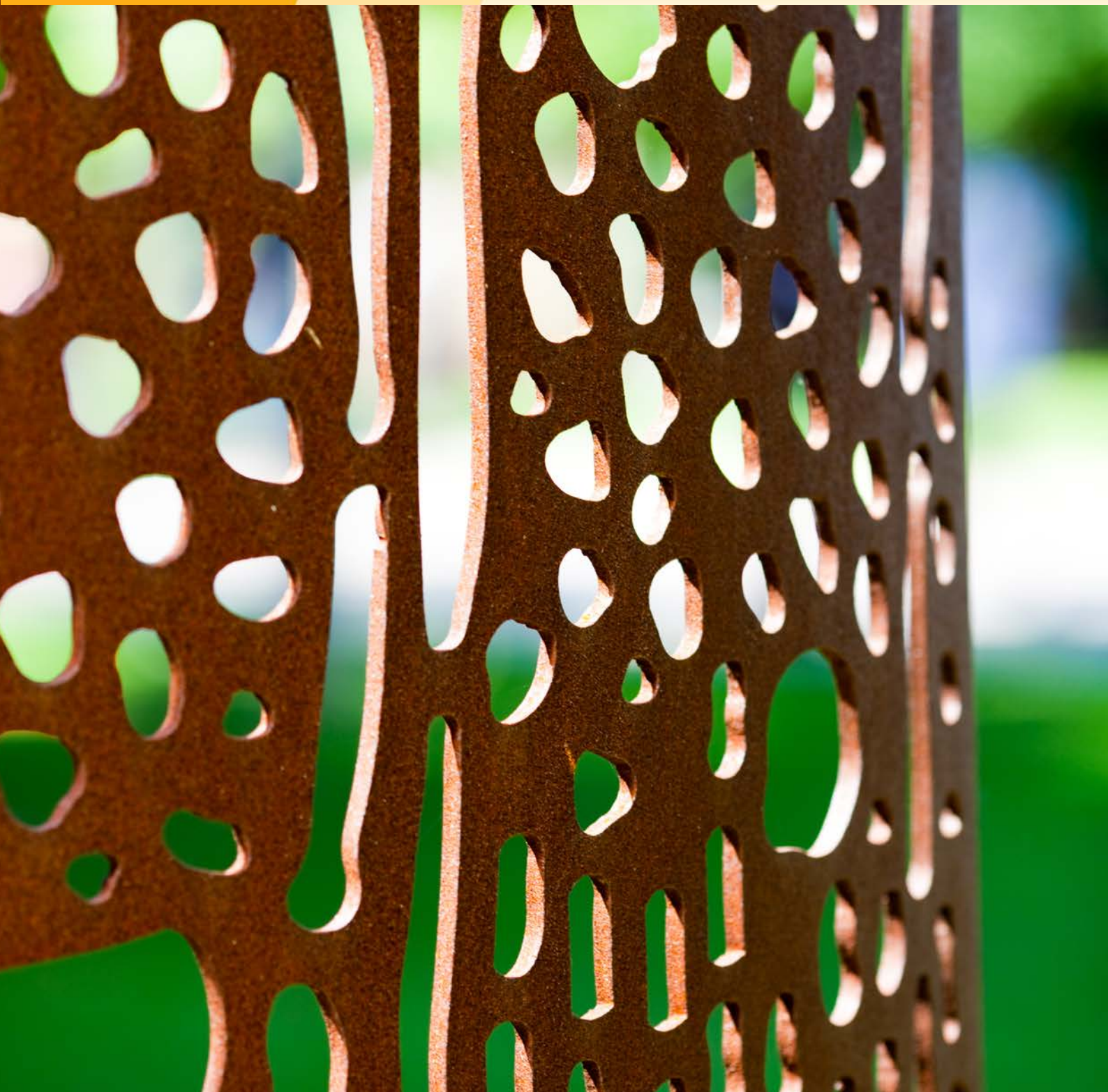
UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Vice-Chancellor's Awards *for* Teaching Excellence and Initiatives that Enhance Learning

