VICE-CHANCELLOR’S AWARDS FOR TEACHING EXCELLENCE

2017 GUIDELINES

OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

PROGRAMS THAT ENHANCE LEARNING

TEACHING EXCELLENCE
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1. **Overview of Awards**

UNSW Australia recognises outstanding contributions to student learning through three highly prestigious awards:

- Vice Chancellor’s Awards for Outstanding Contributions to Student Learning
- Vice-Chancellor’s Awards for Programs that Enhance Learning
- Vice-Chancellor’s Awards for Teaching Excellence

All three awards are designed to:

- highlight the fundamental importance of teaching to UNSW Australia
- reflect UNSW Australia’s priorities for strategic development of learning and teaching as outlined in UNSW 2025 Strategy
- showcase outstanding examples of practice that enhance student learning
- build institutional capacity and individual capability for the development of competitive nominations for national Awards for Teaching Excellence.

The criteria used to determine excellence in teaching recognise the diverse contributions of a wide range of staff. They are aligned with the Australian Awards for University Teaching (AAUT) formerly administered by the Office for Teaching and Learning.

### 1.1 Vice-Chancellor’s Awards for Outstanding Contributions to Student Learning

These awards recognise individuals or groups of staff who have made outstanding contributions to student learning in a specific area of responsibility over a period of at least two sessions. In particular these awards recognise the diverse contributions, both direct and indirect, that UNSW staff make to the quality of student learning.

**Award:** $1,000 (subject to tax) and engraved UNSW medallion

**Number of awards:** up to ten

**Closing date:** Monday 18 September 2017

### 1.2 Vice-Chancellor’s Awards for Programs that Enhance Learning

These awards recognise programs and services that make an outstanding contribution to the quality of student learning and of student learning experience at UNSW.

**Award:** $2,000 (subject to tax) and engraved UNSW medallion

**Number of awards:** up to two across the six categories

**Closing date:** Monday 18 September 2017

### 1.3 Vice-Chancellor’s Awards for Teaching Excellence

Vice-Chancellor’s Awards for Teaching Excellence recognise individuals for sustained, outstanding teaching and contributions to students’ learning at UNSW. In particular they recognise the diverse contribution that UNSW staff make to the quality of student learning.
Awards for Teaching Excellence (General)

These awards recognise sustained excellence over a period of at least five years in: approaches to teaching and the support of learning that influence, motivate and inspire students to learn; development of curricula, resources or services that reflect a command of the field; evaluation practices that bring about improvements in teaching and learning; innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

Award: $7,000 (subject to tax) and engraved UNSW medallion
Number of awards: up to six
Closing date for applications: Monday 18 September 2017

Awards for Teaching Excellence (Early Career)

These awards recognise excellence (over a period of at least two) years in: approaches to teaching and the support of learning that influence, motivate and inspire students to learn; development of curricula, resources or services that reflect a command of the field; evaluation practices that bring about improvements in teaching and learning.

Award: $3,000 (subject to tax) and engraved UNSW medallion
Number of awards: up to two
Closing date for applications: Monday 18 September 2017

The Heinz Harant Award for Teaching Innovation

Each year, at the discretion of the Central Selection Committee, ONE winner of a Vice-Chancellor’s Award for Teaching Excellence, regardless of nomination category, may be awarded the Heinz Harant Award for Teaching Innovation.

This special award is made in memory of the late Heinz Harant, one of the University’s earliest alumni and dedicated supporters, who after graduating with a degree in Electrical Engineering devoted many years of service to student life on campus and was instrumental in founding the University’s Alumni Association.

In recognition of Heinz Harant’s personal commitment to innovation and change, the Award recognises individuals whose innovation has fundamentally challenged orthodoxy in teaching in their disciplinary context.

Award: additional $3,000 (subject to tax)
Number of awards: up to one

Note the nomination process for all awards:

1. Candidates must be nominated either by students and/or staff or a school committee before proceeding. Self-nominations are not accepted.
2. Once nominated, the nominee is responsible for completing the documentation and submission.

See Section 5 for more details on the nomination process.
Vice-Chancellor’s Awards for Outstanding Contributions to Student Learning

2.1 Objective

These awards recognise individuals or groups of staff who have made outstanding contributions to student learning in a specific area of responsibility over a period of at least two sessions. In particular, these awards recognise the diverse contributions, both direct and indirect, that UNSW staff make to the quality of student learning.

