

Faculty of Arts

Guidelines for Teaching and Service Award Applications 2013

These guidelines for applications follow the OLT Australian Awards for University Teaching, but are less demanding in their requirements. It is hoped that some winners of Arts Teaching and Service Awards will be nominated for these prestigious awards via UWA awards, although it should be noted that both of these processes will require further development of successful Arts applications.

The OLT application details are available here:

http://www.olt.gov.au/system/files/2013AAUTNominationInstructions_0.pdf

Please note that no award will be given unless a satisfactory written statement is supplied by the nominee.

The awards fall into the following categories:

1. Outstanding contributions to student learning;
2. Programs that enhance learning;
3. Excellence in teaching
 - 3.1 Undergraduate and Honours coursework teaching
Three categories: general, early career, tutor/sessional
 - 3.2 Research supervision

1. Outstanding contributions to student learning

Overview (from OLT instructions):

Citations recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Citations are awarded to academic, general and sessional staff, and institutional associates, who have made significant contributions to student learning in a specific area of responsibility over a sustained period of no less than 3 years. Citations provide an opportunity for distinctive institutional missions, values and priorities in learning and teaching to be recognised. Citations are awarded for a wide range of contributions to student learning, both direct and indirect.

Application process:

A minimum of two nominations (excluding self-nomination) in a year is required for applicants.

Applicants should submit a statement of TWO A4 pages only addressing ONE of the five selection criteria:

- i. **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; and enabling others to enhance their approaches to learning and teaching.

ii. 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; and contributing professional expertise to enhance curriculum or resources.

iii. 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 and learning styles; and contributing professional expertise to enhance assessment and/or feedback.

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

v. 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; and demonstrating leadership through activities that have broad influence on the profession.

Applicants should also submit two references, of no more than ONE A4 page each, provided by people able to comment on the nominee's contribution to student learning against the nominated selection criterion. One of these references should be from the nominee's Head of School or Chair of Discipline. Nominators' comments will be independently circulated to judges as part of every application.

2. Programs that enhance learning

Overview (from OLT instructions):

Awards for Programs that Enhance Learning recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and student experience of higher education. The programs and services that receive Program Awards must have demonstrated their effectiveness through rigorous evaluation and will set benchmarks for similar activities in other institutions.

Application process:

A minimum of two nominations (excluding self-nomination) in a year is required for applicants.

Applicants should submit a statement of TWO A4 pages only addressing ONE of the four selection criteria:

i. Distinctiveness, coherence and clarity of purpose

Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation

ii. 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 the overall student experience of higher education

ii. 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

iv. 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.

Applicants may submit up to two further A4 pages of supporting material. Nominators' comments will be independently circulated to judges as part of every application.

3. Awards for teaching excellence

Overview (from OLT instructions):

Awards for Teaching Excellence celebrate a group of the nation's most outstanding university teachers in their fields. Teaching Awards recognise individuals and teams renowned for excellence in teaching, who have outstanding presentation skills and who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education.

3.1 Undergraduate and Honours coursework teaching

Application process:

Staff nominated by students or other staff (including themselves) are invited to submit SPOT surveys from the relevant unit. The results of these surveys are then combined with SURF scores for the unit according to the following formula, whereby SPOT always counts for at least 50% of the score and SURF counts for up to 50%, depending on the extent of the teacher's involvement in the whole unit:

$$\text{Final score} = a*(1-0.25*b-0.0025*c)+d*(0.25*b+0.0025*c)$$

a = SPOT score/100

b = coordinator/not coordinator (1/0)

c = % of unit taught (contact hours)

d = SURF score/100

The highest ranking staff members are then contacted and invited to submit a written application. There is a general award for Teaching Excellence (which may be to an individual or a team – in the latter case the initial calculation will be based on SPOT and SURF averages), as well as separate awards in the categories of early career (for those with no more than seven years' experience teaching in a higher education setting) and tutor or sessional.

Written applications:

Invited applicants should submit a statement of TWO A4 pages only addressing ONE of selection criteria i–v listed above in section 1.

Applicants may submit up to two further A4 pages of supporting material. Nominators' comments will be independently circulated to judges as part of every application, as will a summary of relevant SPOT and SURF scores.

3.2 Research supervision

Application process:

A minimum of two nominations (excluding self-nomination) in a year is required for applicants.

Applicants should submit a statement of TWO A4 pages only addressing ONE of selection criteria i–v listed above in section 1.

Applicants may submit up to two further A4 pages of supporting material. Nominators' comments will be independently circulated to judges as part of every application.