2013 Guidelines

Never Stand Still | Human Resources



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1. Overview of Awards

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

- Vice-Chancellor's Awards for Teaching Excellence
- Vice-Chancellor's Awards for Initiatives that Enhance Learning

Both awards are designed to:

- highlight the fundamental importance of teaching to UNSW
- reflect UNSW's values, as defined in the B2B Blueprint to Beyond: UNSW Strategic Intent document
- reinforce UNSW's values in relation to learning and teaching, as outlined in UNSW's Beliefs About Learning
- reflect UNSW's priorities for strategic development of learning and teaching as outlined from time-to-time
- showcase outstanding examples of practice that enhance student learning.

Nominations can be made in a number of categories for each award. These are:

- **Vice-Chancellor's Awards for Teaching Excellence**
  1. Award for *Teaching Excellence*
  2. Award for Excellence in the use of Learning and Teaching Technologies
  3. Award for *Excellence in Sessional Teaching* (General)
  4. Award for *Excellence in Sessional Teaching* (Tutors and Laboratory Demonstrators)

- **Vice-Chancellor's Awards for Initiatives that Enhance Learning**
  1. Initiatives targeting Assessment and Feedback
  2. Initiatives targeting Educational Partnerships and Collaborations with Other Organisations
  3. Initiatives targeting First Year Experience
  4. Initiatives targeting Flexible Learning and Teaching
  5. Initiatives targeting Innovation in Curricula, Learning and Teaching
  6. Initiatives targeting Post-graduate Education
  7. Initiatives targeting Services Supporting Student Learning

- **The Heinz Harant Award for Teaching Innovation**

  The Heinz Harant Award can be awarded to any one of the above award winners at the discretion of the Central Committee

In 2013, nominations would be welcome in any of these categories. However, in accord with the University's focus on improving assessment and feedback practices nominations in any of these categories which have a focus on improving **assessment and feedback practices** would be particularly welcome.

2. UNSW Vice-Chancellor's Awards for Teaching Excellence

2.1. Introduction

The Vice-Chancellor's Awards for Teaching Excellence recognises outstanding teaching at UNSW. They serve to:

- highlight the fundamental importance of teaching at UNSW and foster its ongoing development;
- support the development of staff capability for applying for national and other external teaching awards; and
- provides opportunities for UNSW staff to showcase outstanding teaching practice.
- The criteria used to determine excellence in teaching seek to recognise the diverse contributions of a wide range of staff. They are aligned with the Office for Learning and Teaching (OLT) Awards for Australian University Teaching.

The UNSW Vice-Chancellor's Awards for Teaching Excellence is underpinned by our values, as defined in the *B2BBlueprint to Beyond: UNSW Strategic Intent* document. These are:

1. Academic Freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality and teamwork
8. Professionalism, accountability, and transparency
9. Safety
10. Sustainability
11. High service standards

2.2. Awards

The Vice-Chancellor's Awards for Teaching Excellence recognise 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.

2.2.1. Categories of Awards

Awards are allocated each year to those who can demonstrate that they have made a significant contribution to student learning in a specific area of responsibility over a sustained period of time under the following categories:

- **Teaching Excellence** (up to six awards)
- **Award for Excellence in the use of Learning and Teaching Technologies** (up to two awards)
- **Excellence in Sessional Teaching**

  (General- up to one Award)

  (Tutors and Laboratory Demonstrators - up to two Awards)

  The Vice-Chancellor's Awards for Excellence in Sessional Teaching recognise the invaluable contribution that sessional teaching staff make to the quality of student learning at UNSW.
- **Heinz Harant Award for Teaching Innovation (up to one Award)**

  The award is made in memory of the late Heinz Harant, one of the University's earliest alumni and dedicated supporters. After graduating with a degree in Electrical Engineering he devoted many years of service to student life on campus. He was instrumental in founding the University's Alumni Association. In recognition of Heinz Harant's personal commitment to innovation and change the Award recognises staff members whose innovation has fundamentally challenged orthodoxy in teaching in their disciplinary context.