2.2 Eligibility

Nominations are open to academic, professional and sessional staff, and institutional associates (including tutors, casual lecturers, demonstrators, clinical tutors and people external to the University from the professions or industry, whether paid or unpaid) who have made outstanding contributions, direct or indirect, to student learning in a specific area of responsibility over a period of at least two sessions.

These awards recognise individuals and teams. Teams comprising two or more members with complementary skills, collaboratively supporting learning in a particular course or set of courses for at least two sessions are eligible to apply.

Previous recipients

Recipients of a previous Vice-Chancellor’s Award for Teaching Excellence (whether nominated individually or as part of a team), irrespective of the previous or proposed award category, are not eligible for re-nomination under any category for two full calendar years. Recipients are strongly encouraged to redevelop their application for submission for one of the Australian Awards for University Teaching – in particular a Citation for Outstanding Contribution to Student Learning.

2.3 Selection criteria

Nominees must select ONE of the criteria listed below and will be assessed solely on the basis of the documentation submitted (see section 2.4). The documentation must contain evidence of outcomes and cannot consist solely of a list of activities.

In addressing the criterion, nominees should not feel limited to the illustrative examples provided.

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
o inspiring and motivating students through effective communication, presentation and interpersonal skills
o enabling others to enhance their approaches to learning and teaching
o 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:
o developing and presenting coherent and imaginative resources for student learning
o implementing research-led approaches to learning and teaching
o demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning
o communicating clear objectives and expectations for student learning
o providing support to those involved in the development of curricula and resources
o 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:
o showing advanced skills in evaluation and reflective practice
o using a variety of evaluation strategies to bring about change
o adapting evaluation methods to different contexts and diverse student needs and learning styles
o contributing professional expertise to the field of evaluation in order to improve program design and delivery
o 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:
o participating in and contributing to professional activities related to learning and teaching
o innovations in service and support for students; coordination, management and leadership of courses and student learning
o conducting and publishing research related to teaching
o 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.

Nominations will be judged against this criterion on the extent to which they show quantitative and qualitative evidence in the written statement:

- that their contribution has influenced student learning, student engagement, the overall student experience or student outcomes supported by a range of evidence including formal and informal evaluation
- that their contribution has gained recognition from fellow staff, UNSW, and/or the broader community
- that their contribution has been sustained over at least two sessions
- of the contribution that the applicant’s teaching has made to UNSW learning and teaching priority goals (as set out in the current UNSW 2025 Strategy).

2.4 Nominee’s documentation

Nominees are required to prepare the following documentation to support their nomination:

a. Written statement (maximum four A4 pages) including a synopsis
b. Curriculum vitae (maximum two A4 pages)
c. Summary of student feedback relevant to the contribution that is the focus of the nomination (maximum one A4 page)

a. Written statement

The core element of a nomination is the written statement (maximum of four A4 pages) in which nominee(s) describe their contribution and resulting impact on student learning and evidence to support their case in relation to ONE of the criteria outlined in section 2.3.

The written statement should include a synopsis of no more than 100 words that provides a succinct summary of the particular contribution and resulting impact and its specific context.

b. Curriculum vitae

The curriculum vitae should outline the nominee’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae must be no more than two A4 pages for nominations from individuals. In the case of team nominations, a limit of one A4 page per team member must be followed.

c. Summary of student feedback

Since these awards are in recognition of a nominee’s contribution to student learning, student feedback should be provided to support any nomination. Nominees should provide a summary of student feedback relevant to the contribution that is the focus of the nomination in no more than one A4 page as part of their nomination.
Formatting requirements

- Documents must be A4 size and set out in the order described above
- Font must be 11 point Arial or Calibri with 1.5 line spacing
- Margins must be at least 2 cm with clear definitions between paragraphs, and no columns should be used
- Include page numbers
- Page limits must be strictly adhered to
- Include section headings
- Submissions should not be bound but should be clearly paginated and held together by a fold back clip or paper binder.

2. Vice-Chancellor’s Awards for Programs That Enhance Learning

3.1 Objective

These awards recognise learning and teaching support programs and services that make an innovative and outstanding contribution to student learning outcomes and the student experience at UNSW.

3.2 Categories

There are six categories of awards:

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.
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 impact and social responsibility**, including valuing and enhancing the international student experience, student exchange, international recruitment, transition programs for international students and internationalising the curriculum.

