20/25

Unstoppable Teaching & Learning Awards

Unstoppable Teaching & Learning Awards represent our commitment to recognising and celebrating educational excellence across our diverse community. Established as a cornerstone initiative within UniSA's *Enterprise25* and *Academic Enterprise Plan 2021-2025* strategic priorities, these awards shine a spotlight on the remarkable educators and support staff who transform student experiences through innovative, engaging, and impactful teaching practices.

At UniSA, we understand that exceptional teaching doesn't happen by accident – it requires dedication, creativity, and a deep commitment to student success. The Unstoppable Awards acknowledge that excellence occurs at every career stage and across multiple dimensions of the educational experience, from classroom innovation to industry partnerships, from curriculum design to student support services.

What makes these awards truly special is their intentional design as part of a broader excellence pathway. Beginning with local recognition at the Academic Unit level and potentially leading to Teaching Innovation Unit's broader awards system and prestigious national honours like the Australian Awards for University Teaching (AAUT), the Unstoppable Awards create meaningful opportunities for our outstanding staff to gain recognition, professional development funding, and platforms to share their innovative approaches.

Contents

Guide to Award-winning Nominations

Maximise your nomination's potential with this practical guide, designed to help you showcase the best in teaching and learning. It contains:

- A breakdown of the award categories and judging criteria.
- Everything you need to know about the nomination process: Eligibility, requirements, and deadlines.
- Step-by-step guidance on writing a nomination that stands out.
- Answers to common questions about the process.

Award Pipeline

Informed by valuable feedback, 2024 Unstoppable T&L awards feature seven categories. These categories not only match up with areas of excellence but also connect seamlessly with the Teaching Innovation Unit's awards and grants, setting up an awesome pathway for teaching excellence.

Being nominated isn't just about the recognition here; it opens doors to valuable experiences and support, giving colleagues a chance to shine on a national stage, like the Australian Awards for University Teaching (AAUT) and other national/international teaching awards:

01 NATIONAL & INTERANTIONAL T&L AWARDS
External honours like AAUT, Shaping Australia, AFR Higher Education, and QS Reimagine Education Awards recognise teaching excellence. UniSA applicants should first secure a TIU Teaching & Learning Award before pursuing these external opportunities.

02 TIU TEACHING & LEARNING AWARDS & GRANTS
Prestigious university honours include UniSA Awards for University Teaching (UAUT) and Unstoppable Teaching & Learning Grants, recognizing excellence and creating pathways to national/international recognition like AAUT. Winners and nominees of Unstoppable T&L Awards are encouraged to apply.

03 UNSTOPPABLE TEACHING & LEARNING AWARDS
University-wide awards honours the outstanding teaching & learning achievers identified by the Academic Units, UniSA Online and Central Units.

04 LOCAL TEACHING & LEARNING AWARDS
Existing award schemes from Academic Units, UniSA Online and Central Units.

Award Categories

Here is the overview of seven award categories, and please refer to pages 8 –11 regarding the details of assessment criteria fOR each award category.

Open to academic staff only; accept individual nominations only

| Early-Career Teaching Award *á* | Mid-Career Teaching Award *ï* | Senior-Career Teaching Award *ì* |

Open to academic and professional staff; accept individual and group nominations

| Teaching Support Award *Í* | Enhanced Learning Award *©* | Innovation Award *ä* | Partnership Award *à* |

When submitting award nominations, be aware that each category includes specific criteria nominees must address. We also recognise excellence across key University priorities that show commitment, innovation, and measurable impact on students. Some important focus areas include (but not restricted to):

Curriculum Design and Delivery – Creating and implementing innovative, well-organised curricula that address diverse student needs, utilising engaging teaching methods and effectively incorporating technology to deliver meaningful learning experiences.

Work Integrated Learning – Demonstrating outstanding ability to bridge classroom theory with workplace practice through innovative teaching, impactful student growth opportunities, strong industry partnerships, reflective assessment approaches, and continuous improvement of WIL programs.

Authentic Assessment – Employing impactful assessment strategies that boost learning outcomes, with focus on academic integrity, digital tools, and diverse methods adapted to various contexts. Contributions may include demonstrating assessment expertise, sharing best practices, evaluation, and enhancing program assessment approaches.

Aboriginal Knowledges – Developing culturally sensitive teaching methods and resources that foster curiosity about Aboriginal cultures, integrate hands-on learning experiences, and promote broader understanding of Aboriginal perspectives across subject areas.

Eligibility

Celebrating Local Stars

We're excited to welcome nominations of outstanding educators from Academic Units, University Office, and Central Units who have received recognition through local awards this year or last year. No local awards happening? No problem! Executive teams can nominate exceptional colleagues they believe embody excellence in any award category.

Everyone Has a Chance to Shine

Each Academic Unit, Central Unit, and University Office can put forward one remarkable nominee per award category. We welcome nominations of extraordinary individuals across multiple categories. Whether your role is teaching-intensive, balanced, research-intensive, or professional staff, what matters most is how you bring to life the award criteria while demonstrating UniSA's enterprising spirit and core staff attributes.

