

Teaching Awards

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

Categories

There are ten categories of Teaching Awards:

- **Biological Sciences, Health and Related Studies** (including Agriculture, Animal Husbandry, Medicine, Nursing etc)
- **Early Career**
- **Humanities and the Arts**
- **Law, Economics, Business and Related Studies**
- **Indigenous Education**
- **Physical Sciences and Related Studies** (including Architecture, Building and Planning, Engineering, Computing and Information Science)
- **Social Sciences** (including Education)
- The **Priority Area** for 2013 is: **High impact strategies for progression, retention and attainment.**
- **Sessional Teaching**
- **The First Year Experience**

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

Eligibility for Nomination

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

8. Early Career Teaching Award recipients are eligible for renomination in a different category five years after their Early Career Award.
9. Previous recipients of Awards are eligible to renominate if they are a member of a team and not the lead nominee; the team nomination should be for teaching or programs that do not substantially replicate the original Award or program.
10. Members of teams that have received Awards are eligible to renominate; the nomination should be for teaching or programs that do not substantially replicate the original Award or program.
11. Teaching Awards and Citations are considered distinct Award types. Nomination for, or receipt of, a Citation does not affect eligibility for nomination for a Teaching Award. However, a recipient of a Teaching Award is not eligible to subsequently apply for a Citation.

Selection Criteria

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

1. **Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to learning and teaching.
2. **Development of curricula, resources and services that reflect a command of the field.** This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.
3. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs and learning styles; and contributing professional expertise to enhance assessment and/or feedback.
4. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education.
5. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.

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

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

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

In the Sessional Teaching category, the Curtin EIT Awards committee will consider the context and the amount of teaching of each nominee when assessing the application.

Application Process

Each nominee must submit the following documents:

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

1. [Nomination form](#)

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

2. Written statement

The core element of a nomination for a Teaching Excellence Award is a written statement in which nominees describe their teaching activities and achievements, and specifically address each of the five selection criteria. The written statement should be presented under the following headings, in order:

1. Synopsis (150–200 words, written in the third person)
2. Overview
3. Selection criteria:
 - a. Approaches to learning and teaching that influence, motivate and inspire students to learn
 - b. Development of curricula and resources that reflect a command of the field
 - c. Approaches to assessment and feedback that foster independent learning
 - d. Respect and support for the development of students as individuals
 - e. Scholarly activities that have influenced and enhanced learning and teaching.

The synopsis must cover the nominee's teaching area or discipline, teaching experience, the particular focus of their teaching, teaching methods and their research/teaching interests. The synopsis must be written in the third person and the word limit is strictly 150-200 words. Should the nomination be successful, the synopsis will be used in communications regarding the recipient's success, for instance in the presentation ceremony program and on the [Curtin Teaching and Learning website](#).

The remainder of the written statement should be devoted to addressing the category in which it is nominated and each of the five criteria in turn. Evidence in support of the claims against these criteria must be provided. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of the nominations.

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

3. Curriculum vitae

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

4. References

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

Presentation Requirements and Submission

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

Paper should be A4 plain white.

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

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

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

Submission of Application

ONE original complete application in hard copy (signed nomination form, 8-page statement, curriculum vitae and two references) should reach the EIT Awards Officer, Curtin Teaching and Learning, Building 105 Room 150, Bentley Campus by 5.00 pm on **Monday 12 August 2013**.