MEMBERS OF THE TEACHING AND LEARNING COMMITTEE

Professor Geoff Hammond (Chair)
Dr Jane Emberson (Academic Student Advisor)
Ms Jenny Gamble (Faculty Manager)
Dr Nancy Longnecker (CATLyst)

Representatives from Schools:
Dr Jan Meyer (Anatomy and Human Biology)
Professor Don Robertson (Biomedical, Biomolecular and Chemical Sciences)
Professor Tim Ackland (Sports Science, Exercise and Health)
Dr Paul Abbott (Physics)
Dr Davina French (Psychology)

Other Representatives:
Ms Marjan Heibloem (Representative from FNAS)
Ms Carmel O’Sullivan (Biological Sciences Library)
Mrs Jacqueline McNally (Postgraduate Student Representative)
Miss Matilda Oke (Undergraduate Student Representative)

TEACHING AND LEARNING COMMITTEE MEETING
Tuesday 11 March 2008

The next meeting of the Teaching & Learning Committee will be held in the Faculty Meeting Room 155 on Tuesday 11 March 2008 at 2pm. All members are expected to attend or ensure that a representative from the School will attend on their behalf.

AGENDA

1. MINUTES

Confirmation of the minutes of the meeting of the Teaching and Learning Committee held on 11 January 2008.

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair will invite members to declare potential for conflict or perceived conflict of interest if applicable with regard to items on the agenda.

3. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>Item/Business in Progress</th>
<th>Action</th>
<th>Responsible</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>Response to the Discussion Paper: Courses for Tomorrow’s World: Issues and Options</td>
<td></td>
<td>Faculty</td>
<td>Response submitted</td>
</tr>
</tbody>
</table>
PART I
Items for Communication

4. ACADEMIC CONDUCT ESSENTIALS (ACE)
The unit Academic Conduct Essentials (ACE) a requirement for all newly enrolled students at UWA in 2007 will be extended in 2008 to include all students enrolling at UWA for the first time. ACE informs students of their responsibilities as a student of this University and provides resources for use throughout their university career. The role faculties and schools will be undertaking to promote ACE include:

- Powerpoint presentations and overhead transparencies for use in lectures and tutorials.
- Distribution of flyers advertising ACE requirements.
- ACE information paragraph for inclusion in course outlines.

Information about ACE is available from:


PART II
Items for Decision to be dealt with En Bloc

5. ANIMAL ETHICS
In his letter to the Dean, dated 14 February, Professor Alan Dench, Chair of the Animal Ethics Committee outlined his concerns in relation to the use of animals for teaching purposes. He was particularly concerned about the publication of unit contents before approval had been given by the Committee. In some instances these requests did not comply with the University’s responsibility to adhere to the principles of Replacement, Reduction and Refinement and guidance for use of animals in teaching as set out in section 6.1 of the Australian code of practice for care and use of animals for scientific purposes. The code of practice is available on:


A copy of Professor Dench’s letter to the Dean is attached (Attachment A).

PART III
Items for Discussion and Decision

6. PRINCIPLES FOR THE OPERATION OF COMMITTEES REF: F12439
In 2005 the Deputy Vice-Chancellor and the Executive Director (Academic Services and Registrar) commissioned a "Working Smarter Through Committees" working party in order to investigate ways of streamlining and improving committee processes without compromising collegiality.

In accordance with Recommendation 9 – That the University’s principles and rules for the operation of committees are distributed (as part of the agenda) to all committee members and the Chair explicitly address these at the first meeting of each year - the principles and rules have been attached along with the code of conduct for committee members in the agenda (Attachments B, C and D).

Members are required to:
• understand the committee’s role and purpose within the University
• attend all committee meetings or where attendance is not possible, submit an apology
• prepare for all committee meetings by reading and considering the agenda items prior to the meeting
• participate in discussions at the meeting.

The University’s committee code of conduct is available at:

http://www.secretariat.uwa.edu.au/home/uwas_committee_system/other_committees_and_general_information

The Chair will speak to the principles, rules and code of conduct.

7. CHAIR’S REPORT
The Chair will report on current Teaching and Learning issues.

8. SCHOOL REPORTS
School representatives will be asked to report on their school’s teaching and learning priorities for 2008.

