2	2	2	2	2	2
<i>Photo</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Formatting requirements</i>	• 2cm margin, clear spacing between paragraphs • Font 11 point Arial or Calibri • Feel free to use colours, bold, or <i>italicise your words/phrases</i>					
<i>Submission</i>	• All documents (except the photo) in a single PDF file					

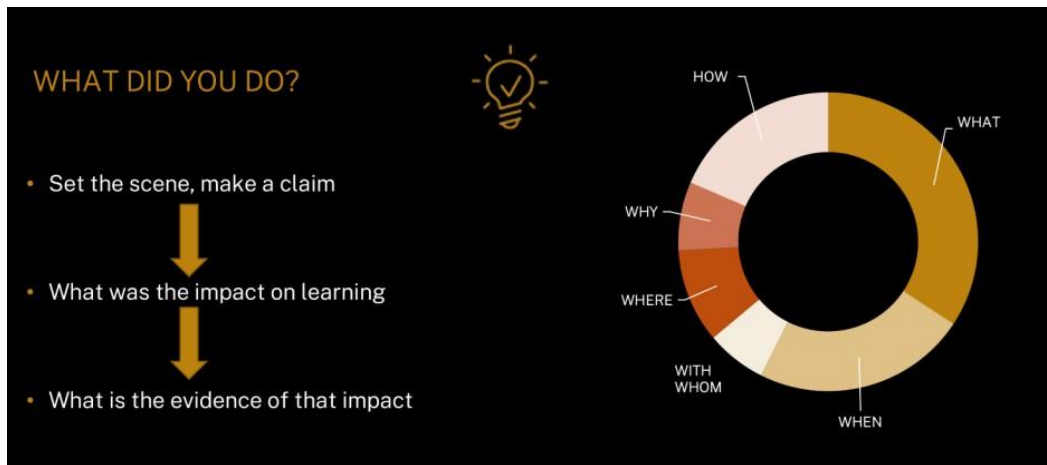


What are the judges looking for?

- Stories of excellence in your student impact – something unique about you and your educational endeavours: What do you do that is special and out of the ordinary?
- Clear linkage between your teaching philosophy and pedagogical approaches to the literature and relevant theoretical framework(s) – the literature should form the foundation of your endeavours
- The impact of your teaching activities (on student outcomes and on other peers)
- Supporting evidence
 - Quantitative: SELT ratings (consistently high or improving over time) if applicable
 - Qualitative: student SELT feedback, student emails, feedback from peers and other stakeholders
- It is GOOD to include the **initial low student** evaluation outcomes or **negative student feedback** in your application. Judges like how you **reflect** on these and how you have improved student learning as a result of your re-design of the curriculum, assessments etc. over time (if applicable)



Evidence: Tell stories of student impact



- Be student-focused: For each criterion, start with a ‘problem’ or ‘problems’ that we’re addressing as educators. The ‘problem(s)’ could be from the literature, your own discipline, your observations, industry/academic reports, government policies
- Buzzwords: *effective, successful, innovative, creative, learning, satisfaction, beyond expectations, passion, dedication, commitment, feedback, care, inspiration, motivation, experience, surprising, impressive, student-centred, student-focused, impactful, employability skills, graduate skills gap, graduate outcomes, collaborative, leadership, improvement, outstanding, etc.*



Evidence for written statement

1. Qualitative - Student quotes (SELT, unsolicited emails, feedback)

- Supporting a claim you have made, rather than just randomly inserting them into your narrative as padding
- About 2 quotes per criterion

Good: *“Dr X’s method of presenting XYZ, really enhanced my knowledge of the subject because of its modern implications in Dr X challenged my thinking on ABC topics.....”*

Too generic/not useful: *“Dr X is a great teacher”*

2. Qualitative - Peer feedback

- Written feedback from those who might have observed your teaching in the past or comments/observations from external guests/reviewers/supporters

3. Quantitative - Student evaluation outcomes (SELT)

- Use different forms of charts/graphics
- Compare your results, growth, trend against ANU/College/Subject Groupings in your disciplines
- Source: ANU Insights - Students - Student Experience: <https://insight.anu.edu.au/>



Sample quant. data & graphics

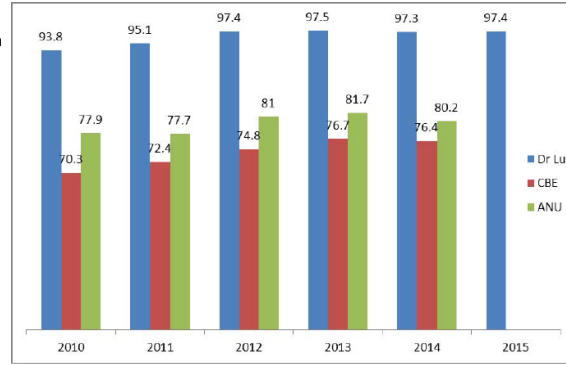
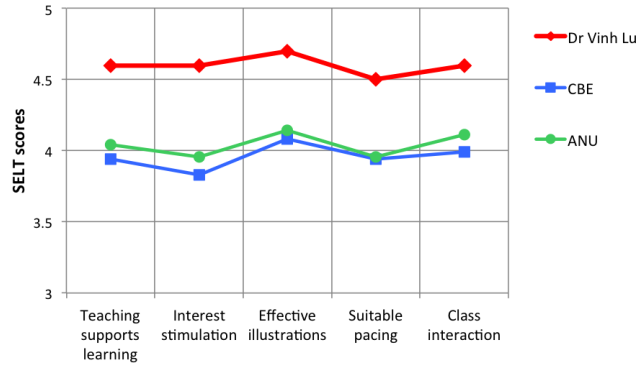