  The Heinz Harant Award may be awarded to any one of the award winners at the discretion of the Central Committee

2.2.2. The Awards

Each **Award for Teaching Excellence** consists of the presentation of an engraved UNSW medallion and the payment of a sum of $7,000.

Each **Award for Learning and Teaching Technology** consists of the presentation of an engraved UNSW medallion and the payment of a sum of $7,000.

The **Award for Excellence in Sessional Teaching (General)** consists of the presentation of an engraved UNSW medallion and the payment of a sum of $3,000.

Each **Award for Excellence in Sessional Teaching (Tutors and Laboratory Demonstrators)** consists of the presentation of an engraved UNSW medallion and the payment of a sum of $1,000.

The winner of the **Heinz Harant Award** will receive an additional sum of $3,000.

The monetary component of the Awards is subject to taxation.

2.3. Selection Criteria

Nominees for the **Teaching Excellence Awards** will be assessed on written evidence they provide in relation to Criteria 1-5 below. Nominees are not expected to provide evidence of excellence in all areas, but should build a profile that best highlights their achievements. The Award focuses on sustained involvement in high quality learning and teaching. A claim for research-enhanced learning and teaching may be made under each criterion as appropriate.

Nominees for the **Learning and Teaching Technologies Awards** will be assessed on written evidence provided demonstrating how the use and integration of technology into UNSW programs and courses has significantly enhanced aspects of criteria 1-5 below.

Nominees for both **Sessional Teaching Awards** will be assessed on evidence they provide in a written statement in relation to two of the first five criteria.

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

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

For example:

- 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.

2. Development of curriculum and resources that reflect a command of the field

For example:

- 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

For example:

- integrating assessment strategies with the specific aims and outcomes 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.

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

For example:

- participating in the effective and empathetic guidance and advising of students
- encouraging students from equity, disability and other demographic subgroups to participate and achieve success in their courses
- responsiveness to diversity among students and support for international students in learning and teaching practice
- influencing the overall academic, social and cultural experience of higher education.

5. Scholarly activities that have influenced and enhanced learning and teaching

For example:

- 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.

These five criteria (and examples) are based on those used in the OLT Awards for Australian University Teaching. The criteria also reflect current learning and teaching policies and initiatives at UNSW.

Applicants deemed by the Central Committee as worthy of a VCATE award will in addition be considered for the Heinz Harant Award via assessment of their application against the additional criterion outlined below

6. 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, the role of the student in the classroom, student engagement, curriculum design, assessment and feedback practices, and so on.