Refreshing Our Recognition

To ensure we celebrate new achievements and emerging talent, colleagues who have received these awards or grants in the past three years (2022-2024), or who are currently nominated for AAUT awards, UniSA Awards for University Teaching, or UniSA Unstoppable Teaching & Learning Grants (including Early Career Academic Innovation Grants and Teaching Learning Development Grants) won't be eligible this year. However, we warmly invite these accomplished educators to submit new projects or initiatives not previously recognised.

Try Again and Shine Together

If your nomination for the 2023/2024 Unstoppable Teaching & Learning Awards wasn't successful, please consider trying again! For returning nominations of the same initiatives or projects, we encourage you to strengthen your application with compelling new evidence that directly addresses the assessment criteria. Show us how your contribution continues to make an unstoppable impact!

Nomination Development

Submit Seamlessly Online

Academic Units, Central Units, and University Office can now easily complete our streamlined online forms, showing how your nominees truly shine against the criteria and stand out in their award category.

Stronger Together

While we value nominee input, consider enriching your submission with perspectives from Executive Deans, Deans of Programs, or Unit Directors. Their broader viewpoint adds significant depth to your nomination. Remember that their formal endorsement is required for all submissions!

Align with Our Vision

Reference our *Enterprise25* and *Academic Enterprise Plan* to show how your nominee's contributions support University's strategic direction, particularly in innovative education and creating inclusive learning spaces.

Show, Don't Just Tell

Strengthen your nomination with compelling evidence including both qualitative and quantitative examples that directly address the award criteria.

Powerful evidence illuminating teaching practices, and their real-world impact helps reviewers see exactly how your nominee meets or exceeds the criteria.

Consider including thoughtful stakeholder testimonials, relevant SPRT feedback, student or peer evaluations, evidence of sustained innovation, metrics on new educational offerings, accessibility improvements, process enhancements, or leadership impacts.

Nomination Development *cont'd*

Leverage TIU Resources for Your Nomination

Remember that Unstoppable Teaching & Learning Awards can be a stepping stone to broader recognition through TIU's UniSA Awards for University Teaching (UAUT). To help craft compelling nominations, we recommend exploring these valuable resources:

For Unstoppable Early-, Mid-, Senior- Career Teaching Awards, check out:

UniSA Citations for Outstanding Contributions to Student Learning

UniSA Awards for Teaching Excellence

For Unstoppable Enhanced Learning Award, review:

UniSA Awards for Programs that Enhanced Learning

Other References

Yaitya Tirka (Aboriginal Learning) Award

These resources feature excellent examples of celebrated teaching and learning contributions that can help you:

- Discover what types of projects and initiatives have earned recognition

- Learn effective approaches for communicating your work's impact

- Understand the appropriate level of evidence and detail that makes a nomination successful

Nomination Development *cont'd*

Boost Your Nomination's Impact

Please review the specific criteria and scoring weights for each Unstoppable award category. Understanding these details helps you highlight the most valuable elements of your nomination for maximum effect.

<u>Nominations must address all criteria with robust evidence</u>.

Early-career Teaching Award

Recognising an exemplary educator (with no more than 5 years of experience teaching in a higher education setting) for significant and sustained contributions in advancing teaching and learning at UniSA

individual academic nominations only

a) ***Excellence in Teaching (40%; up to 350 words)***
Nominees should demonstrate measurable contribution to teaching and learning outcomes through effective teaching strategies and technologies. Evidence should include scholarly reflection on teaching philosophy, rationale for approaches used, and/or examples showing improved student outcomes with supporting data.

b) ***Positive and Sustained Impact on Student Learning (30%; up to 250 words)***
Show a developing track record of inspiring, motivating, engaging and supporting students in achieving their academic goals, improving student learning outcomes and academic achievement. Provide comparative data (before/after teaching innovations), feedback patterns, and examples of transformative student experiences directly linked to nominee's teaching practices.

c) ***Commitment to Enhancing Profession (20%; up to 150 words)***
Demonstrate commitment to improving teaching through mentoring, leadership and professional development. Include scholarly contributions, participation in teaching communities, and application of evidence-based practices from literature or professional learning.

d) ***Dedication to the [Core Attributes of UniSA Staff](#) (10%; up to 100 words)***
Provide specific examples of how you embody UniSA's core staff attributes, and how these have positively influenced teaching quality and student experience.