9. CATLYST REPORT
CATLyst will report on current Teaching and Learning issues.

10. FACULTY TEACHING AWARDS
Faculty Teaching Awards Committee met on 5 February 2008 to consider the nominations for the 2007 Faculty Teaching Award and to determine the winner in each category. In assessing the applications it was felt that the process needed to be fine tuned. Members are asked to consider the proposed changes in the process. Copies of the current guidelines and the proposed changes are attached (Attachments E and F).

Chair to report on outcomes from the Teaching Award selections.

11. TEACHING AND LEARNING GUIDE FOR FACULTY STAFF
The Chair and the Faculty Manager are planning to introduce a Teaching and Learning Guide for Faculty Staff similar to the guides used in the Business School and the Faculty of Arts, Humanities and Social Sciences. Members were notified of the pending discussion at this meeting and asked to provide feedback to the Chair by 4 March 2008.

12. PEER MENTORING
The Science Union are planning to introduce a peer mentoring program to assist new students in their academic and social transition, from high school to university. Mr Cameron Ritchie, President of the Science Union, is seeking feedback from the Faculty regarding this initiative.

13. OTHER BUSINESS
Dear Professor Stewart,

I am writing to seek your assistance in managing approvals for teaching units involving the use of animals. The Animal Ethics Committee (AEC) has resolved that before advertising the content of new teaching units involving the use of animals, ethics applications are to be submitted to the AEC for consideration. It is also important to check units in which there are current approvals to use animals, and to reapply well before the current approvals lapse.

The AEC has occasionally been asked to consider an application for the use of animals in a unit which has already been advertised to students and which in some cases is due to commence within weeks of the submission of the application to the AEC. In such cases there is implicit pressure to maintain the status quo (where the unit has been taught in the past), however this runs counter to the University’s responsibility to adhere to the principles of Replacement, Reduction and Refinement (3Rs) and guidance for the use of animals in teaching as set out in the Australian code of practice for the care and use of animals for scientific purposes (see section 6.1).

The AEC considers seriously the review of teaching units in which animals are used and can be expected to recommend refinements to established practice in the light of advances in teaching practice, the further development of alternatives to the use of animals in achieving educational outcomes, and changing community expectations. Early applications will allow for constructive discussion among teachers, the AEC, and staff of the University’s Animal Ethics Office and gives us all the best chance of effecting changes, where these are considered necessary, and ensuring that we are all confident that we have done our best to institute the 3Rs.

I suggest that an application for renewal of approval for a particular (part of) a unit be made before the last time that the unit is taught under the current approval. This would allow an opportunity for the AEC and Animal Ethic Office (AEO) to review the current unit while it is running. Where a new unit is to be offered, the AEO should be contacted as early in the planning stages as possible. In either case, an application should be submitted to the AEC at least six months prior to the beginning of the required approval period.

Please do not hesitate to contact me if you would like any clarification or wish to discuss this matter.

Best wishes,

Alan Dench, Chair AEC
Principles

Principles for the Operation of Committees

While the committee structures provide a suitable framework, it is the members of the committees who determine whether good governance and better practice standards are actually achieved and ensure that the committee is adding value.

General:

1. Collegiality: The Committee system is transparent and consultative, and all staff have the opportunity to provide meaningful input into decisions that significantly affect them.

2. Working Smart: Committee time is used in ways which make the most efficient and effective use of staff time to deliberate on significant issues and policies.

3. Good Conduct: Committee members abide by a Code of Conduct that requires them to be appropriately informed and prepared before the meeting so that they can contribute to the decisions of the committee.

4. Review: All committees are regularly reviewed in relation to both the performance of committee business and committee members.

Functional:

5. Policy Decisions: Committees are, wherever possible, engaged in establishing policies and rules within which individual staff can manage and administer University business.

6. Management Decisions: Committees are involved in management and administrative decisions as close to the activity as is compatible with legislative requirements.

7. Communication: Committees are used to provide a contextual framework within which University policies are developed and decisions are made.

8. Membership: Committee membership ensures the broad University community, in all its diversity, is reasonably represented. However, individual committees are not constituted to represent every possible interest group and the number of members should be kept as low as practicable.

Revised on 16/02/2006
Academic Secretariat

Rules for the Operation of Committees

Establishment and Review of Committees:

1. Committees are to have a constitution that clearly describes the purpose and operation of the committee including membership, Chair, function, decision-making and communication lines, quorum and conduct of meetings.

2. Mechanisms for reporting the business of each committee should be made clear at the time of establishment of the committee.

3. Committees should establish a review regime addressing the frequency and nature of the review process and the allocation of responsibility for conducting and acting on the review.