2.3.1. Assessing applications

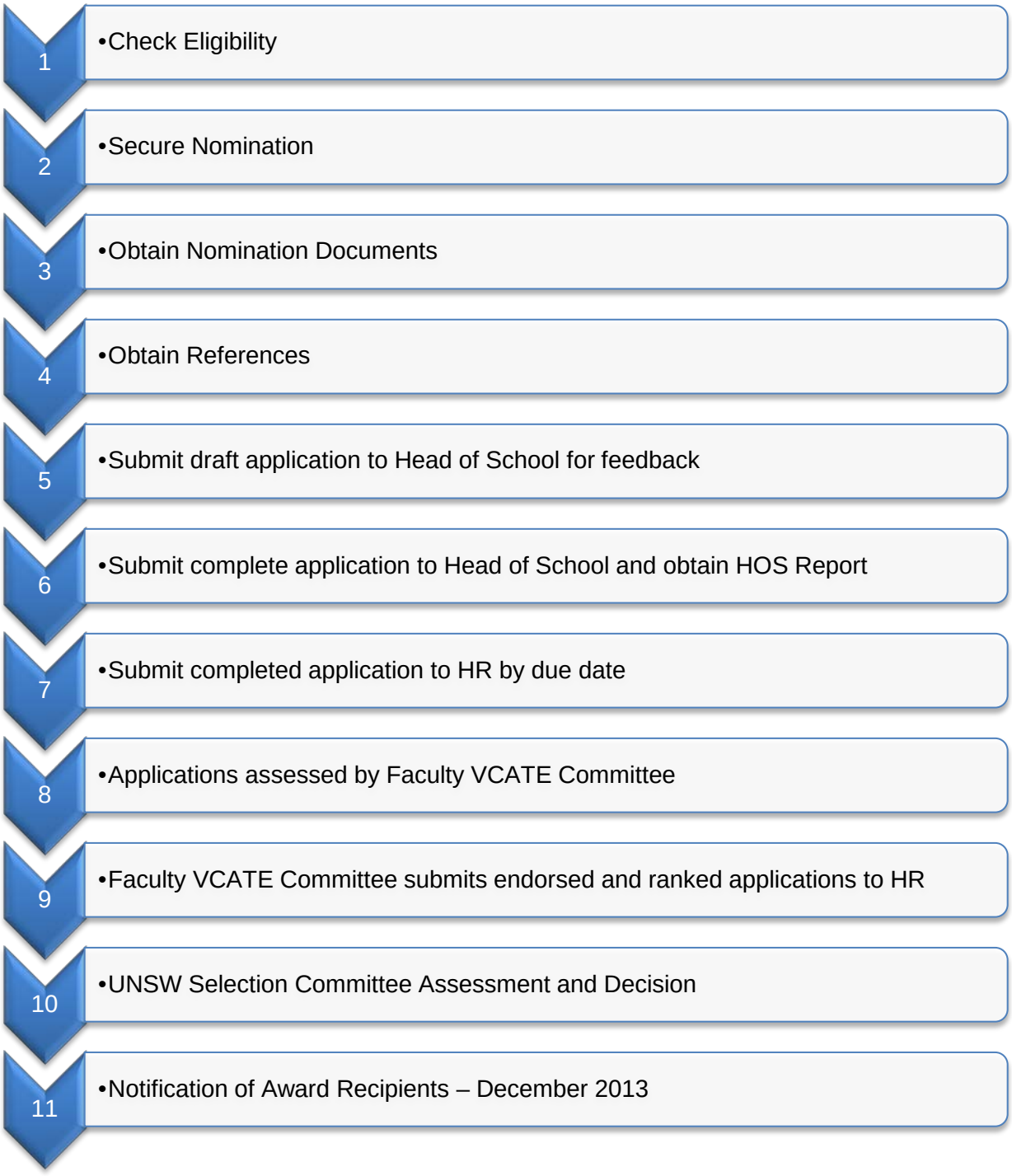
The applications will be judged on the quality of the nomination against the criteria and the extent to which they show evidence in the written statement that their contribution has:

1. influenced student learning, student engagement or the overall student experience;
2. gained recognition from fellow staff and/or UNSW;
3. been sustained over time;
4. the extent to which the claims for excellence are supported by a range of formal and informal evaluation;
5. the extent of creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments;
6. the information contained in references and supporting statements. The Committee may contact nominees and/or referees for clarification or further information; and
7. the contribution that the applicant's teaching has made to UNSW learning and teaching priority goals (as set out in the current UNSW Learning and Teaching Enhancement Plan).

The application will be assessed on the basis of the documentation submitted only.

2.4. Award Process and Timing

Applications for Awards involve the following steps:



Details on administrative aspects of this process are outlined below. Requirements for the Nominee's documentation are set out in Section 2.5.

2.5. Eligibility

For **Awards for Teaching Excellence, the Learning and Teaching Technologies Awards and the Heinz Harant Award** all academic and conjoint staff, either full time or part time, with at least three years of service at UNSW are eligible for consideration for an Award. Nominees who can demonstrate sustained teaching experience at UNSW and/or at another university prior to UNSW will be viewed favourably.

For **Awards for Excellence in Sessional Teaching (General)** all sessional staff undertaking teaching roles and responsibilities that are broader than tutorials and laboratory demonstrations, who are employed on a sessional basis and have held teaching positions for a minimum of two sessions that involved a minimum of 15 hours teaching per session are eligible to apply.

