

## Faculty of Business and Law

### Excellence in Teaching Awards 2014

#### Background

The Faculty of Business and Law is committed to excellence in teaching and learning. Part of our commitment to this area is the offering of annual awards to recognise achievements in this area by our dedicated teachers. The Excellence in Teaching Awards have been offered over the last few years to achieve this goal. Each year the awards recognise the fine work of teaching staff in the previous year. The 2014 Awards will mostly be based on Teaching Excellence in 2013, but it has been decided to make nominations open to all those who are currently teaching in the Faculty.

#### The Awards

Awards are offered for full-time staff involved in undergraduate teaching in our 2 Schools relating to the main Faculty Programs (BBus, BCom, LLB), for teaching in postgraduate coursework, and to recognise the different skills involved in online teaching. In addition the work of our dedicated sessional staff is to be recognised. The award categories are:

1. Two awards for Excellence in Undergraduate Business Teaching - \$3,500 each
2. One award for Excellence in Law Teaching - \$3,500
3. One award for Excellence in Postgraduate Coursework Teaching - \$3,500
4. One award for Excellence in Online Postgraduate Coursework Teaching - \$3,500
5. Two awards for Excellence in Teaching by Sessional Staff - \$1,000 each

#### Eligibility

A. Lecturers employed on a full-time or fixed term basis are eligible to nominate for categories 1-4.

B. Casual Lecturers or Tutors employed on a part-time or sessional basis are eligible to nominate for categories 4 - 5.

#### Note –

- *The awards of \$3,500 comprise two components: 1) An unrestricted payment of \$1,500, and 2) \$2,000 that may be used to either purchase teaching and learning resources or use towards attendance at a conference.*
- *Sessional educator - unrestricted payment of \$1000 to 2 part-time teachers in the Faculty who are able to demonstrate excellence in teaching over the past year.*

#### Purpose of the Awards

1. Recognise and reward outstanding teaching within our Faculty;
2. Signal to our students and other stakeholders our Faculty's commitment to quality teaching;
3. Provide a pathway towards the application for other more rigorous teaching awards/grants through University and External Grants;
4. Provide a template for future teaching awards.

## **Nomination and Application**

There are two paths for award nomination: direct nomination or student nomination.

1. Staff will be invited to self-nominate through the completion of the relevant (attached) documentation. Testimonials from students may of course be accepted as part of the nomination.
2. Student nomination: Nominations will be sought from students. Students will be requested to complete a student nomination form. Once the student nomination is received the staff member will be advised of their nomination, provided with the details of the nomination (without student names) and be invited to provide the necessary documentation for nomination.

A successful applicant would need to comment in a two A4 page statement on how their teaching meets one or more of the five criteria provided in the next section. These criteria have been specifically used for Vice-Chancellor Citations and Awards for Teaching Excellence Guidelines.

Documents should be formatted in the following way: margins should be at least 2cm with clear paragraph definition and a minimum 11 point font - Times New Roman or Arial is recommended. Criterion five will not be used as a selection criterion for applications from sessional staff.

## **Selection Criteria**

All nominations for *Awards for Teaching Excellence* will be assessed on the evidence provided in relation to **one or more** of the following **five selection criteria**:

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
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

\* Not included for sessional lecturer applications.

### **Evidence**

Nominees should include Student Feedback of Course surveys from courses which are relevant to their nomination. Further evidence such as Student Evaluation of Teaching survey results or evidence from colleagues if available may also be provided by the nominee.

### **References**

Two (2) references, of no more than one A4 page each, may be provided by people who are able to comment on the nominee's teaching activity against the selection criteria.

### **Suggestions for an Effective Application**

- Given the page limit of the application it can be advantageous to focus on just one of the criteria when writing the application. This allows you to cover the teaching issues and how they have been addressed. This includes presenting an argument about the teaching and the way you have gone about it.
- Applicants need to provide evidence to support their aim, not just through SFCs, but in the actual application. You should take advantage of the parameters that are provided for you such as:
  - submitting two A4 pages,
  - providing sufficient feedback, and/or feedback from a variety of sources,
  - providing feedback that is explicit and meaningful,
  - using the space to write about what you actually did, rather than taking too much space to write about what you were going to do,
  - making sufficiently clear how the claims that are being made are linked to the criteria the application is being judged against.
- Try to get a balance between the theory, the aim, the outcome and the evidence by presenting the information in a clear and concise way so that the panel has a clear idea of the real contribution you have made. Panel members need to have the information spelled out for them rather than searching several pages of raw data to try to decipher the information.
- Discuss the way to a better application with someone who has been successful. Contact Anne Sullivan ([Anne.Sullivan@newcastle.edu.au](mailto:Anne.Sullivan@newcastle.edu.au)) to arrange to speak to a previous successful applicant. Alternative Dr Sharon Cooper from the Centre for Teaching and Learning will be available to provide feedback on your application. You can contact Dr Cooper at [Sharon.cooper@newcastle.edu.au](mailto:Sharon.cooper@newcastle.edu.au) .

**Timeframe**

The awards will be presented at the Faculty of Business and Law Prize Giving Ceremony to be held in August or September 2014. The timeframe to meet this deadline is:

- Student nominations will close on Wednesday 16 April 2014.
- Applications by staff will close on Thursday 1 May 2014.
- Judging Panel to convene to assess applications W/C 12 May 2014.
- Awards announced at Faculty Prize Giving Ceremony, and students notified through Blackboard.

**Judging Panel**

Members of the Teaching and Learning Committee will review the nominations and recommend the recipients of the Awards. The final composition of the Judging Panel has been determined by the Chair of the Committee, Professor Jim Psaros, Deputy Head of Faculty, and Assistant Dean Teaching & Learning. The panel appears below:

- Patricia Stanton, Newcastle Business School
- Joe Lipsett, Centre for Teaching and Learning
- Anne Sullivan, PVC Office