FACULTY TEACHING AND LEARNING AWARDS 2011

Guidelines, Selection Criteria and Submission Requirements

The Faculty Excellence in Teaching Awards are a way of recognising and rewarding the teaching excellence within the Faculty. The awards are an opportunity to acknowledge the considerable time and effort many staff devote to enhancing the teaching and learning experience and provide an appropriate forum in which to support the development of high quality and innovative teaching.

The Faculty based awards process has been formulated to align with the procedures and timelines governing the University teaching awards and the national ‘Awards for Australian University Teaching’ (AAUT) guidelines with the aim of developing a culture supportive of good teaching at the grass roots level upwards.

Accordingly, the awards process is encompassing – engaging Faculty peers and the student body in the nomination and selection process – and is intended to be reflective of the characteristics and context of teaching within the Faculty.

Nominations for the 2011 awards are invited from 1st May – 29th October and can be submitted by any staff member or student within the Faculty.

Accepting nominees will be invited to provide a full submission by the 17th January 2011.

FMDHS AWARD PROGRAMS

The Faculty acknowledges excellence in its learning and teaching environment by conferring up to 14 awards across three annual award programs:

1. Awards for Teaching Excellence
   - Individual Teaching Award
   - Team Teaching Award
   - Small Group Teaching Award
   - Early Career Award
   - Postgraduate Coursework Teaching
   - Research Supervision

2. Awards for Programs that Enhance Learning
   - Assessment and Feedback
   - Educational Partnerships and Collaborations with other Organisations
   - The First Year Experience
   - Flexible Teaching and Learning
Innovation in curricula, learning and teaching
Postgraduate Education
Services Supporting Student Learning

3. **Award for Outstanding Contributions to Student Learning**

**AIMS**

In seeking to develop an environment that promotes and enhances the standard of teaching and learning across the Faculty, there are a number of broad aims that drive the Awards Process:

- demonstrate to students, staff and the community that the Faculty values good teaching practice
- generate information so that everyone from students to policy makers have a better grasp of the quality of teaching being done, the workload on staff and the influence of external funding for teaching.
- identify and recognise staff who are contributing to teaching in various ways
- promote good teaching practices by encouraging reflection and sharing of teaching strategies among peers
- promote teaching and learning portfolio development

**ADJUDICATION**

The Selection Committee for all award nominations has been formulated to ensure transparency and objectivity in the selection process and is drawn from the following staff and student representatives:

- Associate Dean (Teaching and Learning)
- Faculty CATLyst
- Non-Faculty teacher/staff mentor based on campus
- A postgraduate research coordinator from one of the Faculty Schools
- A hospital based clinician
- Student representatives from the following disciplines:
  - Medicine
  - Podiatric Medicine
  - Dentistry
  - Health Science
  - Nursing
- Head of School (or senior member of academic staff) from the following disciplines:
  - Medicine
  - Podiatric Medicine
  - Dentistry
  - Health Science
  - Nursing
NOMINATION PROCESS

Nominations can be submitted by:

- Any student enrolled in units taught within FMDHS
- Any Faculty member

Requirements:

- Nominators must indicate the category under which they wish their nominee to be considered for.
- Nominees can be nominated under more than one category.
- Nominees are eligible to put themselves forward for consideration under a category other than that specified in the nomination if they believe their preferred category is more applicable to their area.
- If nominees wish to be considered under more than one category they must complete a separate submission for each category.
- On receipt of nomination, the nominee will be notified and confirmation of acceptance will be sought by the date specified in the FMDHS Award Guidelines.
- All nominees who accept their nomination must complete the application process by providing all of the essential documentation as outlined in the guidelines appropriate for their award category.

*Please Note: The maximum number of recipients per award category is limited to one only.

Up to one commendation per category may be awarded for other nominees where the Selection Panel feel recognition is justified.