For **Awards for Excellence in Sessional Teaching (Tutors and Laboratory Demonstrators)** all sessional staff undertaking teaching roles and responsibilities that are related to tutorials and laboratory demonstrations, who are employed on a sessional basis and have held teaching positions for a minimum of two sessions that involved a minimum of 15 hours teaching per session are eligible to apply.

Sessional staff include tutors, casual lecturers, demonstrators, clinical tutors and people external to the University from the professions or industry, whether paid or unpaid.

Team nominations are welcomed for all categories of Awards. In the case of a team nomination, the following eligibility rules will apply:

- a team Award is open to groups (comprising two or more members) with complementary skills, teaching collaboratively into a particular course or set of courses for at least two sessions; and
- professional and technical staff may be members of the team.

Members of staff who have received a teaching Award (whether nominated individually or as part of a team) are not eligible for re-nomination for a VCATE Award for four years. However, recipients are strongly encouraged to redevelop their application for submission for one of their national awards for teaching excellence.

2.6. Nominations

Nominations for Teaching Excellence Awards can be made in two ways, either by:

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;

OR

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)

2.7. Completion of nominee's documentation

The nominee is required to document the basis of their nomination by addressing the selection criteria, supported by evidence. Details of the documentation requirements for the various Award categories are set out in Section 5.

Information on how to present a case for this Award can be found on the Learning and Teaching @ UNSW website, particularly in the section on teaching portfolios (http://teaching.unsw.edu.au/writing-your-unsw-teaching-portfolio)

For further information and assistance please contact Learning and Teaching Unit (×55989; ltu@unsw.edu.au).

2.8. References

Two references of no more than 1 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.

2.9. 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.

2.10. Submission of Draft Applications

Draft applications should be submitted to the applicant's Head of School by Monday 2 September 2013.

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

2.11. Revise and Resubmit Application to HR

Revised applications should be submitted to HR by Monday 23 September 2013

Applications should be presented in 1.5 line spacing in at least 12 point type and in the order set out below.

a. Synopsis
b. Nomination form(s)
c. Written statement
d. Curriculum vitae(s)
e. Head of School report
f. Two references
g. Student evaluation summary
h. Supporting material (optional)

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. Supporting material should be packaged and appropriately labelled.

Late applications will not be accepted

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

2.12. Faculty VCATE Committee assessment and ranking

The Faculty VCATE Committee will consider applications, and where it is agreed the nominee has met the criteria (refer Section 2.3), 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 applications are endorsed for the same category, the Faculty VCATE Committee should rank them.

The Faculty VCATE Committee will comprise of:

- 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

Applications that the Faculty VCATE Committee does not endorse will be returned to and discussed with the nominee. The nominee may chose to either withdraw their application for the current year, or submit it for consideration by the University Committee without the endorsement of the Faculty VCATE Committee. Lack of Faculty VCATE Committee endorsement is a factor that is taken into account by the University Teaching Excellence Committee's assessment of the application. However, all applications will be assessed independently against the Selection Criteria.

2.13. Faculty submission of endorsed and ranked applications

Applications endorsed and ranked by Faculty VCATE committees 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

2.14. UNSW Teaching Excellence Committee assessment and decision

All applications (whether endorsed by a Faculty VCATE Committee or not) will be considered by the UNSW Teaching Excellence Committee. This Committee will comprise:

- Vice-Chancellor or nominee (Chair)
- President, Academic Board or nominee
- Director, Learning and Teaching Unit 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

Applications 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 applications 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 or by the Deputy Vice-Chancellor (Academic) and in doing so they will ensure that any nominee recommended for an Award will have adhered to what the University values, as defined in the *B2B Blueprint to Beyond: UNSW Strategic Intent* document.

2.15. 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.

2.16. Nominee's documentation

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

a) Synopsis (maximum 100 words)
b) Written statement (refer below for page limit for each category of Award)
c) Abridged curriculum vitae (maximum 2 A4 pages)
d) Supporting material (optional)

a) Synopsis

Applications should include a synopsis that provides a succinct summary of the case they have put forward in their application for the Award (100 word limit).