### 3.3 Eligibility

Nominations are open to groups (comprising two or more academic, conjoint, professional and technical staff, either full time or part time), who have worked collaboratively on particular programs that have resulted in sustained, enhanced student learning experiences. Recipients of a previous Vice-Chancellor’s Award for Teaching Excellence (whether nominated individually or as part of a team), irrespective of the previous or proposed award category, are not eligible for re-nomination under any category for two full calendar years.

### 3.4 Selection criteria

Nominations will be assessed on evidence provided in relation to EACH of 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 the overall student experience of higher education.

3. **Breadth of impact**
   - Extent to which the program has led to widespread benefits for students and their learning beyond the original context in which the program was implemented.

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

Nominations will be judged on the quality of the nomination against these selection criteria, taking into account:

- evidence of the effectiveness of the program in formal and informal evaluation
- the degree of creativity, imagination and innovation
- the extent to which the program has gained recognition and/or adoption within and beyond the context within which it was initially developed and
implemented (e.g. the extent to which the initiative has become embedded in routine practice within the school, faculty, university OR received on-going support for its maintenance and further development from School/Faculty/UNSW resources)

- evidence of the sustained effectiveness of the program
- the contribution that the program has made to realising UNSW learning and teaching goals and priorities (as set out in the UNSW2025 Strategy, Theme A2: Educational Excellence – the UNSW Scientia Educational Experience).

The selection criteria are based on those used in the Australian Awards for Programs that Enhance Learning (AAUT) formerly administered by the Office for Teaching and Learning. The criteria also reflect current learning and teaching policies and initiatives at UNSW.

The application will be assessed solely on the basis of the documentation submitted (see section 3.5).

3.5   **Nominee's documentation**

Nominees are required to prepare the following documentation to support their nomination:

a. Written statement (maximum five A4 pages)

**Written statement**

The core element of a nomination is the written statement in which nominees describe their program in relation to the selection criteria.

Written statements should explain how the four criteria are addressed in the category of award in which the program falls, and refer to evidence to support those claims.

The written statement should not exceed five A4 pages in total and should be presented under the following headings in the order indicated below.

**Synopsis**

Nominees should include a synopsis that provides a succinct summary of the case they have put forward in their nomination for the Award (200 word limit), clearly indicating the category of award the program falls under.

Should the nomination be successful, the synopsis will be used in communications regarding the recipient’s success.

**Overview of the program and its context**

The overview provides the opportunity for nominees to commence the written statement with a focus on the specific character of their program. The word limit is strictly 350-400 words. It should indicate the category of award under which the program falls and include:
• a description of the program and the contexts in which it has been implemented
• the key aspects of the program’s contribution to student learning experience
• its impact on student learning.

Selection criteria
In this part of the written statement, nominees must describe the contribution of the nominated program to student learning with regard to the above selection criteria and provide evidence to support their claims. Indicators could include:
• student experience feedback
• demonstrable impact on student learning (academic results, retention rates etc.)
• peer review and feedback.

Formatting requirements
• Documents must be A4 size and set out in the order described above
• Font must be 11 point Arial or Calibri with 1.5 line spacing
• Margins must be at least 2 cm with clear definitions between paragraphs, and no columns should be used
• Include page numbers
• Include section headings
• Page limits must be strictly adhered to
• Submissions should not be bound but should be clearly paginated and held together by a fold back clip or paper binder.

4. Vice-Chancellor’s Awards for Teaching Excellence

4.1 Objective
These awards recognise individuals for sustained, outstanding teaching and contributions to students’ learning at UNSW. In particular, they recognise the diverse contribution that UNSW staff make to the quality of student learning.

Awards for Teaching Excellence (General)
These awards recognise sustained excellence over a period of at least five years across all of the criteria outlined in section 4.3.

Awards for Teaching Excellence (Early Career)
These awards recognise excellence (over a period of at least two) years across criteria 1-3 in section 4.3.

4.2 Eligibility
Awards for Teaching Excellence (General)
Nominations are open to individual academic and conjoint staff of UNSW, either full time or part time, with at least three years of service at UNSW.
**Awards for Teaching Excellence (Early Career)**

Nominations are open to individual academic and conjoint staff of UNSW, either full time or part time, with no more than five years cumulative teaching experience in a higher education setting including all tutoring, demonstrating, and teaching at other higher education institutions.