AWARDS SCHEDULE

- 1 May – call for nominations
- 29 October – close of nomination period
- 17 January – deadline for acceptance submissions
- Late January – submissions compiled and circulated to judging panel
- Mid February – judging panel convenes and deliberates
- Late March – Faculty Awards Ceremony
- 31 May – deadline for nominations to UWA ALTC Awards Selection Committee
SELECTION CRITERIA

All nominees will be assessed on evidence they provide in relation to the following criteria:

I. Awards for Teaching Excellence

- Approaches to learning and teaching/supervision that influence, motivate and inspire students to learn
- Development of curricula and resources that reflect a command of the field
- Approaches to assessment and feedback that foster independent learning
- Respect and support for the development of students as individuals
- Scholarly activities that have influenced and enhanced learning and teaching

II. Award for Outstanding Contributions to Student Learning

- Approaches to the support of learning and teaching that influence, motivate and inspire students to learn
- Development of curricula, resources and services that reflect a command of the field
- Approaches to assessment, feedback and learning support that foster independent learning.
- Respect and support for the development of students as individuals.
- Scholarly activities and service innovations that have influenced and enhanced learning and teaching.

III. Awards for Programs that Enhance Student Learning

- Distinctiveness, coherence and clarity of purpose
- Influence on student learning and student engagement
- Breadth of impact
- Concern for equity and diversity

ASSESSMENT CRITERIA

In assessing submissions, the Selection Panel will take into account:

I. Awards for Teaching Excellence

- The extent to which the claims for excellence are supported by formal and informal evaluation
- The extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
- The information contained in student questionnaires, references and selected teaching materials submitted by the nominee
II. **Award for Outstanding Contributions to Student Learning**

- Influenced student learning, student engagement or the overall student experience
- Gained recognition from fellow staff, the faculty/university, and/or the broader community
- Been sustained over time

III. **Awards for Programs that Enhance Student Learning**

- Demonstrated evidence of the effectiveness of the program in formal and informal evaluation
- The degree of creativity, imagination or innovation
- Evidence of the sustained effectiveness of the program.

**SUBMISSION REQUIREMENTS**

Comprehensive details of nomination and submission requirements are contained in the guidelines appropriate to each award below:

I. **Awards for Teaching Excellence**

II. **Awards for Programs that Enhance Student Learning**

III. **Award for Outstanding Contribution to Student Learning**
I. AWARDS FOR TEACHING EXCELLENCE

These awards give recognition to teachers renowned for the excellence of their teaching, possess outstanding presentation skills and have made a broad and deep contribution to enhancing the quality of teaching and learning within the Faculty.

AWARD CATEGORIES

There are six Teaching Award categories:

1. Individual Teaching Award
   - UWA Employee
   - Non-UWA Employee

   Open to UWA lecturers, tutors, etc who are currently teaching undergraduate students in any of the FMDHS disciplines (Podiatry, Health Sciences, Dentistry and Medicine)

   Open to Non-UWA teachers such as clinical academics, clinicians, health placement supervisors and non-clinicians teaching in a variety of settings such as hospitals, general practice, rural placements or other clinical/practicum environments.

2. Team Teaching Award

   This category is aimed at recognising that teaching in a campus or clinical setting can often be a collaborative effort where no one individual can be rewarded and where a team approach has been taken in the delivery of teaching. Open to teams of any size.

   - In a Campus Setting
   - In a Clinical Setting

3. Small Group Teaching Award

   For excellence in teaching in a small group setting (e.g. tutorials)

   - In a Campus Setting
   - In a Clinical Setting

4. Early Career Award

   Teachers who have been teaching for 7 years or less, including tutors and/or upper level students involved in teaching junior students
5. **Postgraduate Coursework Teaching**

This category applies to those involved in teaching students at the postgraduate level in any of the Faculty’s disciplines (Podiatry, Health Sciences, Dentistry and Medicine)

6. **Research Supervision Award**

Given the importance of research within the Faculty, the aim of this award is to give due recognition and appreciation of excellence in research supervision.

*Please note that separate criteria and supporting documentation apply for this category. Please refer to pg.11 of the guidelines for further information.

**ELIGIBILITY**

- Nominations are open to academic staff, general staff, sessional staff and Faculty associates (full time or fractional, continuing or contract)
- Accepting nominees must be employed by the Faculty at the time of nomination
- Self-nominations are accepted providing submission is supported by sufficient evidence i.e. formal/informal student evaluation
- If nominees wish to be considered under more than one category they must complete a separate submission for each category
- Previous recipients of a Faculty Excellence in Teaching (EIT) Award cannot receive the same award in two consecutive years
- Previous recipients of a UWA or Australian Learning and Teaching Council EIT Award in the current or preceding three years are ineligible for nomination
- Previous recipients of a UWA or ALTC Citation are eligible for nomination for an EIT Award
- Previously unsuccessful nominees in preceding years are eligible for renomination under the same category
- The *Early Career Award* is open to staff who have been teaching for 7 years or less. This includes all tutoring, part-time teaching and teaching at other higher education institutions.
• The Team Teaching Award is open to teams of any size, however, teams larger than five members are required to name no more than five persons in their submission. Evidence for the award must demonstrate collaboration between team members