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

b) Written statement

The core element of an application is the written statement in which nominees describe their teaching experience and achievements in relation to the selection criteria (Refer Section 2.3).

The page limits for the written statement for each category of Award are as follows:

- Teaching Excellence Awards – 8 A4 pages
- Sessional Awards – 4 A4 pages

The written statement should be presented under the following headings:

i. Overview
ii. Selection criteria

i. Overview

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.

ii. Written Statement on Selection Criteria

The selection criteria are outlined in Section 3. In this part of the written statement, Nominees for **Teaching Excellence Awards** are required to address the first five selection criteria. Written statements on the first five selection criteria for **Teaching Excellence Awards** should be no more than 7 A4 pages.

Nominees for **Sessional Teaching Awards** are required to address two of the first five selection criteria. Written statements for **Sessional Teaching Awards** should be no more than 3 A4 pages.

It is essential that nominees describe their contribution to student learning with regard to the selection criteria and provide evidence to support their claims. In addressing the selection criteria, nominees are expected to present a succinct, cogent case for innovation and excellence in relation to the criteria, and refer to appropriate forms of evidence.

Evidence may include:

- Demonstrable impact on student learning (academic results, retention rates etc.)
- Student feedback, including CATEI results and informal unsolicited comments
- Feedback from peers
- Evidence of participation in the scholarship of learning and teaching
- Evidence of participation in staff development activities related to learning and teaching
- Contributions to a teaching committee

c) 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 2 A4 pages for nominations from individuals. In the case of team nominations, a limit of 1 A4 page per team member is recommended.

d) Supporting material (optional)

The Award will be based primarily on the written statement addressing the selection criteria. In exceptional circumstances, nominees may include select teaching materials that support/demonstrate claims of teaching innovation and excellence against the criteria. For example, audio-visual material, CD ROMs, study guides, course outlines or contributions to curriculum design. Since these materials will need to be evaluated by committee members, they necessarily must be restricted to essential items only. References to the materials must be included in the written statement.

3. UNSW Vice-Chancellor's Award for Initiatives that Enhance Learning

3.1. Introduction

The Vice-Chancellor's Award for Initiatives that Enhance Learning recognise initiatives that make a distinct contribution to the quality of student learning experience at UNSW. The Award highlights the fundamental importance of teaching at UNSW and fosters its ongoing development. It is aligned with the Australian Learning and Teaching Council (ALTC) Awards for Programs that Enhance Learning.

The UNSW Vice-Chancellor's Awards for Initiatives that Enhance Learning are underpinned by the University's values, as defined in the *B2BBlueprint to Beyond: UNSW Strategic Intent* document. These are:

1. Academic Freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality and teamwork
8. Professionalism, accountability, and transparency
9. Safety
10. Sustainability
11. High service standards

3.2. The Award

Up to three Awards will be allocated each year to those who have made a significant contribution to student learning in a specific area of responsibility over a sustained period of time.

Each Award for Initiatives that Enhance Learning consists of the presentation of an engraved UNSW medallion and the payment of a sum of $2,500 to the recipients (the monetary component of the Award is subject to taxation).

Categories of Awards for Initiatives that Enhance Learning

There are eight categories of awards. There is no restriction on the number of awards to be made under each category in any year. The number of awards granted under any category will be determined by the quality of applications.

Awards may be granted to initiatives that have made a significant contribution to student learning experience in any of the following categories:

1. Assessment and feedback

Initiatives that encompass assessment that encourage students to develop and demonstrate higher-order skills and attitudes such as academic independence, ethical practices and values, and critical thinking and feedback that is timely and supports students' learning development.

2. Educational partnerships and collaborations with other organisations

Initiatives that encompass partnerships between universities or universities and other organisations – such as schools, professional bodies, business and industries – in collaborative approaches to learning and teaching.

3. The first-year experience

Initiatives that encompass the academic and social transition to higher education, learning and teaching within large student groups, and the quality of the first-year experience.

4. Flexible learning and teaching

Initiatives that encompass approaches to learning and teaching that afford flexibility in time, place and/or mode of learning.