Conduct of Meetings:

4. Meetings should only commence with the appropriate quorum. If the meeting is inquorate the meeting can be cancelled and business dealt with by circulation or discussion can take place in committee mode with recommendations ratified at the next meeting or by circular.

5. Meetings should be held in accordance with constitution. However, the committee should not meet simply because a meeting has been scheduled rather only when there is important business to transact. If business is limited, consideration should be given to circulating items with the Chair’s recommendation rather than to deferring items to a later meeting.

6. Items brought to the committee for a decision for noting or for communication should be relevant to the business or role of the committee. Consideration should be given to holding a joint meeting of two committees when there is an item of interest for more than one committee. When it is clear that the committee has insufficient knowledge to add value to a decision, then other means of processing the decision should be found within existing policy and legislative provisions.

7. Where decisions are to be referred to other University committees then meeting dates should be scheduled to facilitate the efficient flow of business to these committees.

8. There should be an opportunity at the start of each meeting for members to declare any potential or perceived conflict of interest in respect of any item and where appropriate to absent themselves from discussion and/or the room while the item is being considered.

9. Documentation for committees should be written precisely, accurately, clearly and succinctly. The level of formality and detail should match the purpose and readership of the document.

10. Agendas of meetings should:

- Contain or have attached any background material necessary to enable members to make informed decisions. If items have been discussed previously a chronology of key elements of the discussion should be attached.
- Be divided into three parts (Attachment C):

Part 1. Items for Communication to be dealt with En Bloc - only items for communication that require no decision or discussion, but are relevant to the business of the committee or its future decision-making, or require dissemination by members to staff within their areas;

Part 2. Items for Decision to be dealt with En Bloc - only items for decision with clear recommendations by the Chair that are likely to require no further discussion;
Part 3. Items for Discussion and Decision.

• Include an Item/Business in Progress List providing an update of actions since the last meeting, where appropriate.
• At the discretion of the Chair allow items of ‘Other Business’ provided there is advance notice to the Chair and the item is not a major policy item.
• Be distributed to members at least three working days before the meeting and items perceived by the Chair to be key issues should be highlighted. Deadlines for placing formal items on the agenda should be enforced by the Chair and the Executive Officer. Rather than delay the distribution of an agenda because one item is not ready, the use of supplementary agendas should be considered.
• Be posted on the Web, with attachments where possible and available to all staff on the University’s intranet, unless issues of confidentiality preclude this.

11. Minutes of meetings should:

• Contain a summary or précis of events, in dot form wherever possible, rather than a detailed account of every contribution. In general names of individuals should not be recorded in the discussion.
• Contain all resolutions and agreements, whether reached formally through motions or through general consensus, and a clear statement of the action to be taken in relation to each item including the person responsible for the action and a timeline for completion, where appropriate.
• Be distributed to committee members within 10 working days of the close of the meeting.
• Be posted on the Web and available to all staff on the University’s intranet, unless issues of confidentiality preclude this.

Role of Members:

12. Members are required to conduct themselves in accordance with the University’s Code of Conduct and the University Committee Members’ Code of Conduct.

13. Members are required to participate actively in committee business and provide appropriate contributions to decision making for the betterment of the University as a whole.

14. University members should only nominate for committees for which they feel they are well placed and appropriately informed to contribute to the business of that committee.

15. Members who represent constituents on a committee should make every attempt to canvass the views and opinion of that group to bring back to the discussion of the committee and report committee decisions back to their constituents.

Role of Chair and Executive Officer:

16. Chairs and Executive Officers are responsible for ensuring these rules for the operation of committees are followed including the appropriate recording of decisions and actions.

17. Chairs should conduct meetings with the degree of formality appropriate to the committee. Generally, greater formality is needed with major committees, committees with a larger membership and where it is required by constitutional and statutory provisions.

18. Chairs should ensure meetings are conducted fluently so members understand the matters at hand and have the opportunity to discuss them, and the voting processes and resolutions are clear. Chairs should try to ensure the active participation by all members of the committee.

19. Chairs and the Executive Officers have a responsibility to ensure the business of the committee is either referred for a decision to the relevant committee or is communicated effectively to relevant areas of the University.
20. Committees should make provision for delegating responsibilities to the Chair and Executive Officer as far as possible, ensuring accountability for these delegations.

21. Chairs and Executive Officers should meet to discuss the draft agenda so both understand the purpose and possible outcomes of the meeting.