• Students nominating a staff member for the Research Supervision Award must have worked with that person for a minimum of 12 months

SELECTION CRITERIA (excluding research supervision category)

All nominees for a Teaching Award will be assessed on evidence they provide in relation to the following criteria:

UWA Employees: nominees in this group must address five of the specified criteria

Non-UWA Employees: nominees in this group are required to address any two of the selection criteria

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

These may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

2. Development of curricula and resources that reflect a command of the field

These may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; integrating student and industry (where relevant) perspectives into developing curriculum; demonstrating innovation to improve integration and delivery of a unit; communicating clear objectives and expectations for student learning

3. Approaches to assessment and feedback that foster independent learning

These may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment methods to different contexts and diverse student needs.
4. Respect and support for the development of students as individuals

*These may include:* participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

5. Scholarly activities that have influenced and enhanced learning and teaching

*These may include:* showing advanced skills in evaluation of teaching and reflective practice; using student/peer feedback to reflect on and enhance unit development; identifying challenges encountered and developing methods to respond to these challenges; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching and learning; demonstrating leadership through activities that have broad influence on the profession; demonstrating leadership and teamwork to enhance coursework teaching and student experiences such as curriculum development with colleagues, involvement in mentoring and/or peer review.

**ASSESSMENT OF CRITERIA**

In assessing the nominations the selection panel will take into account the following:

- The extent to which the claims for excellence are supported by formal and informal evaluation
- The extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
- The information contained in student questionnaires, references and selected teaching materials submitted by the nominee

**SUBMISSION REQUIREMENTS**

Submissions for Awards in Teaching Excellence must include the following:

- Cover Sheet
- Written Statement
- *Curriculum vitae
- *References

*At the initial Faculty level submission stage, additional documents such as a CV and references are not required. Should your nomination be selected for further consideration at the University and ALTC levels this documentation will be required.*
**Cover Sheet**

A proforma will be provided to accepting nominees documenting their personal details, consent to the submission process and category for which the nominee is to be considered.

**Written Statement (excluding Research Supervision Award)**

The core element of a nomination for a Teaching Award is a written statement in which nominees describe their teaching activities and achievements in relation to the selection criteria. The written statement should include all information that might be referred to in the submission.

The written statement is **limited to eight A4 pages in total (min 11 point font)** and should be presented in the following order:

i.  **Overview**

The overview provides nominees with the opportunity to commence the written statement with a focus on the specific character of their teaching and achievements. It should be no more than one page and should include the nominee’s educational philosophy and beliefs, description of the teaching context and an integrated summary of the claims relating to the selection criteria.

ii.  **Selection criteria**

The remainder of the written statement should be devoted to addressing each of the specified criteria in turn.

**Curriculum Vitae**

The curriculum vitae should outline the nominee’s educational qualifications, employment history, teaching positions held and teaching experience.

**Individual Nominations** - limited to three A4 pages  
**Team Nominations** – one additional page per team member i.e. for a team of three, five pages can be submitted (three + two).

**References**

Two references of no more than one A4 page each are to be provided by people able to comment on the nominee’s contribution to student learning against the selection criterion/a.

One referee must be the head of the nominee’s faculty, department, school or administrative unit.
SUPPORTING MATERIAL

Supporting documentation is limited to ten A4 pages in total.

The relevance of such material must be made clear in the written statement.

Supporting material may include:

- Website (URL)
- CD-ROM or DVD
- 10 pages of printed material e.g. SURF/SPOT data, peer reviews, written student comments and other selected teaching materials.

*Non-UWA Employees: Nominees in this group who have difficulty providing formal evaluation will be shown flexibility in terms of the evidence they submit. Samples of student or peer feedback such as letters, emails, reports etc will be accepted.

*RESEARCH SUPERVISION CATEGORY

Please note that except where indicated below, preceding guidelines for the Awards for Teaching Excellence should be adhered to.

