



AUBEA Awards 2026

Teaching Excellence Awards

Instructions

Purpose

The Teaching Excellence Awards recognise individuals and teams in construction management and related built environment disciplines who have demonstrated sustained excellence in teaching, innovation, scholarly practice, industry engagement, and a strong impact on students, peers, and the broader community. The awards highlight leadership in advancing teaching within and beyond their institution.

Categories

Awards are available in the following categories:

- Early Career Teaching Excellence — Less than a total of five (5) years of cumulative tertiary teaching experience since the commencement of the first academic appointment (Level A or B)
- Teaching Excellence — Any academic position
- Teaching Excellence — Indigenous Category — Any academic position, with a sustained and authentic contribution to integrating Indigenous knowledge, perspectives, and ways of learning into construction management or built environment education
- Team Teaching Excellence — Two or more staff members, with defined contributions of at least 10% per member

General Eligibility Criteria

- Nominees must be employed by, or hold a formal teaching appointment, at an AUBEA member institution and be actively engaged in teaching in construction management or related built environment disciplines at the time of nomination and award presentation. For the team award, the lead applicant must be based at an AUBEA member institution; team members may be from other institutions.
- Where applicable, nominations must include endorsement from the nominee's Head of School, Department, or equivalent.
- Contributions must relate to teaching and student learning at the tertiary level and may include classroom instruction, project-based learning, studio or laboratory teaching, fieldwork, online or blended delivery, or other educational experiences.
- Individual nominees must normally have at least three years of higher education teaching experience (two years for Early Career applicants).
- For team applications, all members must have been active contributors for at least two years, with substantial contributions (normally 10% or more) to the team's achievements.
- Casual/sessional staff must normally demonstrate at least four completed teaching sessions.
- Unless otherwise stated, evidence presented should normally relate to achievements within the preceding five years, while allowing reference to earlier foundational work where relevant.
- The same body of work may not be submitted simultaneously for multiple award categories unless explicitly permitted.

- All claims made in nominations must be supported by verifiable evidence where possible (e.g., citations, student feedback, impact statements, testimonials).
- AUBEA encourages nominations that reflect the diversity of the construction management and built environment teaching community.
- Career interruptions (e.g., parental leave, illness) will be taken into account when assessing eligibility for Early Career applicants.
- Previous winners are ineligible for nomination in the award round immediately following their win. Re-nomination in later years is permitted only where the contribution under consideration is substantially different from that previously recognised.
- Staff who resign, retire, or otherwise leave an AUBEA member institution before the award ceremony are normally ineligible. If circumstances change after submission (e.g., resignation, retirement, or change of institution), eligibility will be reviewed on a case-by-case basis by the Assessment Panel.
- Staff moving to another AUBEA member institution may remain eligible, provided their contributions under consideration were made at an AUBEA member institution.
- Nominees on approved secondments, sabbaticals, or temporary leave (e.g., industry placements, parental leave) remain eligible, provided they maintain an active appointment with an AUBEA member institution.
- The lead applicant (or individual nominee) must be registered for the AUBEA Annual Conference to be eligible to receive an award.

B1: Early-Career Teaching Excellence Award

Application Guide

- Nominations are assessed against all four criteria.
- Applicants must address all four criteria. However, it is expected that nominees will demonstrate greater strength in some areas than others.
- For Early Career nominees, assessors will take career stage into account and depth of evidence in two or more areas may be sufficient for a competitive application.
- Each criterion should be supported by evidence of sustained impact (≥2 years for Early Career nominees).
- The assessment panel's decision is final and not subject to appeal.
- Nomination statements should represent the nominee's own work, experience, and voice. You may use AI tools to assist with drafting or editing, but the content must be reviewed, verified, and endorsed as accurate by the nominee. Assessors will look for evidence of authentic, specific, and personal reflection — generic or impersonal responses may be rated less favourably.

Assessment Criteria

1. Curriculum and Learning Resource Innovation (30%)

Criterion: Creative and effective approaches to pedagogy, curriculum design and the development of discipline-specific learning resources.

Examples of practice:

- Pedagogical underpinning aligned to the teaching philosophy.
- Designing or refreshing curricula to reflect contemporary practice and United Nations sustainability (SDG) priorities.
- Developing digital learning tools, simulations, or site-based experiences.
- Embedding interdisciplinary collaboration or industry-informed content.

Evidence may include:

- Unit or program outlines showing innovation.
- Adoption of resources by colleagues, programs, or external partners.
- Student feedback on new curricula/resources.
- Industry endorsement of curriculum relevance.
- Independent peer review or evaluation.

