Faculty Teaching and Learning Awards 2019
Guidelines, Selection Criteria and Submission Requirements

1. Awards

1.1 Each year the Faculty of Engineering and Mathematical Sciences will decree three of the following five awards for Teaching Excellence:

- Individual Teaching
- Individual Teaching (Early Career)
- Team Teaching
- Honours Supervision
- Postgraduate Research Supervision

1.2 In addition each year the Faculty of Engineering and Mathematical Sciences will decree the awards for:

- Project that Enhances Learning
- Outstanding Contribution to Student Learning

2. Nomination Process

2.1 Nominations could be submitted by:

- Any student enrolled in units taught within EMS;
- Any Faculty member;
- Self nominations are also invited as long as they are supported by sufficient formal and informal student evaluation.

2.2 Students/peers nominating a teacher(s)/supervisor(s) for an award will indicate whether it is for:

- Individual Teaching
- Individual Teaching (Early Career)
- Team Teaching
- Honours Supervision
- Postgraduate Research Supervision
- Project that Enhances Learning
- Outstanding Contribution to Student Learning

The nominees will be then given the opportunity to move into a different category, which they believe is more suitable for their area.

2.3 The nominee will be notified via email, confirmation of acceptance of the nomination will be deemed the written submission.
3. Eligibility

3.1 A nominee must be employed by the Faculty of Engineering and Mathematical Sciences at the time of nomination.

3.2 A nominee may be a member of professional or academic staff, employed on full-time or fractional basis; continuing or contract.

3.3 Award recipients are not eligible for consideration, in the same category, in the year immediately following their award.

3.4 The Early Career category is open to staff with no more than seven years’ experience teaching in a higher education setting. (This should be interpreted as seven calendar years and includes all tutoring, part-time teaching, and teaching at other higher education institutions.)

3.5 Team Teaching is not the same as two lecturers sharing a unit. There has to be a structure in place and evidence of collaboration between the team members. Teams may be of any size, however submissions may name no more than five members.

3.5 Staff can be considered in more than one category, but must complete a separate submission for each category.

4. Judging Panel

4.1 To ensure transparency and objectivity in the award selection process, the Judging Panel will consist of:

- Dean or nominee
- Associate Dean (Learning and Teaching)
- Representation from the ‘Pro Vice-Chancellor (Learning and Teaching) or nominee’ to provide cross-faculty consideration
- At least one student representative selected by a Faculty Society or the Guild
- One Head of School on rotation basis (2 year term)
- Executive Officer

4.2 The Judging Panel may move submissions across the categories and nominate winners to the UWA ATLC Awards Selection Committee from sources other than the pool of nominees for the Faculty Awards.

5. Benefits

5.1 The Judging Panel will award each winner with:

- A prize of $TBA
- An announcement of their success through the internal media
- Formal presentation at a Faculty function

5.2 High Commendations for other nominees may be awarded by the Panel, but do not attract the monetary benefit.
5.3 The winners are expected to present a talk/seminar/demonstration to colleagues or to the wider University community within 12 months.

6. Selection Criteria

6.1 Awards for Teaching Excellence

The purpose of these awards is to recognise and appreciate the teachers (individuals and teams) renowned for the excellence of their teaching, who have made a deep contribution to enhancing the quality of students’ learning experience with the Faculty.

These criteria apply to the following categories:

- Individual Teaching
- Individual Teaching (Early Career)
- Team Teaching

All nominees for Awards for Teaching Excellence will be assessed on evidence they provide in relation to the following five criteria. This evidence should include formal and informal evaluations of teaching to support claims of excellence.

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

   Evidence may include: fostering student development by stimulating curiosity and independence in learning; contribution to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging students’ 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

   Evidence 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.

3. Approaches to assessment and feedback that foster independent learning

   Evidence 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 context and diverse student needs.

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

   Evidence may include: participating in the effective and empathetic guidance and advising of students; assisting students to form 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

   Evidence 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.
6.2 Award for Teaching Excellence (Research Supervision)

The aim of this award is to give due recognition and appreciation for excellence in research supervision and to acknowledge the considerable time and effort put into supervision by many outstanding staff.

These criteria apply to the following categories:

- Honours Supervision
- Postgraduate Research Supervision

Nominees for Research Supervision are invited to address criteria for either the Award for Teaching Excellence or the Award for Outstanding Contribution to Student Learning, as appropriate for their particular contribution.