**Previous recipients**

Recipients of a previous Vice-Chancellor’s Award for Teaching Excellence (whether nominated individually or as part of a team), irrespective of the previous or proposed award category, are not eligible for re-nomination under any category for two full calendar years. However, recipients are strongly encouraged to redevelop their application for submission for an Australian Awards for University Teaching (AAUT) – Awards for Teaching Excellence.

**4.3 Selection criteria**

Nominees for Awards for Teaching Excellence (General) will be assessed on evidence they provide in a written statement in relation to Criteria 1-4 below.

Nominees for Awards for Teaching Excellence (Early Career) will be assessed on evidence they provide in a written statement in relation to Criteria 1-3 below.

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.

Nominations will be judged against the criteria and the extent to which they show evidence in the written statement:

- that their contribution has influenced student learning, student engagement or the overall student experience as supported by a range of evidence including formal and informal evaluation
that their contribution has gained recognition from fellow staff or UNSW or the broader community
that their contribution has been sustained over time
of the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments
of the extent of information contained in student data or institutional student surveys, references, and selected teaching materials
of the contribution that the applicant’s teaching has made to UNSW learning and teaching priority goals (as set out in the UNSW 2025 Strategy Theme 2 Educational Excellence – the UNSW Scientia Educational Experience).
Nominees in both aforementioned categories are not expected to provide evidence of excellence in all areas, but should build a profile that best highlights their achievements. The Awards focus on sustained involvement in high quality teaching. Claims for research-enhanced learning and teaching may be made under any of the criteria as appropriate.

In addressing the criteria, nominees should not feel limited to the illustrative examples provided.

Heinz Harant Award for Teaching Innovation
Nominees in either category who are considered by the Central Selection Committee as worthy of an award, will also be considered for the Heinz Harant Award for Teaching Innovation via assessment of their application against this additional criterion:

5. Approaches to teaching that challenge orthodoxy in the applicant’s discipline
For example:
○ introducing an approach to teaching that is not typically found in their discipline
○ innovations that encourage or support cross-disciplinary approaches to learning and teaching
○ innovations that utilise the potential of new and/or emerging technologies.
Note that the innovation may be in regard to any aspect of teaching, such as curriculum design, assessment and feedback practices, use of technology to support learning and teaching, and so on.

4.4 Nominee’s documentation
Nominees are required to prepare the following documentation to support their nomination:

a. Written statement (maximum eight A4 pages – General, maximum seven A4 pages – Early Career)
b. Curriculum vitae (maximum two A4 pages)
a. Written statement

The core element of a nomination is the written statement in which nominees describe their teaching experience and achievements in relation to the assessment criteria. The written statement should be presented under the following headings:

Synopsis

Nominations should include a synopsis that provides a succinct summary of the case they have put forward in their nomination for the Award (200 word limit).

Should the nomination be successful, the synopsis will be used in communications regarding the recipient’s success.

Overview of the nominee’s teaching and its context

The overview provides the opportunity for nominees 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, including discussion of:

- teaching experience and responsibilities at all levels
- the rationale behind the nominee’s approach to learning and teaching
- reflections on feedback collected and the changes made to teaching practices in response to this feedback
- an integrated summary of the claims of innovation relating to the selection criteria.

Selection Criteria

In this part of the written statement, nominees for a:

- Vice-Chancellor’s Award for Teaching Excellence (General) are required to address all four selection criteria
- Vice-Chancellor’s Award for Teaching Excellence (Early Career) are required to address the first three selection criteria.

It is essential that nominees describe their contribution to student learning with regard to all required selection criteria and provide evidence to support their claims.

Evidence may include:

- Demonstrable impact on student learning (academic results, retention rates etc.)
- Student feedback, including CATEI or MyExperience results and informal unsolicited comments
- Feedback from peers
- Evidence of participation in the scholarship of learning and teaching
- Evidence of participation in/contribution to staff development activities related to learning and teaching
• Contributions to a program/course development group, teaching committee, or other body involved planning or implementing innovations to enhance learning or teaching.

b. Curriculum vitae

The curriculum vitae should outline the nominee’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae must be no more than two A4 pages.

Formatting requirements

• Documents must be A4 size and set out in the order described above
• Font must be 11 point Arial or Calibri with 1.5 line spacing
• Margins must be at least 2 cm with clear definitions between paragraphs, and no columns should be used
• Include page numbers
• Page limits must be strictly adhered to
• Include section headings
• Submissions should not be bound but should be clearly paginated and held together by a fold back clip or paper binder.