5. Innovation in curricula, learning and teaching

Initiatives that encompass innovations that encourage novel approaches to learning and teaching, innovations that encourage or support multidisciplinary, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies.

6. Post-graduate education

Initiatives that focus on postgraduate students, postgraduate coursework learning and teaching, postgraduate research supervision and research higher degree candidature, and postgraduate learning support.

7. Services supporting student learning

Initiatives that encompass services directly related to student learning such as services for specific groups of students, information access, course advising, language support, counselling and disability support.

3.3. Selection Criteria

Applications for Awards for Initiatives that Enhance Learning will be assessed on evidence provided in relation to the following four criteria:

1. Distinctiveness, coherence and clarity of purpose

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

2. Influence on student learning and student engagement

Extent to which the initiative 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 initiative has led to widespread benefits for students and their learning beyond the original context in which the initiative was implemented.

4. 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.

The selection criteria are based on those used in the ALTC Awards for Programs that Enhance Learning. The criteria also reflect current learning and teaching policies and initiatives at UNSW.

Assessing applications

Applications will be judged on the quality of the application against the above criteria, taking into account:

1. evidence of the effectiveness of the program in formal and informal evaluation;
2. the degree of creativity, imagination and innovation;
3. the extent to which the program has gained recognition and adoption by fellow staff and/or UNSW or beyond;
4. evidence of the sustained effectiveness of the program. For example, the extent to which the initiative has become embedded in routine practice and with ongoing support from Faculty/UNSW resources; and
5. the contribution that the initiative has made to UNSW learning and teaching priority goals (as set out in the current UNSW Learning and Teaching Enhancement Plan).

The application will be assessed on the basis of the documentation submitted only (refer to Section 3.5)

3.4. Application Process and Administration

The application process is the same as for the awards for Teaching Excellence (please refer to the diagram on page 11)

Details on administrative aspects of this process are outlined below. Requirements for the Nominee's documentation are set out in Section 5.

3.4.1. Eligibility

All academic, conjoint, professional and technical staff, either full time or part time, are eligible for consideration for an Award. Applications for Awards for Initiatives that Enhance Learning are open to groups (comprising two or more members), who have worked collaboratively on particular initiatives that have resulted in sustained, enhanced student learning experiences.

3.4.2. Nominations

Nominations for Awards for Initiatives that Enhance Learning can be made in two ways, either by:

1. Three people, whether staff members, students or former students who have knowledge and/or experience of the nominated initiative.

Each nomination must be made on the nomination form and be accompanied by a half page statement 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;

OR

2. A relevant School Committee.

The nomination form must contain the signatures of at least three committee members and a half page statement outlining the reasons for making the nomination. **Self-nominations will not be accepted.**

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

3.4.3. Completion of Applications

Applications should be based on the Selection Criteria and clearly indicate (a) the category or categories under which the application is made (refer to Section 3.3), and (b) the name of the Lead Applicant or the person who will take responsibility on behalf of the group for the application.

Details of the documentation required in the application are set out in Section 5.

For information and assistance in preparing an application please contact Learning and Teaching Unit (×55989; ltu@unsw.edu.au).

3.4.4. References

Two references of no more than 1 A4 page each must be provided by people who are able to comment on the nominated initiative; a nominating staff member is not eligible to be a referee.

3.4.5. Head of School Report

Applications should include a report from the Head of School on the nominated initiative in relation to the Selection Criteria. If the Head of School is a nominator, this report is not required.

3.4.6. Submission of Draft Applications

Draft applications (including all relevant documentation) should be submitted to the relevant Head of School by Monday 2 September.

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

3.4.7. Submission of Revised Applications to Head of School

Revised applications should be submitted to the Head of School by Monday 16 September 2013

3.4.8. Completed Applications to Human Resources

Completed applications should be submitted to HR by the deadline date of Monday 23 September 2013.

Late applications will not be accepted.

Applications should be presented in 1.5 line spacing in at least 12 point type and in the order set out below.

i. Synopsis
ii. Nomination form(s)
iii. Written statement
iv. Head of School report
v. Two references
vi. Supporting material (optional)

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. Supporting material should be packaged and appropriately labelled.

