

Application Guidelines

Faculty of Health and Behavioural Science

Awards for Teaching Excellence (ATE) 2021

1. Purpose and Objectives

This Award gives recognition to individuals and teams renowned for their excellence in teaching, which is supported by evidence of their broad and deep contribution to enhancing the quality of teaching and learning in the Faculty of Health and Behavioural Sciences.

This Award is considered a pathway to applying for a University Teaching Excellence Award and consideration will be given to this objective when assessing applications. In recognition of this objective the award eligibility, assessment and application mirror that of the UQ awards unless noted.

2. Eligibility

2.1. General eligibility

- Applications are open to all academic staff within the Faculty of Health and Behavioural Sciences
- Both individual and team applications are accepted. All teams must provide a team name
- Applicants must ordinarily have a minimum of two years of academic teaching-related employment at The University of Queensland (NB: UQ ATE require three years)
- An application that is considered to be more closely aligned with the criteria for a Citation (COCSL) award may be referred to the COCSL Selection Committee for consideration in the same year
- A winner of a Faculty Award for Teaching Excellence may only be a recipient of a Faculty Citation award in the same year, if they are part of a team application and are not the lead applicant
- Online applications must be submitted by completing a 2021 application template in the online application portal
- Previously unsuccessful applicants can re-apply.

2.2. Eligibility of previous recipients

- Previous winners of a Faculty, UQ or National Citation award are eligible to apply for a Faculty ATE
- Previous winners of the Faculty, UQ, or National Teaching Excellence awards are **not** eligible for nomination in this category, with the exception of:
 - Previous recipients of ATE are eligible to reapply for an award if they form part of a team application and are not the lead applicant; the team application should not substantially replicate the original award.

- Members of teams that have received ATE awards are eligible to reapply; the application should not substantially replicate the original award.

2.3. Previously unsuccessful applicants

- Previously unsuccessful applicants may provide a revised application using the current application template, including current evidence to support their claims against the criteria. They should take into account any feedback they received on their previous application. The degree of success of previous applications is not taken into account, although the fact of previous application might be *prima facie* evidence of sustained excellence in teaching. The frequency of distribution of Awards to particular schools will not be taken into account.

3. Procedures Statement

The Faculty of Health and Behavioural Sciences Awards for Teaching Excellence confirms the Faculty's commitment to recognise, encourage and reward sustained excellence in teaching. The Awards were instituted to provide an effective incentive for maintaining sustained involvement in quality teaching.

4. Assessment Criteria

All applicants will be assessed on the written evidence of their contributions to **evaluation, innovation, leadership** and **scholarship** for the following four criteria, which will be given equal consideration by the Selection Committee.

The dot points under each criterion are examples only and are not meant to be an exhaustive list of possibilities.

Criterion One: 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;
- 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 effective communication, presentation and interpersonal skills;
- demonstrating effective approaches to guidance of students during the planning of research projects;
- establishing structures for ongoing interaction with students;
- enabling others to enhance their approaches to learning and teaching;
- demonstrating innovative approaches in challenging and new teaching contexts (e.g. large classes, short courses, collaborative programs);
- developing and/or integrating assessment strategies to enhance student learning;

- demonstrating innovative use of formal and informal teaching and learning spaces.

Criterion Two: 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;
- demonstrating innovative approaches to internationalising the curriculum or providing global experiences for students;
- providing support to those involved in the development of curricula and resources; demonstrating innovation in program design;
- enhancing the student experience through industry placements, internships and other practical work-based experiences.

Criterion Three: Evaluation practices that bring about improvements in teaching and learning. This can be in relation to evaluation of the applicant's practice and/or assessment of students.

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;
- the dissemination and embedding of good practice identified through evaluation.

Criterion Four: Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

This may include:

- participating in and contributing to professional activities related to learning and teaching;
- innovations in service and support for students;
- coordination, management and leadership of courses and student learning;
- conducting and publishing research related to teaching;
- demonstrating leadership through activities that have broad influence on the profession;
- providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort;
- influencing the overall academic, social and cultural experience of higher education.

5. Applications

5.1. Assessing applications

In assessing applications against the four assessment criteria, the Selection Committee will take into account:

- The extent to which the claims for excellence are supported by formal and informal evaluation;
- The extent of innovation, creativity or imagination, irrespective of whether the approach involves traditional learning environments or technology-based developments; and
- The information contained in references, student data or institutional student surveys, and selected teaching materials submitted by the applicant. The Selection Committee may contact the applicant and/or referees for clarification or further information.