Mid-career Teaching Award

Recognising an exemplary educator (with no more than 10 years of experience teaching in a higher education setting) for significant and sustained contributions in advancing teaching and learning at UniSA

individual academic nominations only

a) ***Excellence in Teaching (40%; up to 350 words)***
Demonstrate significant outcomes through curriculum transformation and effective teaching strategies. Include scholarly analysis of curriculum changes with theoretical foundations and specific metrics showing improvements in quality and outcomes over time.

b) ***Positive and Sustained Impact on Student Learning (30%; up to 250 words)***
Show proven record of inspiring student achievement across multiple cohorts. Provide longitudinal data on student achievement/satisfaction and examples of teaching initiatives with measurable effects on diverse student populations.

c) ***Commitment to Enhancing Profession (20%; up to 150 words)***
Demonstrate commitment to improving teaching through peer collaboration and knowledge sharing. Include evidence of mentoring, innovations adopted by colleagues, contributions to teaching communities, and peer testimonials.

d) ***Dedication to the [Core Attributes of UniSA Staff](#) (10%; up to 100 words)***
Provide specific examples of how you embody UniSA's core staff attributes, and how these have positively influenced teaching quality and student experience.

Nomination Development *cont'd*

Boost Your Nomination's Impact

Please review the specific criteria and scoring weights for each Unstoppable award category. Understanding these details helps you highlight the most valuable elements of your nomination for maximum effect.

Nominations must address all criteria with robust evidence.

Senior-career Teaching Award

Recognising an exemplary educator (with 10+ years of experience teaching in a higher education setting) for significant and sustained contributions in advancing teaching and learning, who promotes advocacy for the profession, motivates and inspires peers at UniSA

individual academic nominations only

a) ***Excellence in Teaching and Pedagogical Leadership (40%; up to 350 words)***
Demonstrate exceptional outcomes through curriculum transformation and effective teaching strategies. Include evidence of significant innovation with scholarly justification, critical reflection on teaching evolution, and metrics showing significant impact across programs or institutions.

b) ***Positive and Sustained Impact on Student Learning (30%; up to 250 words)***
Show proven record of transformative impact on student learning at course, program, and institutional levels. Provide multiple success indicators (student achievement, graduate outcomes, employer feedback) and examples of innovations that substantially improved outcomes.

c) ***Commitment to Enhancing and Transforming Profession (20%; up to 150 words)***
Demonstrate leadership in improving teaching practices broadly. Include evidence of teaching initiatives leadership, scholarship contributions, mentoring of colleagues, and specific examples of shaping teaching culture at unit/institutional/discipline levels.

d) ***Dedication to the [Core Attributes of UniSA Staff](#) (10%; up to 100 words)***
Exemplify UniSA's core attributes through leadership actions and cultural influence, with evidence of institutionalising these attributes and resulting benefits to the University's community.

Teaching Support Award

Recognising academic and professional staff who have been consistently providing high-quality advice, guidance and support services to enhance teaching and learning at UniSA

academic & professional staff may submit individual / group nominations

a) ***Effectiveness of Support (50%; up to 400 words)***
Demonstrate high-level support that enhances teaching effectiveness and student success. Include examples with measurable outcomes, comparative data showing improvement, and qualitative feedback from staff/students that connects support activities to enhanced teaching quality.

b) ***Service Orientation and Collaboration (40%; up to 250 words)***
Show effective collaboration with academic and professional staff to provide timely, efficient teaching support. Include evidence of systematic service approaches, successful collaborative projects, partner testimonials, and reflection on service improvements based on feedback.

c) ***Dedication to the [Core Attributes of UniSA Staff](#) (10%; up to 100 words)***
Demonstrate embodiment of UniSA's core attributes with specific examples showing how these have enhanced support services and improved teaching outcomes.

Nomination Development *cont'd*

Boost Your Nomination's Impact

Please review the specific criteria and scoring weights for each Unstoppable award category. Understanding these details helps you highlight the most valuable elements of your nomination for maximum effect.

Nominations must address all criteria with robust evidence.

Enhanced Learning Award

Honouring individuals/teams who have implemented systematic improvements to existing educational practices through evidence-based refinements of curriculum design, assessment methods, or student engagement approaches. This category focuses on significant evolution of established practices.

academic & professional staff may submit individual / group nominations

a) **Focus on Students (40%; up to 350 words)**
Prioritise students by implementing their feedback in teaching activities that address diverse learning needs. Provide evidence of feedback collection methods, examples of student-informed improvements, and data showing enhanced student outcomes. Include reflection on alignment with evidence-based practices.

b) **Enhance Student Employability (30%; up to 250 words)**
Engage with staff and students to deliver experiences that enhance employability, including work integrated learning. Show impact through employment outcomes, industry feedback, skills development metrics, and innovative approaches connecting academic learning to professional practice.

c) **Continuous Improvement (20%; up to 150 words)**
Demonstrate ongoing enhancement of teaching and learning practices. Include scholarly approach to improvement with documentation of the complete cycle: problem identification, evidence-based intervention, implementation, evaluation, and adjustments with metrics showing progressive enhancement.

d) **Dedication to the *Core Attributes of UniSA Staff* (10%; up to 100 words)**
Provide examples of embodying UniSA's core attributes in extended learning initiatives, clearly connecting to benefits for students and the institution.