2. Student Engagement and Learning Experience (30%)

Criterion: Motivating students, fostering active and inclusive learning in construction and built environment contexts.

Examples of practice:

- Delivery approach — constructive alignment.
- Designing engaging studio, site-based, project-based, or blended learning activities.
- Integrating construction technologies (e.g. BIM, VR/AR, AI, digital twins) into teaching to enhance engagement.
- Employing inclusive strategies that support diverse student cohorts, including international, first-in-family, and underrepresented groups.

Evidence may include:

- Student evaluations, focus groups, or testimonials.
- Peer observations and reviews.
- Demonstrated improvements in student engagement, retention, or progression.
- Reflective statements showing how practice has adapted in response to feedback.

3. Authentic Assessment and Professional Practice Integration (25%)

Criterion: Assessment practices that develop professional competence, employability, and readiness for industry practice.

Examples of practice:

- Industry-engaged assessments (e.g. live projects, case studies, simulations).
- Use of authentic assessments such as portfolios, project reports, and reflective journals.
- Incorporation of peer- or self-assessment to foster critical professional skills.

Evidence may include:

- Assessment briefs and exemplars.
- Student performance outcomes and employability indicators.
- Employer or industry partner feedback on student preparedness.
- Evidence of assessment models adopted by colleagues or institutions.

4. Innovation and Industry Engagement (15%)

Criterion: Contributing to teaching and learning in built environment education through engaging with industry and the profession and dissemination of teaching practice.

Examples of practice:

- Curriculum development or teaching initiatives within a department or program.
- Engaging with industry to enhance teaching and student outcomes.

- Sharing practice through conferences, workshops, or scholarly publications.

Evidence may include:

- Invitations to present innovations at institutional, national, or disciplinary forums.
- Endorsements from industry bodies or professional associations.
- Evidence of teaching scholarship outputs (presentations, papers, or workshop engagement).

B2: Teaching Excellence Award

Application Guide

- Nominations are assessed against all four criteria.
- Applicants must address all four criteria. However, it is expected that nominees will demonstrate greater strength in some areas than others.
- Each criterion should be supported by evidence of sustained impact (normally ≥ 3 years).
- The assessment panel's decision is final and not subject to appeal.
- Nomination statements should represent the nominee's own work, experience, and voice. You may use AI tools to assist with drafting or editing, but the content must be reviewed, verified, and endorsed as accurate by the nominee. Assessors will look for evidence of authentic, specific, and personal reflection — generic or impersonal responses may be rated less favourably.

Assessment Criteria

1. Curriculum and Learning Resource Innovation (25%)

Criterion: Creative and effective approaches to pedagogy, curriculum design and the development of discipline-specific learning resources.

Examples of practice:

- Pedagogical underpinning aligned to the teaching philosophy.
- Designing or refreshing curricula to reflect contemporary construction practice and United Nations sustainability (SDG) priorities.
- Developing digital learning tools, simulations, or site-based experiences.
- Embedding interdisciplinary collaboration or industry-informed content.
- Decolonising/Indigenising curriculum.

Evidence may include:

- Unit or program outlines showing innovation.
- Adoption of resources by colleagues, programs, or external partners.
- Student feedback on new curricula/resources.
- Industry endorsement of curriculum relevance.
- Independent peer review or evaluation.

2. Student Engagement and Learning Experience (25%)

Criterion: Inspiring and motivating students, fostering active and inclusive learning in construction and built environment contexts.

Examples of practice:

- Delivery approach — constructive alignment.
- Designing engaging studio, site-based, project-based, or blended learning activities.
- Integrating construction technologies (e.g. BIM, VR/AR, AI, digital twins) into teaching to enhance engagement.
- Employing inclusive strategies that support diverse student cohorts, including international, first-in-family, and underrepresented groups.
- Exposure to accreditation requirements and global citizenship.

Evidence may include:

- Student evaluations, focus groups, or testimonials.
- Peer observations and reviews.
- Demonstrated improvements in student engagement, retention, or progression.
- Reflective statements showing how practice has adapted in response to feedback.

3. Authentic Assessment and Professional Practice Integration (25%)

Criterion: Innovative assessment practices that develop professional competence, employability, and readiness for industry practice.

Examples of practice:

- Industry-partnered assessments (e.g. live projects, case studies, simulations).
- Use of authentic outputs such as portfolios, project reports, and reflective journals.
- Incorporation of peer- or self-assessment to foster critical professional skills.
- Effective formative and summative feedback.
- Assessment integrity.