Selection Criteria:

1. Approaches to supervision that influence, motivate and inspire students to learn

2. Approaches to supervision and feedback that foster independent learning

3. Respect and support for the development of students as individuals

4. Scholarly activities that have influenced and enhanced research supervision

Supporting Material:

Material that is directly relevant to the nomination such as peer reviews, written student comments, SPORs, list of publications by postgraduate students, awards gained by postgraduate students etc.
II. AWARD FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

This award recognises and rewards the diverse contribution that individuals and teams make to the quality of student learning. The award can be granted to either academic or professional staff who have made significant contribution to student learning in a specific area of responsibility over a sustained period and who are recognised within the Faculty for their achievements.

There are no specific categories for the ‘Outstanding Contribution to Student Learning’ Award. Each Citation is unique and reflects the diversity of ways in which university staff and associates contribute to teaching and learning in higher education.

POTENTIAL AREAS OF CONTRIBUTION

There are a wide range of contributions to student learning that this award recognises. Listed below are some examples nominees may wish to refer to:

- For novel and effective approaches to engaging first year students in a collaborative learning and peer review in a large class setting
- For sustained commitment to personalised administrative support for undergraduate students that has enhanced the overall student experience
- For a decade of exemplary supervision and support of postgraduate research students
- For institutional leadership in the design and implementation of a department based program of peer feedback for academic staff
- For developing new strategies to ensure effective coordination of teaching in a cross-faculty undergraduate program
- For the introduction of original assessment approaches that recognise the different learning styles within a diverse student cohort

ELIGIBILITY

- Nominations are open to academic staff, general staff, sessional staff and Faculty associates (full time or fractional, continuing or contract)
- All nominations must relate to contributions to student learning in the Faculty/University
● Both team and individual nominations are encouraged. Teams may be of any size, however, if team is larger than 5 members, a team name must be provided

● Accepting nominees must be employed by the Faculty at the time of nomination

● Previous recipients of a UWA or ALTC Citation for Outstanding Contribution Award are not eligible for renomination within 3 years of receiving their Citation

● Previous recipients of a UWA or ALTC Excellence in Teaching (EIT) Award are not eligible for nomination for a Citation

● Nomination for, or receipt of, a Citation at UWA or ALTC level does not affect eligibility for a Teaching Award

● Previously unsuccessful nominees in preceding years are eligible for renomination under the same category

**SELECTION CRITERIA**

Nominees are invited to address *one or two* of the following criteria as appropriate for their particular contribution:

1. **Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; enabling others to enhance their approaches to learning and teaching.

2. **Development of curricula, resources and services that reflect a command of the field.** This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; contributing professional expertise to enhance curriculum or resources.
3. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs; contributing professional expertise to enhance assessment and/or feedback.

4. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; influencing the overall academic, social and cultural experience of higher education.

5. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession.

**ASSESSMENT OF CRITERIA**

The nomination will be judged against the criteria on the extent to which it shows evidence (in the written statement) that the nominees’ contribution has:

- Influenced student learning, student engagement or the overall student experience
- Gained recognition from fellow staff, the faculty/university, and/or the broader community
- Been sustained over time

**SUBMISSION REQUIREMENTS**

Submissions for the Outstanding Contributions to Student Learning Award must include the following:

- Cover Sheet
- Written Statement
- *Two References

*At the initial Faculty level submission stage, references are not required. Should your nomination be selected for further consideration at the University and ALTC levels this documentation will be required.*
**Cover Sheet**

A proforma will be provided to accepting nominees documenting their personal details and consent to the submission process.

**Written Statement**

The core element of a nomination for an Outstanding Contribution to Student Learning Award is a written statement in which nominees describe their contribution to student learning. The written statement should also include all information that might be referred to in the submission.

The written statement is **limited to four A4 pages in total (min 11 point font)** and should be presented in the following order:

1. **Citation**

   Proposed citation (maximum 25 words) describing the distinctive contribution of the nominee

2. **Summary**

   Summary describing the particular contribution and specific context for the contribution

3. **Selection criteria**

   Statement addressing chosen criterion/a

4. **Statement**

   Statement providing evidence for the ways in which the contribution has influenced student learning, student engagement or the overall student experience; been sustained over time and has gained recognition by fellow staff, the faculty/university and/or the broader community.

**References**

Two references of no more than one A4 page each are to be provided by people able to comment on the nominee’s contribution to student learning against the selection criterion/a.