Innovation Award

Recognising academic and professional staff who have introduced novel, transformative approaches that represent significant departures from traditional practice. This category emphasises radical change and novelty in teaching and learning.

academic & professional staff may submit individual / group nominations

a) **Novelty and Impact (50%; up to 400 words)**
Demonstrate unique initiatives that significantly impact teaching and learning, opening new possibilities beyond current practices. Provide evidence of originality through comparative analysis, scholarly justification, and data showing transformative impact. Include metrics demonstrating substantial improvements over previous methods and how the innovation addresses unresolved teaching challenges.

b) **Practicality and Feasibility (40%; up to 250 words)**
Show innovations in teaching activities/supporting services that are feasible, adaptable, and potentially collaborative across disciplines. Include implementation data demonstrating viability, adoption potential, systematic evaluation of effectiveness, and reflection on challenges overcome and sustainability planning.

c) **Dedication to the *Core Attributes of UniSA Staff* (10%; up to 100 words)**
Demonstrate how the innovation reflects UniSA's core attributes, with examples showing alignment between innovative approaches and institutional values.

Nomination Development *cont'd*

Boost Your Nomination's Impact

Please review the specific criteria and scoring weights for each Unstoppable award category. Understanding these details helps you highlight the most valuable elements of your nomination for maximum effect.

<u>Nominations must address all criteria with robust evidence</u>.

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Partnership Award

Celebrating successful collaborations with external entities that have substantially enhanced the university's teaching and learning mission. This category highlights the impact of collaborations *outside* the university.

academic & professional staff may submit individual / group nominations

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a) *Partnership Excellence and Impact (50%; up to 400 words)*
Prioritise students by implementing their feedback in teaching activities that address diverse learning needs. Provide evidence of feedback collection methods, examples of student-informed improvements, and data showing enhanced student outcomes. Include reflection on alignment with evidence-based practices.

b) *Partnerships for Sustainability and Growth (30%; up to 250 words)*
Show sustainable partnerships with potential for long-term collaboration and additional opportunities. Include evidence of formal agreements, strategic alignment, growth patterns, funding/sponsorship details, and evaluation mechanisms. Document how initial successes have expanded collaboration or led to new partnerships.

c) *Dedication to the [Core Attributes of UniSA Staff](#) (10%; up to 100 words)*
Demonstrate how the nominee embodies UniSA's core attributes in external partnership work, with evidence of how these attributes contribute to partnership success.

Refined Word Counts for Stronger Nominations

We've refined our 2025 award nomination process based on judging panel insights, reducing word counts from 1,400 to approximately 800 words. Evidence shows concise, evidence-rich nominations are equally or more effective at demonstrating excellence.

Our review of past award cycles confirms that successful nominations prioritise clear impact evidence over length. Word allocations now align with scoring weights (350 words for 40% criteria, 250 words for 30% criteria), allowing strategic distribution of your strongest evidence.

For maximum impact, focus on presenting specific metrics, comparative data, and concrete examples in higher-weighted sections rather than comprehensive descriptions across all criteria. This targeted approach better showcases your achievements and makes distinctive contributions more visible to judges.

FAQ

1/ Can I put myself forward for nomination?

Each Academic Unit, Central Unit, and University Office can nominate one candidate per award category. Nominees typically emerge from local area awards or through alternative selection processes determined by your area. If you're interested in potential self-nomination pathways, please reach out to your local Executive Services Team for guidance on your area's specific processes.

2/ May nominees contribute to their nomination form?

Absolutely! We value nominee input in the application. However, for a stronger nomination, we strongly recommend incorporating perspectives from Executive Deans, Deans of Programs, or other senior leaders who can provide broader context and strengthen the application's impact.

3/ How is leadership endorsement handled?

All nominations require endorsement from the relevant Executive Dean or Unit Director. While they don't need to submit the nomination personally, please include their formal approval email when submitting through the online portal as verification of their endorsement.

4/ Can I make changes after submission?

Once submitted, nominations cannot be edited. We recommend drafting your content separately, having it thoroughly reviewed and endorsed, before transferring the finalised content to the online form. Please verify all details before submission.

5/ How are years of teaching experience calculated?

The early-career category applies to educators with no more than 5 years of teaching experience in higher education, mid-career spans 5-10 years, and senior-career encompasses 10+ years. Experience is primarily aligned with teaching academic or course coordinator roles. Experience as a tutor or demonstrator is evaluated case-by-case, considering the nature and extent of teaching responsibilities. We recognize that career paths aren't always linear — interruptions like parental leave, career breaks, or changes are accommodated as long as you've accumulated substantial teaching impact within your category's timeframe.

6/ Does part-time teaching count toward eligibility?

Absolutely! Both full-time (FTE 1.0) and part-time (less than FTE 1.0) teaching experience count toward the required years for each category. Eligibility is based on your total duration of teaching experience, not your appointment fraction or specific workload hours. This ensures educators with diverse career patterns can be recognized for their contributions to teaching excellence.

FAQ *cont'd*

7/ Should I include attachments or supporting evidence?

No additional attachments are required. Instead, integrate key evidence, metrics, and supporting information directly into your nomination responses within the word limits provided.

8/ Are word limits strictly enforced?