Evidence may include:

- Assessment briefs and exemplars.
- Student performance outcomes and employability indicators.
- Employer or industry partner feedback on student preparedness.
- Evidence of assessment models adopted by colleagues or institutions.

4. Innovation, Leadership and Industry Engagement (25%)

Criterion: Advancing teaching and learning in built environment education through leadership, dissemination, and collaboration with industry and the profession.

Examples of practice:

- Leading curriculum or teaching initiatives within a department or program.
- Building partnerships with industry to enhance teaching and student outcomes.
- Sharing practice through conferences, workshops, or scholarly publications.

Evidence may include:

- Invitations to present innovations at institutional, national, or disciplinary forums.
- Endorsements from industry bodies or professional associations.
- Contributions to AUBEA, accrediting bodies, or professional societies.
- Recognition received for teaching, where available.

- Evidence of teaching scholarship outputs.

B3: Teaching Excellence Award — Indigenous Category

Application Guide

- Nominations will be evaluated against all four selection criteria.
- Applicants must address each of the four criteria in their submission. While all criteria must be addressed, it is recognised that nominees may demonstrate strengths in some areas more than others.
- Responses to each criterion should be supported by clear and credible evidence demonstrating sustained impact, typically over a period of three years or more.
- The assessment panel's decision is final and not subject to appeal.
- Nomination statements should represent the nominee's own work, experience, and voice. You may use AI tools to assist with drafting or editing, but the content must be reviewed, verified, and endorsed as accurate by the nominee. Assessors will look for evidence of authentic, specific, and personal reflection — generic or impersonal responses may be rated less favourably.

Assessment Criteria

1. Indigenous Knowledge and Curriculum (25%)

Criterion: Authentic, contextually grounded integration of Indigenous knowledge into curriculum.

Examples of practice:

- Indigenous knowledge systems are embedded as learning content.
- Course learning outcomes explicitly reference Indigenous perspectives, cultural capability, and place-based knowledge.
- Respectful collaboration with Indigenous knowledge custodians in harnessing the knowledge.
- Demonstrated respect for ICIP and respectful integration into course material.

Evidence may include:

- Unit or program outlines showing Indigenous knowledge integration.
- Adoption of resources/approaches by colleagues, programs, or external partners.
- Student feedback on curricula/resources.
- Independent peer review or evaluation.

2. Indigenous Ways of Learning and Teaching (25%)

Criterion: Authentic and contextually grounded integration of Indigenous ways of knowing, being, and learning in design of course delivery.

Examples of practice:

- Pedagogical underpinning supporting Indigenous ways of learning.
- Curriculum mapping demonstrates alignment with Indigenous ways of knowing, being, and doing.

Evidence may include:

- Unit or program course outlines/materials demonstrating Indigenous ways of knowing, being and learning approaches.
- Adoption of delivery approaches by colleagues, programs, or external partners.

- Student feedback on learning experience.
- Independent peer review or evaluation.

3. Culturally Informed and Authentic Assessment (25%)

Criterion: Design and execution of culturally responsive and inclusive assessment practices that build professional competence.

Examples of practice:

- Offering diverse assessment formats (written reports, visual submissions, oral presentations, reflective journals) to accommodate varied Indigenous dissemination approaches.
- Effective formative and summative feedback (including assessment rubrics and other forms of feedback).
- Assessment integrity.

Evidence may include:

- Assessment briefs and exemplars.
- Student performance outcomes and employability indicators.
- Employer or industry partner feedback on student preparedness.
- Evidence of assessment models adopted by colleagues or institutions.

4. Learning Outcomes (25%)

Criterion: Demonstrable improvements in student learning outcomes and cultural competence.

Examples of practice:

- Providing multi-modal forms of delivery to allow inclusive access and to accommodate diverse learning styles.
- Integrating construction technologies (e.g. BIM, VR/AR, AI, digital twins) into teaching to enhance engagement.
- Supporting diverse student cohorts, including international, first-in-family, and underrepresented groups.

Evidence may include:

- Student evaluations, focus groups, or testimonials.
- Growth in students' understanding of Indigenous knowledge systems and cultural protocols through peer observations and reviews, including input from Indigenous community representatives.
- Demonstrated improvements in student engagement, retention, or progression.
- Reflective statements demonstrating the outcomes.