22. Executive Officers should familiarise themselves with the working of the University committee system as a whole, and as much as possible work with Executive Officers of other committees to ensure smooth transition of business through the committee system.

23. Executive Officers should work with the Chair to provide all new members with induction briefing material and appropriately induct new members into the committee. Where possible, this should occur well before the member's first attendance at a meeting of the committee. It is recommended that briefing material provided to new members includes:

- The constitution of the committee including information on the position of the committee in the University committee structure (namely maps with pathways for decisions and communication).
- The Principles and Rules of the Operation of Committees.
- The Code of Conduct of committee members.
- Committee meeting dates.
- Major items of business of the committee of the previous year.
- Commonly used acronyms and abbreviations which might be used in the conduct of the committee's business.
- Effective Meetings - A Guide to Good Practice

Any enquiries relating to the rules for the operation of committees may be directed to the Academic Secretariat.

Revised 16 February 2006

CRICOS Provider Code: 00126G
Last updated 17 Sep 2007 15:24
Location: http://www.secretariat.uwa.edu.au/page/88164
Academic Secretariat

University Committee Members' Code of Conduct

Code of Conduct

Membership of a University Committee is an important role and brings with it key responsibilities and obligations. Specific membership requirements for University Committees have been prepared to promote good practice and have been designed to provide guidance on ethical conduct.


1. **Personal Conduct**: All members of University committees are required to conduct themselves at all times in accordance with the University's Code of Ethics and Code of Conduct. A copy is available at: http://www.hr.uwa.edu.au/publications/code_of_ethics

Members of committees are also required to:

- Understand the committee's role and purpose within the University.
- Stay informed about relevant matters affecting the committee’s business.
- Attend all committee meetings or where attendance is not possible, submit an apology.
- Participate actively and work cooperatively with other committee members and University staff.
- Prepare for all committee meetings by reading and considering the agenda items, papers, and relevant documents.
- Not improperly influence other committee members.
- Make new points succinctly without reiterating at length points already made.

2. **Accountability**: All members have a responsibility to ensure efficient and effective operations of the committee. They must avoid extravagant and wasteful use of resources and ensure actions are consistent with the role and purpose of the committee.

Members of committees are also required to:

- Participate constructively in committee activities in a lawful, ethical, and justifiable manner.
- Ensure decisions are consistent with any statutory and legal requirements.
- Ensure resources, funds, and staff are used effectively and economically for committee business.

3. **Record Keeping and Use of Information**: All documentation produced by the committee forms part of the records and should be maintained in accordance with University's Record Keeping Plan (http://www.archives.uwa.edu.au/rkp).

In conjunction with specific responsibilities of the Executive Officer, members of committees are also required to:

- Ensure adequate procedures are followed for documenting decisions and actions of the committee.
- Maintain confidentiality of committee business where necessary, ensuring confidential records are appropriately stored and accessed.
- Respect confidential discussions and not misuse any information obtained through membership of a committee.
- Openly declare any matters of private interest and record any issues with the potential for conflict to ensure they are transparent and capable of review.

http://www.secretariat.uwa.edu.au/home/policies/commconst/university_committee ... 20/02/2008
• Where appropriate, disqualify themselves from committee discussions and decisions where a con occurs.
• Be aware of the FOI Act 1992 and that access may be sought to all records under this legislation

Where members are unsure of their obligations or responsibilities under the University Committee Mem Conduct, the member should contact the Chair or Executive Officer of the Committee for assistance.

Revised on 16/02/2006

CRICOS Provider Code: 00126G
Last updated 17 Jan 2008 11:27
Location: http://www.secretariat.uwa.edu.au/page/88165
FLPS Awards for Excellence in Teaching and Learning 2007

Aim

The aim of these awards is to recognise, promote and reward excellent teaching and support of teaching within FLPS.

Categories

Awards are offered in five categories.

- FLPS Excellence in Coursework Teaching, including
  - First Year Teaching
  - Early Career
- FLPS Programs that Enhance Student Learning
- FLPS Excellence in Postgraduate Research Supervision
- FLPS Excellence in Honours Supervision
- FLPS Excellence in student support

The faculty will award up to seven awards, however they have the flexibility to award more than one in any category.

Nominations

Nominations can be made by students, staff and self nominations.

Deadlines

Applications from nominators are due in the Faculty Office by October 31st each year. Award nominees will then be invited to lodge their submissions by December 21st each year. Winners will be announced at the Faculty Prize Giving Evening the following year.