Yes. To ensure equitable evaluation across all nominations, we maintain specific word limits for nominations. These limits help the judging panel assess all nominations fairly and consistently. Please adhere to the specified word counts for each award category.

9/ Who serves on the judging panel?

The selection committee may include the Pro-Vice Chancellor: Teaching & Learning, the Director: Teaching Innovation Unit, one Dean of Programs from each Academic Unit, a Central Unit Director representative, and the Academic Director: UniSA Online. To maintain objectivity, panel members recuse themselves from evaluating nominations from their own areas.

10/ What do award recipients receive?

Winners in each category receive $5,000 in professional development funding (team winners may split this amount). All winners will be celebrated at a reception tentatively scheduled for 28 Nov 2025, with campus-wide announcements and website recognition. Both nominees and winners receive commemorative certificates.

11/ How can award funds be utilised?

Please note that the usual process for using professional development funds applies – winners need unit approval for using the funding, following the Professional Development Fund Guidelines and University Council.

12/ What support exists for regional nominees?

We're committed to celebrating achievements across all campuses. Regional colleagues who are nominated may access travel support to attend the Unstoppable Teaching & Learning Award Ceremony. Please contact the Provost and Chief Academic Officer's Office for specific assistance with regional travel arrangements.

For any additional questions about the 2025 Unstoppable Teaching & Learning Awards eligibility, criteria, or nomination process, please contact the Provost and Chief Academic Officer's Office at Provost.ChiefAcademicOfficer@unisa.edu.au.

Key Dates

An extended timeline is proposed for the 2025 awards to provide adequate time for developing high-quality nominations and thorough assessment:

Nominations open
Monday, 2 June 2025

Nominations close
Friday, 26 September 2025 (17 weeks)

Nominations consolidation & verification
29 September – 10 October 2025 (2 weeks)

Judging panel review period
13 October – 31 October 2025 (3 weeks)

Results finalisation
3 November – 7 November 2025 (1 week)

Judge meeting (if required)
Friday, 14 November 2025

Award ceremony
Friday, 28 November 2025

2O25 Nomination Form Sample

SUBMISSION GUIDELINES
- Each Academic Unit, University Office and Central Unit is limited to ONE nomination per award category
- All nominations must be endorsed by the Executive Dean or Unit Director
- Submission deadline: 5:00 PM, Friday 26 September 2025

AWARD CATEGORY SELECTION
Please select one category only
- Early-career Teaching Award (0-5 years teaching experience)
- Mid-career Teaching Award (5-10 years teaching experience)
- Senior-career Teaching Award (10+ years teaching experience)
- Teaching Support Award
- Enhanced Learning Award
- Innovation Award
- Partnership Award

NOMINATOR INFORMATION
Full Name: [Title, First name, Last name]
Position Title:
Unit Name: [e.g., UniSA Business, TIU, Library]

LEADERSHIP ENDORSEMENT
Has this nomination been endorsed by the Executive Dean or Unit Director?
- Yes
- No (If no, please secure endorsement before proceeding with submission)

Note: For team applications with members from multiple units, endorsement should be obtained from the most appropriate Executive Dean or Unit Director.

Evidence of Endorsement:
Please upload endorsement documentation (e.g., email confirmation)
File upload requirements:
- Maximum 1 file
- 10MB size limit
- Accepted formats: Word, PDF

NOMINATION TYPE
- Individual
- Team

STAFF CATEGORY
- Academic
- Professional
- Mixed (for team nominations only)

LEAD NOMINEE DETAILS
Full Name: [Title, First name, Last name]
Position Title:
Academic/Central Unit:
Email Address:

2O25 Nomination Form Sample *cont'd*

TEAM MEMBER DETAILS (if applicable)
Complete only if submitting a team nomination (format: expandable table)

Team Member 1
- Full Name:
- Email Address:
- Unit:

Team Member 2
- Full Name:
- Email Address:
- Unit:

Team Member 3
- Full Name:
- Email Address:
- Unit:

SUPPORTING STATEMENTS
Example: Early-Career Teaching Award (Note: Specific criteria will differ based on selected award category)

Please address all criteria below with specific, evidence-based examples. The total word count should not exceed 850 words. The suggested word allocations align with scoring weights to help you prioritise content.

Excellence in Teaching (40%; up to 350 words)
Nominees should demonstrate measurable contribution to teaching and learning outcomes through effective teaching strategies and technologies. Evidence should include scholarly reflection on teaching philosophy, rationale for approaches used, and/or examples showing improved student outcomes with supporting data.

Positive and Sustained Impact on Student Learning (30%; up to 250 words) Show a developing track record of inspiring, motivating, engaging and supporting students in achieving their academic goals, improving student learning outcomes and academic achievement. Provide comparative data (before/after teaching innovations), feedback patterns, and examples of transformative student experiences directly linked to nominee's teaching practices.

Commitment to Enhancing Profession (20%; up to 150 words)
Demonstrate commitment to improving teaching through mentoring, leadership and professional development. Include scholarly contributions, participation in teaching communities, and application of evidence-based practices from literature or professional learning.