5.2. Application details

Applicants are required to use the application portal to submit their online application.

- The written statement is limited to **1800 words** in total, including a 300-word max synopsis.

The submission should include the following:

- Written statement, including a synopsis and evidence addressing each of the four assessment criteria;
- Curriculum Vitae;
- Statement of contribution (for team applications)
- References: The names of two colleagues who will provide confidential referee statements;
- Summary only of evaluation of the applicant's teaching (in tabulated form);
- Supporting materials (optional)

5.3. Written statement

The core element of a nomination for an Award for Teaching Excellence is a written statement in which applicants describe their teaching activities and achievements and specifically address each of the four assessment criteria. Applicants must provide evidence in the written statement to support their claims against the criteria.

The written statement is limited to **1800 words** in total and should include all information that might be referred to in the submission. Supporting teaching materials will not be accepted. The written statement should be presented under the following headings, in order:

Synopsis

The synopsis must cover the applicant's teaching area or discipline, teaching experience, the particular focus of their teaching and teaching methods, and their research/teaching interests. The synopsis must be written in the third person. The word limit is strictly **300 words**. It may include:

- the applicant's educational philosophy and beliefs;
- a description of the teaching context;
- an integrated summary of the claims relating to the assessment criteria;
- teaching experience and responsibilities at all levels – undergraduate, postgraduate coursework, including continuing professional education and postgraduate research activities.

Evidence Addressing Assessment Criteria

As selection is based primarily on the written statement, the majority of the written statement should be devoted to addressing each of the four assessment criteria in turn. Applicants must provide evidence to support their claims against these criteria. The views of students, collaborators and/or colleagues, as appropriate, will be a key element in the assessment of the submissions. The word limit is strictly **1500 words**.

- i. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn.
- ii. Development of curricula, resources or services that reflect a command of the field.
- iii. Evaluation practices that bring about improvements in teaching and learning.
- iv. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.

5.4. Curriculum Vitae

The Curriculum Vitae should outline the applicant's educational qualifications, employment history, teaching positions and teaching experience. Applicants should include evidence of teaching scholarship, such as grants, publications and contributions to professional bodies.

The Curriculum Vitae is limited to **three A4 pages**. For team applications, each individual team member's Curriculum Vitae is limited to **one A4 page**.

Statement of Contribution (for team applications)

Team applications must include an additional page which explains the role and indicates the percentage contribution of team members.

5.5. References

Applicants are required to provide names and contact details of two individuals. One reference must be from the Head of School (or delegate), Division or Organisational Unit. These individuals must agree to provide the Selection Committee with confidential statements on the applicant's teaching against the assessment criteria. References must be no more than **one A4 page** each. If the application is from a team the references should apply to the team.

Applicants should upload their referees' statements (PDF format preferred, no more than one A4 page in length) to the application portal by the application closing date. To facilitate the writing of the reference please provide your referees with a draft copy of your application before the due date.

5.6. Supporting materials (optional)

While assessment is based primarily on the written statement, applicants can choose to submit two of the following supporting materials:

- i. A three-minute video (which could include footage of the applicant/s talking about their project, team or service, their teaching philosophy or interviews with students);
- ii. Website (URL);
- iii. Five pages of printed teaching material in PDF format; or
- iv. One A4 page evaluation of the applicant's teaching (need not be restricted to SECaTS and may include external evaluation).

The relevance of all material must be made clear in the written statement.

6. Selection Procedure

Membership of the Award Selection Committee comprises the following:

- Chair of the Teaching and Learning Committee, Faculty of Health and Behavioural Sciences or nominee
- Two members of the Teaching and Learning Committee, Faculty of Health and Behavioural Sciences (nominated by the Associate Dean (Academic))
- ITaLI representative or Teaching and Learning Manager, Faculty of Health and Behavioural Sciences
- A past recipient of a Faculty teaching award.

7. Presentation of Awards

The presentation of the Awards to the winners is made at the Faculty of Health and Behavioural Sciences awards ceremony on Thursday, November 25 2021.

8. Terms and Conditions

Awards for Teaching Excellence are granted on the condition that all monies associated with the award are used to enhance the career of the recipient with emphasis on their teaching career. Award monies will be paid at the beginning of the calendar year immediately following receipt of the award and the money must be spent in the calendar year it is received.

Expenditure is subject to standard University policy and must be authorised by the Head of School or senior financial delegate.