

Business School Teaching Awards

The Excellence in Teaching Awards began in 1991 as a Guild initiative. Since then, the awards have developed as a joint initiative with the University. From 2007 each of the faculties and SIS have managed their own teaching awards. The awards give due recognition and show appreciation for excellence in teaching and acknowledge the considerable time and effort many staff put into their teaching.

A centrally formulated committee select nominees for the National teaching awards based on submissions received from the faculties, SIS and other appropriate sections (Library, Central Administration, Student Guild etc). This committee selects the “top” nominee from each National category (individual, program and citation) which will be awarded as follows:

- UWA Teacher of the Year
- UWA Teaching Program of the Year
- UWA Teaching Citation of the Year

At the discretion of the selection committee, an additional award to acknowledge excellence in postgraduate supervision may also be awarded if nominations received are strongly referenced to postgraduate supervision and/or teaching. That award would be:

- UWA Teacher of the Year (Postgraduate)

These awards will be chosen by the selection committee as part of the National Awards selection process. The awards will not receive a monetary reward but will be considered prestigious within the institution and acknowledged at an appropriate ceremony.

Business School Award Categories

The Education Committee have decided on a range of awards that reflect the nature of our programs and the characteristics of the teaching, research and professional staff. The award categories for the Business School include Excellence in Teaching (EIT) and supervision, and Service awards for outstanding contributions to student learning.

Business School Selection Panel

To ensure transparency and objectivity in the award selection process, the Faculty Selection Panel consists of:

- Business School Associate Dean (Education) / Chair Education Committee
- Student representatives – ECOMS President (or nominee) and a postgraduate representative
- Associate Dean (Education) or nominee from another Faculty
- Two representatives from the Faculty Education Committee

Excellence in Teaching and Supervision Awards

These awards give recognition to teachers 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 in the faculty.

Categories

The Business School have six categories of awards for teaching excellence and one category for research supervision.

- Postgraduate coursework
- Undergraduate coursework - Large group (>150) and UniBank Undergraduate coursework – Large group (>150)
- Undergraduate coursework - Small group (<150)
- Early career
- Adjunct lecturer
- Tutor and Jin-Boon Lew Tutor Award
- Research supervision (Note: separate criteria apply)

There will normally only be one award winner in any category each year (except Undergraduate coursework – large group and tutor, which have 2 awards each). Commendations for other nominees may be awarded by the selection committee.

Each award winner will receive a framed certificate and \$500 to be used for teaching development initiatives approved by the Associate Dean Education. Funds will normally be spent within 12-18 months of receiving the award.

Eligibility

- a) Nomination is open to all staff with teaching or teaching/research appointments (ie, full-time, part-time, tenured and contract. Unless otherwise specified).
- b) The *Early career* category is open to lecturers with no more than seven calendar years experience teaching in any university.
- c) The *Adjunct lecturer* category is open to staff who teach the substantial part of the unit and who work only part time in the faculty.
- d) The *Tutor* categories are open to part-time staff appointed on a contract and who are paid on an hourly basis and excludes staff eligible for other categories of teaching awards.
- e) Previous National EIT award winners are ineligible for re-nomination for a National EIT award but are eligible for a National Citation or Program award. However, recipients of a National *Early career* award may also apply for a National EIT award but must wait five years after receiving their National award. The above restriction is relaxed in respect of the faculty-based awards so that a previous faculty-based EIT award winner can re-nominate for a faculty-based EIT award, but not within the next three years.
- f) Students nominating a staff member for the *Research supervision* award must have worked with that person for at least 12 months.

Nomination process

- a) Students and peers are eligible to nominate staff for EIT awards. Self-nominations will also be accepted.
- b) Staff can apply for awards in more than one category but cannot receive more than one award in any of the categories a year and are subject to the restrictions outlined in e) and f) above.
- c) At the end of the nomination period, nominees in the following categories:
 - a. All Postgraduate coursework

- b. Undergraduate coursework - Large group (>150) and UniBank Undergraduate coursework – Large group (>150)
 - c. Undergraduate coursework - Small group (<150)
 - d. Adjunct lecturer
 - e. Early career
 - f. Tutor and Jin-Boon Lew Tutor Award
- d) All nominees who accept their nomination must complete the application process by providing all of the *Essential documentation* detailed below.

Selection criteria for teaching awards (excluding supervision award)

All nominees for *Awards for Teaching Excellence* will be assessed **on the evidence** they provide in relation to the following criteria. Nominees should address no more than two selection criteria.

Note: Nominees preparing submissions for the *Tutor* category should only select from criteria 1, 3 and 4. That is, criteria 2 and 5 are not applicable to nominees in the *Tutor* category.

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

which 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.

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

which 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. (Note: This criterion is not relevant to Tutors.)

3. Approaches to assessment and feedback that foster independent learning

which 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.

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

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

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

which may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession. . (Note: This criterion is not relevant to Tutors.)