Figure 3. Student satisfaction with quality of teaching

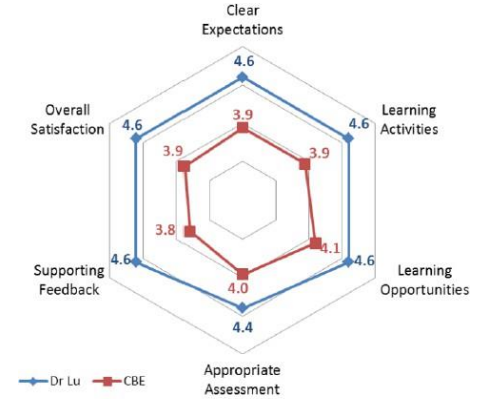
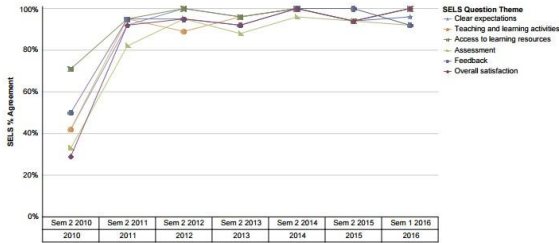


Figure 6. Demonstrated excellence

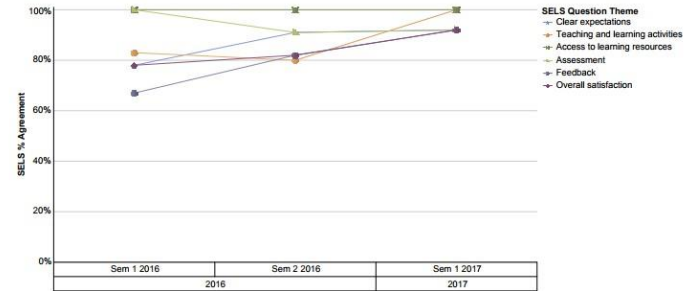
Course subject/catalogue code: MKTG7035
Course name: Global Marketing
Subject owner: ANU College of Business and Economics



	2010	2011	2012	2013	2014	2015	2016
Sem 2 2010	37	51	41	46	53	38	46
Enrolments	24	39	19	26	25	16	24
Respondents	65%	76%	46%	57%	47%	42%	52%
SELS Response Rate %	29%	92%	95%	92%	100%	94%	100%
Overall Satisfaction %							

Cut/
paste
from
Insight
portal

Course subject/catalogue code: CBEA3070
Course name: ANU College of Business and Economics Internship Project (UG)
Subject owner: ANU College of Business and Economics



Evidence for written statement (cont.)

4. Illustrative examples of your work – keeping in mind you only have limited page numbers

- Innovative/effective page/snapshot from Wattle or Canvas
- Still image of a video you created or photos of classroom/ student activities
- Copy of interesting lecture slides
- Assessment artefacts – tasks or marking criteria that were innovative/effective

5. Reference to previous recognitions and/or success

- Any previous nominations or awards (at any level) related to learning and teaching
- Career outcomes of students
- Teaching and learning grants
- Your record of professional development in teaching and learning
- Relevant publications or presentations at conferences on learning and teaching
- Invitation to supervise and/or thesis examination

6. AVOID

- Using “I” too frequently as the sentence subject
- The ‘business as usual’ statements: “I learn names quickly”, “My door is always open”, “I respond to emails quickly”, “I am friendly and approachable”



2026 award preparation steps: Summary

1. Write the synopsis (250 words max) – this is in addition to the 4-page statement
2. Revise the existing statement from your College-level award (if available)
 - You must systematically address the required selection criteria. A generic statement like a cover letter will disqualify your application
3. Enrich your existing statement with additional evidence, including more recent student evaluations or peer feedback
4. Seek internal reviews of your award draft by your peers
5. Have your photo taken
6. Produce a 3-page resume (1 additional page for each team member)
 - Education, job history, educational elements, service activities, relevant research outputs (if applicable)
 - This is where you might want to ask the judges to look for additional information, especially if you're running out of space in the 4-page statement
7. Seek 2 reference letters (1 from your Head of School or School Director)
 - A paragraph re-enforcing how great the applicant/team is
 - The rest should focus on new/additional points that the applicant/team might not have addressed or do not have space to address in their 4-page statement

Not for consideration: [URL links](#), [Supporting materials](#)



How and When to submit

Submissions are open from Monday the 20th of July to Friday the 21st of August 2026.

Please send your submissions via the application form provided in the email you received from the Teaching Support and Recognition Team – or via this QR code.

2026 ANU Vice-Chancellor's
Awards for Excellence in
Education - Application Form



Post award submission

- **Assessment Period:** Monday 31 August to Friday 2 October 2026
- **Notification/Invitations to Awardees:** Early November 2026
- **Award ceremony:** Mid to late November 2026
- **Online winner announcements:** Late November – Early December 2026
- Notification of nominations for the 2027 Australian Awards for University Teaching (AAUT):
Early 2027 for September submission:
 - **Teaching Excellence Award:** Up to 3 nominees (as per 2026 AAUT Awards)
 - **Citation:** Up to 6 nominees (as per 2026 AAUT Awards)
 - **Program Award:** Up to 2 nominees (as per 2026 AAUT Awards)



Good luck!

Any questions?

Contact us

The Teaching Support and Recognition Team
teaching.communities@anu.edu.au.



Australian
National
University

TEQSA PROVIDER ID: PRV12002 (AUSTRALIAN UNIVERSITY)
CRICOS PROVIDER CODE: 00120C