

FACULTY OF ARTS, BUSINESS, LAW AND EDUCATION TEACHING AND SERVICE AWARDS

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About the Awards

The Faculty Teaching and Service Awards are conferred annually to celebrate and reward excellence in teaching and to recognise the large proportion of auxiliary work that staff undertake, often without reward. These awards are based in the Faculty, but they are aligned with the AAUT Awards for Australian University Teaching.

There are two overarching categories for the awards: **Excellence in Teaching Awards** and the **Service Awards**. Eligibility for the awards is open to academic or professional staff employed on a fulltime or fractional basis, continuing or contract. Nominations for both can be submitted by any student enrolled in units taught within the Faculty or any faculty member. Self-nominations are also permitted, as long as they are supported by sufficient formal and informal student evaluation. Nominations are invited during the months of May, June, October and November every year.

The **Excellence in Teaching Awards** are a way of recognising and rewarding outstanding teaching within the Faculty of Arts, Business, Law and Education. It is an opportunity to acknowledge those teachers who make a real difference to the learning experience of students.

Award by School

There will normally be at least one award given for each School for each category:

- Graduate School of Education
- School of Humanities
- School of Music
- School of Social Sciences
- Business School
- UWA Design School
- UWA Law School

Categories are:

- 1. Awards for Teaching Excellence**
 - a. Lecturers
 - b. Early Career
 - c. Tutors and Sessional Staff
- 2. Awards for Research Supervision Excellence**
- 3. Awards for Programs that Enhances Learning**
- 4. Service Awards for Outstanding Contribution to Student Learning**

Service Awards include both professional and academic staff (individuals and teams) who have made a significant contribution to student learning. This award aims to acknowledge the contributions made in the areas of outreach, collaboration, and collegiality, whether this is on campus or in the broader community.

Nomination Rounds

Every year, there are two Nomination rounds to coincide with the teaching semesters. Trimesters 1 and 2 and Semester 1 nominations are open in May and Trimester 3 and Semester 2 nominations are open in October.

Awards for Teaching Excellence and Awards for Research Supervision Excellence

Assessment Criteria

All nominations will be assessed on the evidence provided in response to at least two of the following four criteria which will be given equal consideration by the assessors:

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

This may include:

- Fostering student development by stimulating curiosity and independence in learning.
- Participating in effective and empathetic guidance and advice for students.
- Assisting students from equity and other demographic subgroups to participate and achieve success in their courses.
- Encouraging student engagement through the enthusiasm shown for learning and teaching.
- Inspiring and motivating students through effective communication, presentation and interpersonal skills.
- Enabling others to enhance their approaches to learning and teaching.
- Developing and/or integrating assessment strategies to enhance student learning.

2. Development of curricula, resources or 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. Evaluation practices that bring about improvements in teaching and learning.

Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include:

- Showing advanced skills in evaluation and reflective practice.
- Using a variety of evaluation strategies to bring about change.
- Adapting evaluation methods to different contexts and diverse student needs and learning styles.
- Contributing professional expertise to the field of evaluation in order to improve program design and delivery.
- Dissemination and embedding of good practice identified through evaluation.

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

This may include:

- Participating in and contributing to professional activities related to learning and teaching.
- Innovations in service and support for students; coordination, management and leadership of courses and student learning.
- Conducting and publishing research related to teaching.
- Demonstrating leadership through activities that have broad influence on the profession.
- Providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort.
- Influencing the overall academic, social and cultural experience of higher education.

The assessment will also take into account:

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

Nominee application guidelines

Nominees are required to submit up to a three page written application, addressing at least two of the assessment criteria for Learning and Teaching Awards. This criteria is aligned with the [Australian Awards for University Teaching](#) criteria.

- Applications must include the Coversheet
- Applicants must not write more than three pages of main submission addressing their selected criteria
- Applicants may attach supporting evidence such as emails, references, awards, nominations, SURF, SPOT results etc., up to 10 pages

Eligibility

- a) Nomination is open to all staff with teaching or teaching/research appointments (ie, full-time, part-time, tenured and contract. Unless otherwise specified).
- b) The Early career category is open to lecturers with no more than five calendar years experience teaching in any university.
- c) The Sessional category is open to staff who teach the substantial part of the unit and who work only part time in the faculty.
- d) The Tutor categories are open to part-time staff appointed on a contract and who are paid on an hourly basis and excludes staff eligible for other categories of teaching awards.
- e) Students nominating a staff member for the Research supervision award must have worked with that person for at least 12 months.
- f) Staff can apply for awards in more than one category but cannot receive more than one award in any of the categories a year.

Awards for Programs that Enhance Learning

Objective

To recognise learning and teaching support programs and services that make an innovative and outstanding contribution to student learning outcomes and the student experience of higher education.