Dedication to the Core Attributes of UniSA Staff (10%; up to 100 words)
Provide specific examples of how you embody UniSA's core staff attributes, and how these have positively influenced teaching quality and student experience.

[Text entry field]

Exemplars: 2024 Winning Entries

The following samples provide reference for submitting a compelling nomination. It's important to note that while this examples showcase one effective approach, the nominees should still utilise best practices specific to their fields. Please also note that in 2025 the nomination form and word limits will differ.

Example 1 | Rhoda Abadia, Winner of 2024 Unstoppable Senior-Career Teaching Award

Supporting Statements

Excellence in Teaching and Pedagogical Leadership (40%)

Rhoda has driven positive change at UniSA by reshaping online curricula across multiple disciplines. As Associate Dean, Rhoda leads curriculum development for STEM and education programs in UniSA Online. She collaborates with marketing teams to identify viable programs and works with Deans of academic units to secure approvals for new launches.

Her leadership in pioneering innovative technological solutions has been instrumental in adapting face-to-face activities for effective online delivery. For example, as the Associate Degree in Engineering (XTEN) development lead, Rhoda led a cross-functional team from the Teaching Innovation Unit (TIU), collaborating with course writers and the program director.

Her expertise in educational technologies was crucial in evaluating digital technologies, resulting in online learning experiences that closely mirrored on-campus activities, and significantly enhanced the quality and equity of online education. Key innovations included digital ink solutions for mathematical problem-solving exercises and online exams and redesigned assessments and virtual experiments. The impact extends beyond UO, with on-campus engineering courses with math content that are transitioning to online exams now adopting the approach.

Rhoda also spearheaded the integration of Virtual Reality (VR) simulations to supplement site visits, enhancing accessibility and equity in construction management courses. Leading a team of Online Course Facilitators (OCFs), she identified suitable courses for VR implementation, starting with three OCFs and gradually expanding. The initiative's success was evident in the roof construction mobile VR app's availability in app stores, unanimous student satisfaction, and a 65% increase in students' confidence in applying theoretical concepts to real-world scenarios. In 2024, Rhoda expanded the team to include additional OCFs and an on-campus coordinator, broadening VR applications to Quantity Surveying and Building Estimating courses, with plans to integrate these innovations into on-campus learning by 2025. Based on the 2024 enrolments, an estimated 458 online and 251 on-campus students will benefit annually from this application.

Rhoda's inclusive leadership style and ability to demonstrate value fostered broader participation and buy-in across units. Rhoda's leadership on the 24-hour online exams has had a cross-disciplinary impact. Initially piloted in XTEN (2023), it expanded to all UO programs in 2024. She coordinated with SAS, ISTS and academic services to ensure proper implementation. She facilitated Online Course Facilitator (OCF) training on question design using Moodle functions.

Rhoda also used learning analytics during pilot periods to analyse the implications of 24-hour exams on student grades and to address academic integrity concerns. This resulted in more than a 95% reduction in special consideration cases and decreased student-reported stress levels related to final exams.

The university-wide impact of Rhoda's work was further evidenced in August 2024 when UniSA's Exams and Results team adopted her 24-hour exam processes as the new standard. Rhoda has been recognised as a

leader in her field of discipline and online technologies. She now leads the Learning Insights project at Adelaide University, which aims to enhance learning and teaching through data analytics and new technology platforms. This will have a significant impact on empowering academics with new technologies and data-driven decision-making tools to support student success.

Positive and Sustained Impact on Student Learning (30%)

Rhoda's tenure at UniSA demonstrates a consistent and significant impact on student learning. From 2019 to 2023, Rhoda's teaching evaluations across six courses averaged 91.4% student satisfaction. This high rating demonstrates her sustained excellence in student engagement and support. Her ability to improve student outcomes is particularly evident in the UO Predictive Analytics course.

Rhoda's facilitation consistently yields significant improvements in course satisfaction scores. Her impact is evident in the following comparisons: • SP1 2021: 18.75% (Rhoda as facilitator) vs. -65% (SP4 2020 and SP4 2021) • SP3 2022: 71.43% (Rhoda as facilitator) vs. SP6 2022: 16.67% • SP6 2023: 85.71% (Rhoda as facilitator) vs. SP3 2023: -10% and SP3 2024: - 14.29%.

Rhoda's success stems from three key approaches: video feedback, code-along activities and holistic use of learning analytics. Recognising the need for more personalised feedback, Rhoda implemented video feedback to enhance her teaching presence and maximise student-teacher interactions. Her approach led to an 11% increase in Distinction or High Distinction marks for criteria related to previous assessments in SP6, 2023.

Rhoda introduced "code-along" activities when she was tasked to redevelop the practical activities. These guide students through practical coding applications of theoretical concepts. In UO Predictive Analytics, this approach increased course satisfaction from an average of -27.8% (2021) to 71.43% (SP3 2022), and the average pass rate improved from 73% (2020-2021) to 92% (2022 to SP3 2024).