One referee must be the head of the nominee’s faculty, department, school or administrative unit.
III. AWARDS FOR PROGRAMS THAT ENHANCE STUDENT LEARNING

This category recognises unique programs and projects that enhance the student curriculum and experience within the Faculty.

The programs and services that receive these awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in the Faculty.

PROGRAM CATEGORIES

There are seven Program Award Categories:

1. **Assessment and feedback** – encompassing assessment initiatives that encourage students to develop and demonstrate higher-order skills and attitudes such as academic independence, ethical practices and values, and critical thinking and feedback that is timely and supports students’ learning development.

2. **Educational partnerships and collaborations with other organizations** – encompassing partnerships between universities, and universities and other organizations such as schools, professional bodies, businesses and industries – in collaborative approaches to learning and teaching.

3. **The first year experience** – encompassing the academic and social transition to higher education, teaching and learning within large student groups, and the quality of the first year experience.

4. **Flexible learning and teaching** – encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning.

5. **Innovation in curricula, learning and teaching** – encompassing innovations that encourage novel approaches to learning and teaching, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches and innovations that utilize the potential of new and/or emerging technologies.

6. **Postgraduate education** – encompassing programs that focus on postgraduate students, postgraduate coursework teaching and learning, postgraduate research supervision and research higher degree candidature and postgraduate learning support.

7. **Services supporting student learning** – encompassing service directly related to student learning such as services for specific groups of students, information access, course advising, language and learning support, counselling and disability support.
ELIGIBILITY

- Nomination is open to all programs and services that enhance student learning. It is intended that nominated programs are broader than one or two subjects or a limited service that involves only a few students. For example, programs may involve a service or program provided at the faculty or school level, a program of study across a year or number of years, or a service or program directed at particular groups of students.

- Previous recipient programs at the Uni/ALTC levels are ineligible for renomination

- Teams may be of any size. If a team is larger than five members, a team name should be given.

SELECTION CRITERIA

All nominees for a Program Award will be assessed on evidence they provide in relation to the following four criteria:

1. **Distinctiveness, coherence and clarity of purpose**
   Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.

2. **Influence on student learning and student engagement**
   Extent to which the program targets identified needs and directly or indirectly enhances student learning, student engagement and/or overall experience of higher education.

3. **Breadth of impact**
   Extent to which the program has led to widespread benefits for students, staff, the faculty/university and/or other institutions, consistent with the purpose of the program.

4. **Concern for equity and diversity**
   Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups.

ASSESSMENT OF CRITERIA

In assessing nominations against the four selection criteria, the selection panel will give equal consideration to the following:

- Demonstrated evidence of the effectiveness of the program in formal and informal evaluation
- The degree of creativity, imagination or innovation
- Evidence of the sustained effectiveness of the program.
The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of the nominations.

**SUBMISSION REQUIREMENTS**

Submissions for Program Awards must include the following:

- Cover Sheet
- Written Statement
- *CV (not required at initial submission stage)
- *References (not required at initial submission stage)

*At the initial Faculty level submission stage additional documents such as a CV and references are not required. Should your nomination be selected for further consideration at University and ALTC levels this documentation will be required.

**Cover Sheet**

A proforma will be provided to accepting nominees documenting their personal details, consent to the submission process and category for which the nominee is to be considered.

**Written Statement**

The core element of a nomination for a Program Award is a written statement in which nominees describe their contribution to student learning. The written statement should include all information that might be referred to in the submission.

The written statement is limited to twelve A4 pages in total (min 11 point font) and should be presented in the following order:

The written statement should be presented in the following order:

i. **Overview**

The overview must cover a description of the program and its aims, the institutional context of the program and its contribution to student learning and engagement.

ii. **Selection criteria**

The remainder of the written statement should be devoted to addressing the each of the criteria

**References**

Two references of no more than one A4 page each are to be provided by people able to comment on the nominee’s contribution to student learning against the selection criteria.
One referee must be the head of the nominee’s faculty, department, school or administrative unit.

**SUPPORTING MATERIALS**

Supporting documentation is **limited to ten A4 pages** in total.

*The relevance of such material must be made clear in the written statement.*

Supporting material may include:

- Website (URL)
- CD-ROM or DVD
- 10 pages of printed material e.g. SURF/SPOT data, peer reviews, written student comments and other selected teaching materials.