Adjudication

A judging panel will be set up to select the prize winners and will comprise:
The Deputy Dean Teaching and Learning (T&L) (Chair), Associate Dean T&L, co-opted members of the FLPS T&L Committee that represent all schools, nominee of PVC (T&L) or co-opted Associate Dean T&L from another Faculty, Senior Faculty Administrative Officer, Faculty CATLyst, and two students enrolled in FLPS (one postgraduate, one undergraduate). If one of the members is nominated they must step down from the committee. Prize winners will receive a certificate to be presented at the Faculty Prize Giving Evening, mention in the Faculty meeting minutes and a monetary prize of $4000 per award.

Conditions

A person cannot receive the same award in two consecutive years. Winners will present a short talk on their teaching innovation at an annual FLPS Teaching Forum (date to be decided). The Forum is a mechanism by which approaches to teaching can be shared and discussed among FLPS staff, with the view to promoting teaching excellence within FNAS.

The Criteria for FLPS Awards for Excellence in Teaching and Learning
Nominations can be in one of five categories and two sub categories.

For

**Excellence in Coursework Teaching Award**

This award gives recognition to teachers (individuals and teams) renowned for the excellence of their teaching, who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education.

Or

**Excellence in Coursework Teaching Award for First Year Teaching Award**

This award gives recognition to teachers (individuals or teams) renowned for the excellence of their teaching, who have made a broad and deep contribution to enhancing the quality of learning and teaching at the first year level in higher education.

Or

**Excellence in Coursework Teaching (Early Career) Award**

The Early Career category is open to staff with no more than seven years experience teaching in a higher education setting (This should be interpreted as seven calendar years and includes all tutoring, part-time teaching, and teaching at other higher education institutions).

**Selection Criteria**

All nominees will be assessed on evidence they provide in relation to the following five criteria:

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

- Development of curricula and resources that reflect a command of the field these 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; integrating student and industry (where relevant) perspectives into developing curriculum; demonstrating innovation to improve integration and delivery of a unit; communicating clear objectives and expectations for student learning.

- Approaches to assessment and feedback that foster independent learning
these 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.

- Respect and support for the development of students as individuals these 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.

- Scholarly activities that have influenced and enhanced learning and teaching these may include: showing advanced skills in evaluation of teaching and reflective practice; using student/peer feedback to reflect on, and enhance unit development; identifying challenges encountered and developing methods to respond to these challenges; 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 learning; demonstrating leadership through activities that have broad influence on the profession; demonstrating leadership and teamwork to enhance coursework teaching and student experiences such as curriculum development with colleagues, involvement in mentoring and/or peer review.

For

Programs that Enhance Student Learning Award

This award recognizes learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and the quality of the student experience of higher education. Nominations will be submitted by the Head of School

Program categories

1. Assessment and feedback

encompassing assessment initiatives that encourage students to develop and demonstrate higher-order skills and attitudes such as academic independence, ethical practices and values, and critical thinking and feedback that is timely and supports students' learning development.

2. Educational partnerships and collaborations with other organizations

encompassing partnerships between universities, and universities and other organisations - such as schools, professional bodies businesses and industries – in collaborative approaches to learning and teaching.

3. The first-year experience

encompassing the academic and social transition to higher education, teaching and learning within large student groups, and the quality of the first year student experience

4. Flexible learning and teaching
encompassing approaches to learning and teaching that afford flexibility in time, place and/or mode of learning

5. Innovation in curricula, learning and teaching

encompassing innovations that encourage novel approaches to learning and teaching, innovations that encourage or support multi-disciplinarily, research-based learning and teaching approaches, innovations that utilise the potential of new and/or emerging technologies

6. Postgraduate education

encompassing programs that focus on postgraduate students, postgraduate coursework teaching and learning, postgraduate research supervision and research higher degree candidature, and postgraduate learning support

7. Services supporting student learning

encompassing services directly related to student learning such as services for specific groups of students, information access, course advising, language and learning support, counseling and disability support

Selection criteria

All nominations for FTA for Programs that Enhance Learning will be assessed on evidence they provide in relation to the following four criteria.

1. **Distinctiveness, coherence and clarity of purpose**
   Extent to which the program has clear objectives and systematic approaches to coordination, implementation and evaluation

2. **Influence on student learning and student engagement**
   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

3. **Breadth of impact**
   Extent to which the program has lead to widespread benefits for students, staff, the institution, and/or other institutions, consistent with the purpose of the program

4. **Concern for equity and diversity**
   Extent to which the program promotes and supports equity and inclusiveness by improving access, participation and outcomes for diverse student groups

The judging panel will take into account:
- Demonstrated evidence of the effectiveness of the program in formal and informal evaluation
- The degree of creativity, imagination or innovation; and
- Evidence of the sustained effectiveness of the program.

