Teaching Excellence Awards Nomination Information

Teaching Excellence Awards give recognition to teachers (individuals and teams) renowned for the excellence of their teaching, who have outstanding presentation skills and who have made a broad and deep contribution to enhancing the quality of learning and teaching at Curtin University.

**Categories**

There are eight categories of Teaching Awards:

1. **Biological Sciences, Health and Related Studies** (including Agriculture, Animal Husbandry, Medical Sciences and Nursing, etc.)
2. **Early Career**
3. **Humanities and the Arts**
4. **Law, Economics, Business and Related Studies**
5. **Neville Bonner Award for Indigenous Education**—up to two awards are open to Indigenous and non-Indigenous academic staff; nominees must demonstrate their contribution to Indigenous education
6. **Physical Sciences and Related Studies** (including Architecture, Building and Planning, Engineering, Computing and Information Science)
7. **Social and Behavioural Sciences** (including Psychology and Education)
8. The Priority Area for 2015 is: **High impact intervention for progression, retention and attainment**.

It is anticipated that Teaching Awards will be distributed across the eight categories, although the pattern of distribution will ultimately be determined by the quality of nominations (i.e., there is no set number of awards for each category). The Committee has the discretion to consider nominations under categories other than those nominated, but only after obtaining consent from the nominees.

**Eligibility for Nomination**

1. All nominations must relate to teaching activities in higher education.
2. Nomination is open to individuals and teams with teaching or teaching/research appointments (full-time or fractional, continuing or contract), provided they have taught at Curtin for at least two years.
3. Both team and individual nominations are encouraged and teams may be of any size. If a team is larger than five members, a team name should be provided.
4. The Indigenous Education award is open to Indigenous and non-Indigenous academic staff; nominees must demonstrate their contribution to Indigenous education.
5. The Early Career Award is open to staff with no more than five years experience teaching in a higher education setting (this should be interpreted as five cumulative calendar years and includes all tutoring, part-time teaching, and teaching at other higher education institutions).
6. Previously unsuccessful nominees are eligible for renomination.

7. With the exception of Early Career recipients or members of a team, previous Award recipients are ineligible for renomination.

8. Early Career Teaching Award recipients are eligible for renomination in a different category five years after their Early Career Award.

9. Previous recipients of Awards are eligible to renominate if they are a member of a team and not the lead nominee; the team nomination should be for teaching or programs that do not substantially replicate the original Award or program.

10. Members of teams that have received Awards are eligible to renominate; the nomination should be for teaching or programs that do not substantially replicate the original Award or program.

11. Teaching Awards and Citations are considered distinct Award types. Nomination for, or receipt of, a Citation does not affect eligibility for nomination for a Teaching Award. However, a recipient of a Teaching Award is not eligible to subsequently apply for a Citation.

**Selection Criteria**

All nominees for Teaching Awards will be assessed on the evidence they provide in relation to the following four criteria. Nominees should not feel limited by the following illustrative examples.

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; and 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; and 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; and the 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; and influencing the overall academic, social and cultural experience of higher education.

In assessing nominations against the four criteria, the Committee will take into account the:

1. extent to which the claims for excellence are supported by formal and informal evaluation;
2. extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments;
3. information contained in the references submitted by the nominee.

The four criteria will be given equal consideration by the Curtin EIT Awards Committee.

Application Process

Each nominee must submit the following documents:

- Nomination form (provided)
- Written statement, including a synopsis and discussion addressing each of the four selection criteria (limited to eight A4 pages)
- Curriculum Vitae (limited to three A4 pages)
- Two references (limited to one A4 page each)

1. Nomination form
   The completed nomination form must be signed by the nominee and the nominee’s Head of School.

2. Written statement
   The core element of a nomination for a Teaching Excellence Award is a written statement in which nominees describe their teaching activities and achievements, and specifically address each of the four selection criteria. The written statement should be presented under the following headings, in order:
   - Synopsis (150–200 words, written in the third person)
   - Overview of the nominees teaching and its context
   - Statement addressing the assessment criteria and providing supporting evidence. Student survey data from institutional teaching quality survey or feedback should be framed and presented as a broader source of evidence to support excellence of teaching.

   The synopsis must cover the nominee’s teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods and their research/teaching interests. The synopsis must be written in the third person and the word limit is strictly 150-200 words. Should the nomination be successful, the synopsis will be used in communications regarding the recipient’s success, for instance in the presentation ceremony program and on the [http://www.curtin.edu.au/cli/](http://www.curtin.edu.au/cli/)

   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. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of the nominations.
The written statement is limited to **eight A4 pages** (minimum 11 point font, Arial or Calibri) in total and should include all information that might be referred to in the submission. The eight page limit is strictly enforced. All pages in excess of this limit will be removed before being sent to the EIT Awards Committee.

3. Curriculum vitae
The curriculum vitae should outline the nominee’s educational qualifications, employment history, teaching positions held and teaching experience. The curriculum vitae should not exceed three A4 (minimum 11 point font, Arial or Calibri) pages for nominations from individuals. Teams may allow for one additional page per team member i.e., a team of three may have five pages (three + two). Pages in excess of this limit will be removed.

4. References
Two references, of no more than one A4 page each, must be provided by people who are able to comment on the nominee’s teaching against the selection criteria. One of the referees must be the head of the nominee’s Faculty, School or administrative unit. The nominee is encouraged to include one reference from someone external to Curtin University, who can comment on the wider impact of their teaching. If the nomination is from a team, the references should apply to the team. The references must be signed by the referee. Electronic signatures on references supplied by the referee to the nominee are acceptable. Only the first page of a reference that exceeds the one page limit will be provided to the Curtin EIT Awards committee.

Presentation Requirements and Submission

There is no advantage in elaborate presentation of nominations. The nomination form (provided) is adequate as a cover page. Do not staple the application.

Paper should be A4 plain white.

Margins should be at least 2 cm with clear paragraph definition.

The minimum acceptable font size is 11 point in Arial or Calibri.

No supplementary materials should be included. Photos, pictures, tables or figures should fit within the 8-page statement limit. All extra material will be removed before the application is forwarded to the EIT Awards Committee.

Submission of Application

**ONE original complete application in hard copy** (signed nomination form, 8-page statement, curriculum vitae and two references) should reach the EIT Awards Officer, Emma de Francisco, Curtin Learning Institute, Building 105 Level 1, Bentley Campus by **5.00 pm on Wednesday 30th September 2015**. You must also submit a **WORD version** to **Awards_and_Grants@curtin.edu.au** by this time, PDF will not be accepted.