5. Nomination Process

1. Check Eligibility

2. Secure Nomination and Nomination Documents and Obtain References

3. Submit draft application to Head of School for feedback by 4 September 2017

4. Obtain HOS Report and submit completed application to HR by 18 September 2017

5. Faculty VCATE Committee assesses and submits ranked and endorsed applications to HR

6. UNSW VCATE Selection Committee Assesses Applications, Recommends Award Recipients

7. Award Recipients Endorsed by VC and Notified of their Award – December 2017
5.1 Who can nominate

Nominations can be made in either two ways.

1. **Three people**, whether staff members or students and former students taught or supervised by the nominee. Each nomination must be made on the nomination form and be accompanied by at least a half page from each nominator outlining the reasons for making the nomination. One form only will be accepted from any group of nominators and one individual will need to take responsibility for obtaining the signatures and testimonials from the others and for giving the completed nomination form and accompanying documents to the nominee.

2. **A relevant School Committee.** The nomination form must contain the signatures of at least three committee members and a statement outlining the reasons for making the nomination.

Self-nominations will not be accepted.

The nomination form (HR102) is available at: (http://www.hr.unsw.edu.au/employee/acad/vcate.html).

5.2 Completion of nominee’s documentation

The nominee is required to document the basis of their nomination by addressing the selection criteria, supported by evidence.

5.3 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. A nominating staff member is not eligible to be a referee.

5.4 Head of School Report

Applications should include a report from the Head of School on the nominee’s teaching in relation to the criteria. If the Head of School is a nominator, this report is not required.

5.5 Submission of draft nomination

The purpose of submitting a draft nomination is to provide an opportunity for the Head of School to provide formative feedback to the nominee before a completed nomination is submitted to Human Resources by the official deadline.

Draft nominations should be submitted to the nominee’s Head of School by Monday 5 September 2017.

5.6 Revise and resubmit nomination to HR

Revised nominations should be submitted to HR by Monday 18 September 2017.

After being registered, nominations will be sent from HR to Faculty VCATE Committees for assessment and ranking.

LATE NOMINATIONS WILL NOT BE ACCEPTED
6. Assessment process

6.1 Faculty VCATE Committee assessment and ranking

The Faculty VCATE Committee will consider nominations, and where it is agreed the nominee has met the criteria they will be endorsed. The Faculty VCATE Committee may also indicate whether it supports a nominee for consideration for the Heinz Harant Award. Where multiple nominations are endorsed for the same category, the Faculty VCATE Committee will rank them.

The Faculty VCATE Committee will comprise:

- Dean or Senior Associate Dean (Chair)
- Associate Dean (Education) or nominee
- Senior Faculty member
- Previous Award recipient (either from within the Faculty or another Faculty)
- Student representative – either undergraduate or postgraduate

6.2 Faculty submission of endorsed and ranked nominations

All nominations whether endorsed and ranked by Faculty VCATE committees or not must be forwarded, along with the Faculty VCATE Endorsement summary sheet, nomination form and all accompanying documentation and materials, to Human Resources, First Floor, the Chancellery by a date arranged with the Manager of Academic Promotions.

6.3 UNSW Teaching Excellence Committee assessment and decision

All nominations endorsed by a Faculty VCATE Committee will be considered by the UNSW Teaching Excellence Committee. This Committee will comprise:

- Deputy Vice-Chancellor (Education) or nominee (Chair)
- President, Academic Board or nominee
- Pro Vice Chancellor (Education) or nominee
- Previous Teaching Award recipients x 2 (including Vice-Chancellor Teaching Award recipients)
- Postgraduate member of the Academic Board or a Faculty Board
- Undergraduate member of the Academic Board or a Faculty Board

Nominations must be of a suitable standard to merit an Award. Where such a standard is not met an Award will not be conferred.

The degree of success of previous nominations will not be taken into account, although previous nominations might be prima facie evidence of sustained excellence in teaching. The frequency of distribution of Awards to particular Schools/Faculties will not be taken into account.
The recommendations of the UNSW Teaching Excellence Committee shall be approved by the Vice-Chancellor and in doing so they will ensure that any nominee recommended for an Award will have adhered to what the University values and the University’s Code of Conduct.

6.4 Notification of decision and award presentations

Nominees will be notified of the Committee’s decisions in December, and Awards will be presented at the recipients’ Faculty graduation ceremony.

7. Contact details

This information booklet was updated by the PVC Education Portfolio and UNSW Human Resources. For further information or to offer feedback on this document please contact:

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