Categories

Nominees must select the relevant program category below. The Program Award categories are:

- 1 Widening participation**, encompassing approaches to learning and teaching, and/or student experience which enhance student access, widen participation, and support progression.
- 2 Educational partnerships and collaborations with other organisations**, encompassing partnerships between universities, and universities and other organisations—such as schools, private higher education providers, registered training organisations, professional bodies, businesses and industries in collaborative approaches to learning and teaching.
- 3 Innovation and flexibility in curricula, learning and teaching**, encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning and innovations that encourage novel approaches to learning and teaching, innovations that align assessment with curriculum design, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.
- 4 Postgraduate education**, encompassing programs and other activities that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature and postgraduate learning support.
- 5 Student experiences and services supporting learning, development and growth in higher education**, encompassing services 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. Quality of learning engagement and other learning and teaching experiences within large student groups to sustain and retain students, student enhancement, whole personal development learning and the quality of the first-year student experience.
- 6 Global citizenship and internationalisation**, including valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.

Assessment Criteria

All nominations will be assessed on the evidence provided in response to the following four criteria which will be given equal consideration by the assessors:

- 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 the student experience** – extent to which the program targets identified needs and directly or indirectly, enhances student learning, student engagement and/or the overall student experience of higher education.
- 3. Breadth of impact** – extent to which the program has led to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the program.

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

The assessment will also take into account:

- a. evidence of the effectiveness of the program in formal and informal evaluation
- b. the degree of creativity, imagination or innovation
- c. evidence of sustained effectiveness of the program for no less than three years, not including time taken for development or trial of any activity.

Nominee application guidelines

Claims against the assessment criteria

This is limited to 4 A4 pages describing the program activities and achievement and must address all four assessment criteria, providing evidence to support the claims. It should comprise the following elements presented in order:

1. **Overview** of the program and its context.
2. **Statement** addressing the assessment criteria (include criterion headings), providing supporting evidence including impact on student learning.
3. **Reference list:** nominees should use their preferred recognised reference style throughout and include a reference list within the 4 pages.

Service Awards for Outstanding Contributions to Student Learning

Objective

These awards recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Service awards include both professional and academic staff (individuals and teams) who have made a significant contribution to student learning in a specific area of responsibility, over a sustained period, who are widely recognised for their achievements within the faculty/university, and who have received strong faculty endorsement.

Potential areas of contribution

There are no specified categories for service awards and awards will be made for both general and more specific contributions. A concise submission will describe the distinctive contribution of the nominee(s). Service awards are unique and reflect the diversity of ways in which staff contribute to excellent learning and teaching in higher education. Listed below are examples of possible service categories.

- For excellence in the leadership of a faculty-wide transition program for first year students.
- For novel and effective approaches to engaging first year students in collaborative learning and peer review in a large class setting.
- For sustained commitment to personalised administrative support for staff and undergraduate/postgraduate students that has enhanced the overall student experience.
- For the provision of state-of-the-art programs in learning support for international students over a five year period.
- For a decade of exemplary supervision and support of postgraduate research students.
- For the strategic promotion of information literacy programs tailored to specific disciplines and the needs of specific student groups.
- For the introduction of original assessment approaches that recognise the different learning styles within a diverse student cohort.
- For the development of new strategies to ensure effective coordination of teaching in a cross-faculty undergraduate/postgraduate program.

There will be up to two award winners each year with one for professional staff and one for academic staff. Each award winner will receive a framed certificate and \$500 to be used for teaching development and/or professional training initiatives approved by the Associate Dean (Teaching and Learning). Funds will normally be spent within 12-18 months of receiving the award.

Eligibility

- a) Both team and individual nominations are encouraged.
- b) Nomination is open to all academic and professional staff.
- c) All nominations must relate to contributions to student learning in the faculty/university.

Nomination process

- It is anticipated that Service Awards for Outstanding Contributions to Student Learning will be peer nominated. Student nominations will be accepted.
- The selection panel would not normally award a Service award and EIT award to a staff member in the same year but reserve the right to do so in exceptional circumstances.

Selection criteria

The selection of winners of Service awards will be based on the extent to which nominators show evidence that the nominee's contribution has:

- influenced student learning, student engagement or the overall student experience,
- been sustained over time, and
- gained recognition from fellow staff and the faculty.

Essential documentation

The core element of a nomination for a Service award for Outstanding Contributions to Student Learning is a written statement of no more than two pages in which the nominee responds to the selection criteria. Nominees can provide evidence to support the claims against this criterion, which can include statements from the nominators. Additional information referred to in the written statement can be included in Appendices (maximum total length of Appendices is 10 pages).

Optional documentation

- Two references/letters of support