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

3.4.9. Faculty VCATE Committee assessment and ranking

The Faculty VCATE Committee will consider applications, and where it is agreed the nominee has met the criteria (refer Section 3.3), they will be endorsed. Where multiple applications are endorsed for the same category, the Faculty VCATE Committee will rank them.

The Faculty VCATE Committee will comprise of:

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

Applications that the Faculty VCATE Committee does not endorse will be returned to and discussed with the Lead Applicant. The Lead Applicant may chose to either withdraw the application for the current year, or submit it for consideration by the University Committee without the endorsement of the Faculty VCATE Committee. Lack of Faculty VCATE Committee endorsement will not impact on the University Teaching Excellence Committee's assessment of the application – all applications will be assessed independently against the Selection Criteria.

3.4.10. Faculty Submission of Endorsed and Ranked Applications

Applications endorsed and ranked by Faculty VCATE committees must be forwarded, along with the Faculty VCATE Endorsement summary sheet, nomination forms and all accompanying documentation and materials, to Human Resources, First Floor, the Chancellery by a date arranged with the Manager of Academic Promotions

3.4.11. UNSW Teaching Excellence Committee assessment and decision

All applications(s) (whether endorsed by a Faculty VCATE Committee or not) will be considered by the UNSW Teaching Excellence Committee. This Committee will comprise of:

- Vice-Chancellor or nominee (Chair)
- President, Academic Board or nominee
- Director, Learning and Teaching Unit 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

Applications 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 applications will not be taken into account, although previous nominations might be *prima facie* evidence of sustained excellence in initiatives that enhance student learning experience.

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 or by the Deputy Vice-Chancellor (Academic) and in doing so they will ensure that any initiative recommended for an Award is aligned with the strategic priorities of the University, as defined in the *B2B Blueprint to Beyond: UNSW Strategic Intent* document.

3.4.12. 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.

3.5. Application details

Applications should be presented in 1.5 line spacing in at least 12 point type and in the order set out below.

a) Synopsis (maximum 100 words)
b) Written statement (maximum 5 A4 pages)
c) Supporting material (optional)

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. Supporting material should be packaged and appropriately labelled.

3.5.1. Synopsis

Applications should include a synopsis that provides a succinct summary of the case they have put forward in their application for the Award (100 word limit), clearly indicating the category of award the initiative falls under.

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

3.5.2. Written statement

The core element of an application is the Written Statement in which applicants describe their program in relation to the Selection Criteria.

Written Statements should explain how the four criteria (refer Section 3.3) are addressed in the category of award in which the initiative falls under, and refer to evidence to support those claims.

Applicants are not expected to provide evidence of excellence in all areas, but should build a profile that best highlights their achievements.

The Written Statement should be presented under the following headings in the order indicated below, and should not exceed 5 A4 pages in total.

i. Overview

The overview provides the opportunity for applicants to commence the Written Statement with a focus on the specific character of their initiative. The word limit is strictly 350-400 words. It should indicate the category of award under which the initiative falls and include:

- a description of the initiative and its teaching areas;
- the key aspects of the initiative's contribution to student learning experience; and
- its impact on student learning.

ii. Selection criteria

In this part of the Written Statement, Applicants must describe their contribution to student learning with regard to the Selection Criteria (refer Section 3.3) and provide evidence to support their claims. Indicators could include:

- Student experience feedback;
- **demonstrable** impact on student learning (academic results, retention rates etc.); and
- peer review and feedback.

3.5.3. Supporting material (optional)

The Award will be based primarily on the Written Statement. In exceptional circumstances, nominees may include select materials that support the criteria. For example, audio-visual material, CD ROMs, study guides, documentation relating to the initiative. Since these materials will need to be evaluated by committee members, they necessarily must be restricted to essential items only. References to the relevant parts/aspects of these materials MUST be included in the Written Statement.

This information booklet was developed by UNSW Human Resources and Learning and Teaching Unit. For further information or to offer feedback on this document please contact:

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