B4: Team Teaching Excellence Award

Application Guide

- Nominations are assessed against all four criteria.
- Applicants must address all four criteria. However, it is expected that nominees will demonstrate greater strength in some areas than others.
- Each criterion should be supported by evidence of sustained impact (typically 3 years and greater).
- The assessment panel's decision is final and not subject to appeal.
- Nomination statements should represent the nominee's own work, experience, and voice. You may use AI tools to assist with drafting or editing, but the content must be reviewed, verified, and endorsed as accurate.

by the nominee. Assessors will look for evidence of authentic, specific, and personal reflection — generic or impersonal responses may be rated less favourably.

Assessment Criteria

1. Excellence in Collaboration (30%)

Criterion: Demonstrated genuine teamwork and collaboration, with members bringing complementary expertise and a shared philosophy.

Examples of practice:

- Co-designed curricula and teaching resources.
- Collaborative teaching delivery across units or programs.
- Cross-disciplinary or cross-institutional teaching initiatives.

Evidence may include:

- Evidence of sustained collaboration over at least two years.
- Student or peer feedback recognising the team's contribution.
- Documentation of shared approaches and outputs (e.g. joint teaching resources, co-authored teaching guides).

2. Impact on Teaching and Learning (30%)

Criterion: Sustained positive influence on student outcomes, learning experience, and employability.

Examples of practice:

- Enhanced progression and completion rates.
- Improved graduate employability outcomes.
- Integration of industry partnerships that enrich student learning.

Evidence may include:

- Student achievement data or graduate outcomes.
- Industry or community endorsements (letters of support, partnership statements).
- Recognition by institutional or disciplinary bodies (e.g. adoption of practices, invitations to scale initiatives).

3. Innovation (25%)

Criterion: Introduction of creative teaching strategies, curricula, or resources to address emerging needs.

Examples of practice:

- Technology-enhanced learning or digital innovation.
- Authentic, industry-partnered projects.
- Development of new interdisciplinary curriculum initiatives.

Evidence may include:

- Adoption of innovations by other teams, programs, or institutions.
- Student feedback highlighting novel approaches.
- Demonstrated improvement in student engagement, retention, or learning outcomes.

4. Leadership and Dissemination (15%)

Criterion: Leadership in advancing teaching and dissemination of good practice beyond the team.

Examples of practice:

- Sharing innovations through conferences, workshops, or seminars.
- Leadership roles in curriculum committees or professional societies.
- Mentoring of other staff or teams.

Evidence may include:

- Invitations to present or publish as a team.
- Evidence of influence on broader institutional, disciplinary, or industry practice.
- Documented mentoring or support provided to other teams or colleagues.

Submission Requirements

1. Completed application form — including the nomination summary, nomination statement addressing all assessment criteria, and team contribution statements where applicable (Team Teaching Excellence Award only)

2. Curriculum Vitae

- Early-Career Teaching Excellence: max. 2 pages, focused on teaching, learning, and professional engagement
- Teaching Excellence: max. 3 pages, focused on teaching, learning, and professional engagement
- Teaching Excellence — Indigenous Category: max. 3 pages, focused on teaching, learning, and professional engagement
- Team Teaching Excellence: Team leader — max. 3 pages; each team member — max. 1 page. All CVs focused on teaching, learning, and professional engagement. Combine all CVs into a single document.

3. Letters of reference — each letter max. one A4 page

Referee letters should reflect the referee's own genuine assessment of the nominee. AI tools may be used to assist with drafting or editing, but the content must accurately represent the referee's own views and be reviewed and endorsed by them before submission.

- Early-Career Teaching Excellence: two referees required. Both may be internal, but at least one must be independent of the nominee's direct teaching team (e.g. Head of School, peer observer, mentor). External referees encouraged.
- Teaching Excellence: two referees required. At least one must be external (academic peer at another institution, industry collaborator, or professional association).
- Teaching Excellence — Indigenous Category: two referees required. At least one must be able to speak to the cultural authenticity and integrity of the nominee's practice — this may include an Indigenous community representative, knowledge custodian, Elder, or Indigenous education specialist. The second referee may be an academic peer, Head of School, or industry collaborator. Where a nominee has integrated published Indigenous scholarship into curriculum rather than having direct community relationships, this should be noted by the referee and will be considered in context by the panel.
- Team Teaching Excellence: two referees required. Both must be external to the nominated team. At least one must be outside the team's home institution (e.g. an industry partner, collaborator at another university, or professional association).

4. Supporting materials (optional)

- Up to 10 additional pages of supporting evidence (e.g. sample teaching materials, assessment tasks, or resource excerpts).
- A supplementary digital resource (e.g. website, video, or e-portfolio) may be included by providing the link in the designated field in the application form. Assessment will be based solely on the nomination statement and supporting evidence pages — digital resources are supplementary and will not disadvantage nominees if not provided.