Selection criteria for research supervision award

For the category of research supervision the relevant criteria are listed below and reference to the guidance in the teaching awards may be useful. Nominees should address no more than two of the selection criteria:

- 1. Approaches to supervision that influence, motive and inspire students to learn**
- 2. Approaches to supervision and feedback that foster independent learning**
- 3. Respect and support for the development of students as individuals**
- 4. Scholarly activities that have influenced and enhanced learning and teaching**

In assessing nominations against the selection criteria, the selection panel will take into account:

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

Essential documentation

- Nomination Cover Sheet – available on the Faculty Teaching Awards web page <http://www.business.uwa.edu.au/learning/learning/awards>
- Written statement of no more than four pages addressing the selection criteria.
- Supporting evidence of no more than ten pages such as peer reviews, teaching evaluations, student feedback and other supporting materials.

Written statement for teaching and supervision awards

The core element of a nomination is a written statement in which nominees describe their teaching activities and achievements under one or two of the selection criteria.

Nominees must provide evidence in support of their claims against these criteria.

The written statement should be at least two (and up to four) A4 pages in total and must use a size 12 point font. Additional information referred to in the written statement can be included in Appendices (maximum total length of Appendices is 10 pages).

Service awards for outstanding contributions to student learning

These awards recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Service awards include both **professional and academic staff** (individuals and teams) who have made a significant contribution to student learning in a specific area of responsibility, over a sustained period, who are widely recognised for their achievements within the faculty/university, and who have received strong faculty endorsement.

Potential areas of contribution

There are no specified categories for Service awards, and awards will be made for both general and more specific contributions. A concise submission will describe the distinctive contribution of the nominee(s). Service awards are unique and reflect the diversity of ways in which staff contribute to excellent learning and teaching in higher education. Listed below are examples of possible service categories.

- For excellence in the leadership of a faculty-wide transition program for first year students.
- For novel and effective approaches to engaging first year students in collaborative learning and peer review in a large class setting.
- For sustained commitment to personalised administrative support for staff and undergraduate/postgraduate students that has enhanced the overall student experience.
- For the provision of state-of-the-art programs in learning support for international students over a five year period.
- For a decade of exemplary supervision and support of postgraduate research students.
- For the strategic promotion of information literacy programs tailored to specific disciplines and the needs of specific student groups.
- For the introduction of original assessment approaches that recognise the different learning styles within a diverse student cohort.
- For the development of new strategies to ensure effective coordination of teaching in a cross-faculty undergraduate/postgraduate program.

There will be up to two award winners each year with one for professional staff and one for academic staff. Each award winner will receive a framed certificate and \$500 to be used for teaching development and/or professional training initiatives approved by the Associate Dean Teaching and Learning. Funds will normally be spent within 12-18 months of receiving the award.

Eligibility

- a) Both team and individual nominations are encouraged.
- b) Nomination is open to all academic and professional staff.
- c) All nominations must relate to contributions to student learning in the faculty/university.

Nomination process

- a) It is anticipated that *Service awards for Outstanding Contributions to Student Learning* will be peer nominated. Student nominations will be accepted.
- b) Those nominating a staff member for a Service Award must complete the application process by providing up to 2 pages addressing the criteria listed below.
- c) The selection panel would not normally award a Service award and EIT award to a staff member in the same year but reserve the right to do so in exceptional circumstances.

Selection criteria

Nominations for *Service awards for Outstanding Contributions to Student Learning* are invited to select one or more of the following criteria for assessment as appropriate for their particular contribution. Nominations will be assessed on evidence provided in relation to the selected criterion/criteria.

For academic staff:

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

which 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.

2. Development of curricula, resources and services that reflect a command of the field

which may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning.

3. Approaches to assessment, feedback and learning support that foster independent learning

which 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.

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

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

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

which may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; demonstrating leadership through activities that have broad influence on the profession.

For professional staff:

1. Respect and support of staff and students and the development of students as individuals

which 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; influencing the overall academic, social and cultural experience of higher education, supporting staff in the delivery of their unit(s).

The selection of winners of *Service awards* will be based on the extent to which nominators show evidence that the nominees contribution has:

- influenced student learning, student engagement or the overall student experience,
- been sustained over time, and
- gained recognition from fellow staff and the faculty.

Essential documentation (Nominator)

- Written statement of up to two pages addressing the chosen selection criteria and a statement providing supporting evidence

Optional documentation (Nominee)

- Two references/letters of support
- A paragraph or two to support the nomination

Written statement

The core element of a nomination for a *Service award for Outstanding Contributions to Student Learning* is a written statement of no more than two pages in which the nominators describe the nominee's contribution to student learning. Nominees can also address the selection criteria, **and provide evidence** to support the claims against this criteria(ion).

Additional information referred to in the written statement can be included in Appendices (maximum total length of Appendices is 10 pages).