Rhoda uses learning analytics to gain a holistic understanding of her student cohort. She analyses data on student demographics, prior knowledge, and academic progress, enabling her to tailor her teaching and communication strategies. This data-driven approach allows Rhoda to identify at-risk students, track engagement patterns, and assess the effectiveness of learning materials.

By continuously adapting her methods based on these insights, Rhoda ensures a more personalised and effective learning experience for each student. Students have responded positively to Rhoda's personalised engagement, as shown in the following feedback: "Rhoda takes an interest in her students' progress… and asked how I was travelling on several occasions over email and phone. Rhoda's drop-in sessions were fantastic. " (SP6, 2019) Rhoda's long-term impact is evident in former students' career success. An example email states: "Your encouragement means so much to me. I am applying everything I learned from the predictive course... I proposed a new process for our data entry team. It…will be implemented...thanks to the course materials and your weekly drop-in!" Hanh T (2024).

Commitment to Enhancing and Transforming Profession (20%)

As a teaching academic and leader, Rhoda fosters excellence in teaching across UniSA, significantly impacting the broader community. Her career alignment mentoring approach empowers academic staff to align their work activities with their career goals, leading to notable successes including one mentee winning a STEM teaching award, two receiving promotions, ten securing grant funding, and six establishing industry connections.

Exemplars: 2024 Winning Entries *cont'd*

Rhoda's approach to mentoring early career researchers involves creating small research groups that serve as research incubators. This approach benefits both mentees and Rhoda, giving her fresh insights into emerging pedagogical approaches. She allows each team member to lead an activity. Since 2019, she has guided 17 OCFs in these research incubators. Of these, 41% have taken leadership of projects in teaching and learning.

Rhoda's mentorship extends beyond UniSA Online. Her work with staff in the Women in STEM program has increased mentees' scholarship engagement and helped them prepare for promotion. Her "back to basics" approach, which combines UniSA's quality teaching framework with key expectations, has led to invitations to present in different units such as ALH and CHS.

Rhoda's commitment to ongoing professional development is evident by her active involvement in the Centre for Change and Complexity in Learning and the Australian Centre for Interactive and Virtual Environments, and her appointment to HERGA 2024's core committee. In the past year, she presented at an international conference, published in two international conferences and two journals, and had three papers accepted for presentation at upcoming international and national conferences.

Her expertise has been recognised through invitations to speak at Australian Computer Society – SA Branch events. Furthermore, as an executive board member of the Australian Computer Society (SA), Rhoda mentors early career professionals, demonstrating her commitment to nurturing the next generation of educators and IT professionals.

Dedication to the Core Attributes of UniSA Staff (10%)

Rhoda exemplifies UniSA's core attributes through her collegiality and leadership. She builds trust through long-standing relationships across all levels of the university. Her reputation for reliability and expertise is evidenced by her invitation to participate in Adelaide University's Modular, LMS, AI, and Assessment groups.

She demonstrated initiative by identifying and addressing the need for equitable access to advanced computing resources for online IT and Data Analytics students. She secured a UniSA 2024 equipment grant, collaborating with key stakeholders to ensure all students can develop work-ready skills.

She provided a solution to declining enrolments and retention by leading a review of the XBCP program. This resulted in two new degrees: XBIT and XBDA, launched in 2021, which improved program quality and student experience. She demonstrates exceptional interpersonal influence and communication skills across diverse stakeholders.

Her leadership of the learning insights project, collaborating with IT professionals, consultants, and staff from UniSA and University of Adelaide, highlights her ability to engage effectively, resulting in positive stakeholder reception. She leads effectively, ensuring consistent online program quality through cross-unit collaboration. Her inclusive, team-based approach has earned multiple UniSA Online Adapt Fast Team Awards (2019,2021,2023,2024), demonstrating her ability to work well with others and deliver results.

Exemplars: 2024 Winning Entries *cont'd*

Example 2 | Tom Raimondo (Lead), Winner of 2024 Unstoppable Teaching Support Award

Supporting Statements

Effective of Support (50%)

To combat low retention rates with commencing students in the undergraduate Information Technology (IT) programs highlighted as part of the Curriculum Innovation Process review, the UniSA STEM Program Services Team, IT academic leadership team and Business Intelligence and Planning team worked collaboratively to create "Reboot & Refresh" (R&R).

This initiative addresses the key technical courses in first year of the IT programs, where at-risk students are identified and offered a 6-week intensive support program to build their foundational technical skills. The classes provide the opportunity for struggling students to receive targeted support with concepts identified as a significant knowledge barrier. This ensures they can stay in touch with their course content and peers during the Studio and mid-term breaks, which acted as a significant risk period for disengagement/withdrawal.

The R&R support initiative emerged from a detailed analysis led by Ben Kernich of Business Intelligence and Planning whilst he was embedded in the Executive Services team of UniSA STEM for 3 days per week in July and August 2023. By analysing enrolment, learnonline and demographic data, a correlation was identified between students withdrawing and high failure rates for pre-requisite courses known to be technically challenging, i.e. courses that included programming content.

