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1. Overview of Awards

Arts and Social Sciences recognises outstanding contributions to student learning through three categories of awards:

- Dean’s Awards for Outstanding Contributions to Student Learning
- Dean’s Awards for Programs that Enhance Learning
- Dean’s Awards for Teaching Excellence (general and early career)

All three awards are designed to:

- highlight the fundamental importance of teaching to the Faculty
- reflect the Faculty’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 capacity and capability for the development of competitive nominations for the Vice Chancellor’s 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 Vice Chancellor’s Awards for Teaching Excellence.

1.1 Dean’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 one session. In particular, these awards recognise the diverse contributions, both direct and indirect, that Faculty staff make to the quality of student learning. Up to two awards will be made each year and are made subject to opportunity (i.e. contributions will be gauged against the opportunity that respective staff members have had to make them with consideration to factors such as role, seniority, length of service, etc.).

Award: $500

Number of awards: up to 2

Closing date: Friday 17 November 2017

1.2 Dean’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 Arts and Social Sciences.

Award: $2,000

Number of awards: 1

Closing date: Friday 17 November 2017

1.3 Dean’s Awards for Teaching Excellence

Dean’s Awards for Teaching Excellence recognise individuals for sustained, outstanding teaching and contributions to students’ learning at Arts and Social Sciences. In particular, they recognise the diverse contribution that Faculty staff make to the quality of student learning.

Award 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:** $3,500  
**Number of awards:** 1  
**Closing date for applications:** Friday 17 November 2017

**Award for Teaching Excellence (Early Career)**

These awards recognise excellence (over a period of at least one year but less than 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.

**Award:** $1,500  
**Number of awards:** 1  
**Closing date for applications:** Friday 17 November 2017

Staff members who have received a Dean’s Learning and Teaching award are not eligible to apply for an award in the same category for five years, but may apply in another category after three years from the time of application. However, recipients are strongly encouraged to redevelop their application for submission for the corresponding Vice Chancellor’s Awards for Teaching Excellence.

**Note the nomination process for all awards:**

Candidates must be nominated either by students and/or staff or a school committee before proceeding. Self-nominations are not accepted.

Once nominated, the nominee is responsible for completing the documentation and submission.

See Section 5 for more details on the nomination process.
2. **Dean’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 and recognise the diverse contributions, both direct and indirect, that Faculty 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.

Individuals and teams supporting learning in a particular course or set of courses for at least one session are eligible to apply.

2.3 **Selection criteria**

Nominees must select one (1) of the criteria listed below and will be assessed solely on the basis of the documentation submitted (see section 2.4).

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;
   - 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;
   - and 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;
• and 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 evidence in the written statement:
• that their contribution has influenced student learning, student engagement or the overall student experience 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 Nominee’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:
• Written statement (maximum 2 A4 pages)
• Curriculum vitae (maximum 2 A4 pages)
• Summary of student feedback relevant to the contribution that is the focus of the nomination (maximum 1 A4 page)

Written statement

The core element of a nomination is the written statement (maximum of 4 A4 pages) in which nominee(s) describe their contribution to 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 its specific context.

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.

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 12 point with 1.5 line spacing.
- 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.
3. **Dean’s Awards for Programs That Enhance Learning**

3.1 **Objective**

These awards recognise programs and services that make an outstanding contribution to the quality of student learning and of student learning 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, postgraduate research supervision and research higher degree candidature and postgraduate learning support.

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 citizenship and internationalisation, 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.

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
2. Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation.
3. Influence on student learning and student engagement
4. 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.

5. Breadth of impact

6. 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.

7. Concern for equity and diversity

8. 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 OLT). 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 a written statement to support their nomination.

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 four A4 pages in total and should be presented under the following headings in the order indicated below.

1. Synopsis

   Nominees should include a synopsis that provides a succinct summary of the case they have put forward in their nomination for the Award (100 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.

2. 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.

3. 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 12 point with 1.5 line spacing.
• 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. **Dean’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 three or more years of service in the Faculty.

**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 three years cumulative teaching experience in a higher education setting including all tutoring, demonstrating, and teaching at other higher education institutions.

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; and 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; and 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; and the 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; and 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 and/or UNSW
- 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 Nominee’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.

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

4.4 Nominee’s Documentation

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

- Written statement (maximum 5 A4 pages – General, maximum 3 A4 pages – Early Career)
- Curriculum vitae (maximum 2 A4 pages)

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:

1. Synopsis
Nominations should include a synopsis that provides a succinct summary of the case they have put forward in their nomination for the Award (100 word limit). Should the nomination be successful, the synopsis will be used in communications regarding the recipient’s success.

2. 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.

3. Selection Criteria

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

- Dean’s Award for Teaching Excellence (General) are required to address all four selection criteria.
- Dean’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 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.

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 12 point with 1.5 line spacing.
- 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.
5. **Nomination Process**

<table>
<thead>
<tr>
<th>Layer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility</td>
<td>Nominating person to check eligibility of nominee for the award.</td>
</tr>
<tr>
<td>Nomination</td>
<td>Nomination can be by student or School.</td>
</tr>
<tr>
<td>Endorsement of Application by School</td>
<td>Application must be prepared by the nominee and submitted to the Head of School for endorsement in accordance with the School’s turnaround times / deadline for application endorsement.</td>
</tr>
<tr>
<td>Submission of Application</td>
<td>Endorsed applications are to be submitted to the Dean’s Unit at a date in November to be announced each year.</td>
</tr>
<tr>
<td>Assessment of Applications by Selection Committee</td>
<td>The Faculty Education Committee (including the student representative) and an appropriate external member will recommend to the Dean the best application(s) in each category.</td>
</tr>
<tr>
<td>Endorsement of Award Recipients by the Dean</td>
<td>The Dean endorses award recipients.</td>
</tr>
<tr>
<td>Notification of Award</td>
<td>Awards will be announced in the following year.</td>
</tr>
</tbody>
</table>
6. **Assessment process**

6.1 **Faculty Teaching Excellence Committee assessment and decision**

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

- Dean or nominee (Chair)
- Associate Dean from another faculty
- Previous University or Faculty Teaching Award recipient
- Student representative (where practicable)

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 recommendations of the Faculty Teaching Excellence Committee shall be approved by the Dean 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

6.2 **Notification of decision and award presentations**

Nominees will be notified of the Committee’s decisions in the following year, and Awards will be presented at the Dean’s List award ceremony in that year.