6.3 Award for Project that Enhances Learning

This award recognises learning and teaching support projects and services that make an outstanding contribution to the quality of student learning and overall experience of the Faculty.

All nominations for Award for Project that Enhances Learning 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 project has clear objectives and systematic approaches to coordination, implementation and evaluation.

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

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

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

* Nominees should be aware of the following seven categories that are included in The Australian Learning & Teaching Council Awards:

- Assessment and feedback
- Educational partnership and collaborations with other organisations
- The first-year experience
- Flexible learning and teaching
- Innovation in curricula, learning and teaching
- Postgraduate education
- Services supporting student learning
6.4 Award for Outstanding Contributions to Student Learning

Awards will reflect the diversity of ways in which staff and associates contribute to student learning in the Faculty.

For example:

- For sustained commitment to personalised administrative support for undergraduate/postgraduate students.
- For the introduction of original assessment approaches that recognise the different learning styles within a diverse student cohort.
- For the provision of state-of-the-art equipment in learning support for second year students.

Nominees for Award for Outstanding Contribution to Student Learning are invited to select one or two of the following criteria for assessment, as appropriate for their particular contribution:

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

7. Submission Requirements

7.1 Awards for Teaching Excellence

Written statement

Nominees have to submit a written statement describing their teaching activities and achievements and addressing each of the five selection criteria. The written statement is limited to four A4 pages and should be presented under the following heading, in order:

1. Synopsis (150-200 words, in third person). The synopsis must cover the nominee’s teaching area or discipline, teaching experience, the particular focus of their teaching and teaching methods, and their research/teaching interests

2. Overview

3. Selection criteria:

   - Approaches to learning and teaching 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

Supporting material

Maximum length of supporting material (i.e. SPOTs, peer reviews, website or other printed material) is ten A4 pages.
In assessing nominations the Panel will take into account:

- 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, and
- The information contained in references and selected teaching materials submitted by the nominee.

7.2 Awards for Teaching Excellence (Research Supervision)

Cover sheet

Nominees have an option to address the selection criteria from the following categories:

7.1 Awards for Teaching Excellence
7.4 Award for Outstanding Contributions to Student Learning

7.3 Award for Project that Enhances Learning

Written statement

Nominees have to submit a written statement describing the project and addressing each of the four selection criteria. The written statement is limited to eight A4 pages in total and should include all information that might be referred to in the submission. The written statement should be presented, in order, under the following headings:

1. Synopsis (350-400 words, in third person). The synopsis must cover a description of the program and its teaching areas, the program’s contribution to student learning and engagement, and the program’s impact for students.

2. Selection criteria. The remainder of the written statement should be devoted to addressing the category in which it is nominated and each of the four criteria in turn. Evidence in support of the claims against these criteria must be provided:
   - Distinctiveness, coherence and clarity of purpose
   - Influence on student learning
   - Breadth of impact
   - Concern for equity and diversity

* At the initial submission stage (Faculty level) additional documents such as CV and references are not required, however the winners will be asked to include them in their submission to the UWA ALTC Awards Selection Committee.

In assessing nominations the Panel will take into account:

- Demonstrated evidence of the effectiveness of the project in formal and informal evaluation;
- The degree of creativity, imagination or innovation; and
- Evidence of the sustained effectiveness of the project.
7.4 Award for Outstanding Contributions to Student Learning

There are no specific categories for Outstanding Contribution to Student Learning.

Written statement

The core element of a nomination is a written statement in which the nominee describes their contribution to student learning. It is vital that nominees specifically address one (or two) of the selection criteria, and provide evidence to support their claims against this criterion/criteria. The written statement is limited to four A4 pages.

The written statement should have four components, presented in this order:

1. Proposed citation (maximum 25 words) describing the distinctive contribution of the nominee
2. Summary of particular contribution and specific context for this
3. Statement addressing chosen criterion (or two):
   - Approaches to support 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 and individuals
   - Scholarly activities and service innovations that have influenced and enhanced learning and teaching
4. Statement providing evidence for the ways in which the contribution has influenced student learning, engagement and/or the overall student experience.

The selection of the winner will be based on the extent to which nominees show evidence that their contribution has:

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