To combat this concern, the Dean of Programs and undergraduate IT Program Directors proposed revision sessions for 3 courses in SP2 2024: Problem Solving and Programming (COMP 1039), Information Technology Fundamentals (INFT 1016) and Network Fundamentals (INFT 1012), each of which were recognised as the most problematic. At-risk students within these courses were then identified based on an intervention plan that analysed risk factors such as course repetition, late enrolment, low engagement and failure of early assessment tasks.

The R&R sessions proved to be highly successful, with ≥140 students attending the SP2 sessions and consistent engagement across the 6-week support period. Tutors repeatedly commented that students were staying back after the 2-hour session finished, asking questions and working together on shared problems and barriers to progress. These numbers significantly surpass low attendance rates seen in the Peer Assisted Study Support (PASS) sessions that are offered centrally but don't appear to resonate with the cohort.

R&R has proved to positively affect engagement in courses that were the focus of the initiative, with a >80%improvement in learnonline engagement and a 100% increase in marks during assessment milestones. Information Technology (LBCP) retention rates have also improved from an average of 83% over the previous5 years to 86% in 2024 for domestic students, and 59% to 71% for international students (who are disproportionately represented in the at-risk cohort). The R&R team is currently focusing on Study Period 5 and enhancing engagement from international and at-risk students.

To expand and improve the program for SP5, a further 2 courses have been offered that build on the technical content established in SP2, namely Object-Oriented Programming (COMP 1046) and Data Driven Web Technologies (INFS 1025). In addition, the STEM Program Services Team undertook a call campaign to non-attendees in SP2 to evaluate the reasons for non-engagement in the program. This information has been used to improve scheduling, communication plans and other attractions to see bigger and better results for this study period.

Exemplars: 2024 Winning Entries *cont'd*

Service Orientation and Collaboration (40%)

To action the implementation of the R&R initiative, a working group was formed consisting of the Dean of Programs, IT Program Directors, Course Coordinators, General Manager and members of the Program Services Team. The project was enthusiastically undertaken despite the workload challenges implied, because the team were passionate about improving the student experience and determined to improve low retention rates.

Despite the broad range of roles included in the team, all members were enthusiastic about sharing ideas and their skills in areas they could assist and add the most value. This varied from detailed analysis of learnonline engagement data and student performance, artwork and communications to promote the initiative, composing and tailoring mail merges to be sent to students, collection of student attendance information, and phone and SMS campaigns to contact at-risk students and survey non-attendees. All team members took accountability for their areas of expertise, and endorsed and acknowledged each other for their successes, making it a very conducive environment for genuine teamwork and the co-creation of ideas and innovation.

The impact and learnings from the sessions so far have since flowed into direct marketing messages to undergraduate IT students. A range of communication styles were considered to ensure maximum impact was achieved, including a three-pronged approach of in class messaging directly from course coordinators and tutors, direct and personalised mail-merged emails sent from Program Directors, and individual text messages to at risk students reminding them of the date and time of the sessions.

These communication campaigns were then nuanced throughout the weeks of the program to ensure attendance was maintained. In addition, the IT and CMK teams have worked together to specifically market these sessions to prospective students who might be concerned about a lack of programming knowledge. The R&R sessions were included in Open Day messaging and presentations for 2025 to outline the comprehensive support available to students.

The Northern Adelaide State Secondary Schools' Alliance(NASSSA), who are key stakeholders for UniSA STEM regarding student recruitment in Information Technology, have also been made aware of these sessions so that any enrolment advice provided to their students includes reference to this support being available. The collaborative relationships established across professional and academic staff teams in UniSA STEM and Business Intelligence and Planning have expanded due to the success of the R&R initiative. Specifically, the support sessions have proved invaluable to address academic integrity breaches that are a systemic problem in the Information Technology programs due to the pervasiveness of Generative Artificial Intelligence.

The STEM Academic Integrity team are now in a position to offer tailored support for students referred to formal inquiry due to breaches that stem from a lack of programming knowledge and reliance on third party assistance or plagiarism. The R&R initiative is now the most highly recommended academic improvement strategy in formal enquiry discussions where previously no such support was available.

Dedication to the Core Attributes of UniSA Staff (10%)

The R&R initiative truly embodies a one team culture. All team members worked collectively to solve a persistent problem with a shared understanding and purpose of the project and a valued role to play in providing the solution. The IT academic leadership team took full responsibility for the improvement of completion rates in their degrees, and sought assistance from professional staff teams across the University in resolving this challenge. By optimising the key strengths of academic staff in relation to course content, pastoral support and student needs, and the professional staff in relation to analytics, scheduling, logistics

Exemplars: 2O24 Winning Entries *cont'd*

and communications, the team were able to propose effective solutions to an identified retention problem. This demonstrates effective leadership and working well with others as part of a truly collaborative team. The results of this collaboration speak for themselves, with the universally positive feedback from students in SP2 building an expanded program in SP5 that has again been well received, and a commitment to continue the program in2025 due to its usefulness and impact.