**Excellence in Postgraduate Research Supervision Award**
This award gives recognition to postgraduate research supervisors (individuals or teams) renowned for the excellence of their supervision.

Or

Excellence in Honours Research Supervision Award

Selection Criteria

All nominees for the research supervision award will be assessed on evidence they provide in relation to the following four criteria:

- **Approaches to supervision that influence, motivate and inspire students to learn** these 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; inspiring and motivating students through high-level communication and interpersonal skills.

- **Approaches to supervision and feedback that foster independent learning** these may include: providing timely, worthwhile feedback to students on their research; management of group and/or individual progress; using a variety of feedback strategies; adapting supervision methods to different contexts and diverse student needs.

- **Respect and support for the development of students as individuals** these 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 research; influencing the overall academic, social and cultural experience of higher education.

- **Scholarly activities that have influenced and enhanced research supervision** these may include: showing advanced skills in evaluation of supervision and reflective practice; using student/peer and/or other feedback to improve research supervision; participating in and contributing to professional activities related to research; demonstrating leadership through activities that have broad influence on the profession; demonstrating leadership and teamwork to enhance research supervision; making contributions to enhance research supervision more widely within the Faculty or school; sharing ideas with co-supervisors of research students; coordination and management of research supervision; conducting and publishing research related to research supervision.

For

Excellence in student Support Award (e.g. Administration, Demonstration, Preparation, IT Support, etc.)

This awards recognizes people 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 LPS. Nominees can include technical and administrative staff.
Selection Criteria

All nominees will be assessed on evidence they provide in relation to one or more of the following criteria:

- Approaches that provide opportunities, influence, motivate and/or inspire students to learn; these 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 and interpersonal skills.

- Respect and support for the development of students as individuals; these 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 education; influencing the overall academic, social and cultural experience of higher education.

- Scholarly activities that have influenced and enhanced learning and teaching; these may include: showing advanced skills in evaluation and reflective practice; using student, peer and/or other feedback to enhance the services provided to academic staff and/or students; contributions to improvement of services essential to excellence in teaching and learning and student experience in FNAS; how the effort and/or innovation has been integrated into teaching/teaching support/teaching materials, leading to improved outcomes for students; the contribution that the improved materials or service has made to teaching and learning and student experience; collaboration and communication with colleagues to develop and deliver the innovation; coordination, management and leadership of courses and student learning; innovation in the design and delivery of the course material or service provided; demonstrating leadership and teamwork to support given to teaching and learning activities; demonstrating leadership through activities that have broad influence on the profession; participating in and contributing to professional activities related to learning and teaching; conducting and publishing research related to learning and teaching.
Submissions

Nominator Submission

A. Name of nominee(s), Unit and/or Degree/Course (if applicable), Award

B. Provide a maximum of one page justifying the nomination. The statement should cite specific examples of innovation or a high standard of performance in teaching and learning, as related to the Award categories and criterion/criteria as listed above.

Nominee Submission

For

Excellence in Coursework Teaching Award

OR

Excellence in Coursework Teaching Award for First Year Teaching

OR

Excellence in Coursework Teaching (Early Career) Award

A. Name(s), School, Position, Unit and/or Degree/Course (if applicable), Award on cover sheet provided

And

B. Supporting Documentation

i) A written statement including an overview, and addressing the five criteria (no more than 5 pages)

ii) Material that is directly relevant to the nomination, such as selected examples of course materials including unit outlines, lecture handouts, assessments and assessment feedback forms. Supporting evidence such as SPOT, SURF, peer reviews, written student comments (up to 10 pages).

iii) Supporting material is limited to one:
   - Website (URL)
   - CD Rom or DVD
   - Video or audio tape
   - 10 pages of printed material

Nominees are encouraged to provide digital material via a single URL.

For

Excellence in Postgraduate Research Supervision Award

OR

Excellence in Honours Research Supervision Award

A. Name(s), School, Position, Unit and/or Degree/Course (if applicable), Award on cover sheet provided
And

B. Supporting Documentation
   i) A written statement including an overview, and addressing the four criteria (no more than five pages)
   ii) material that is directly relevant to the nomination, such as peer reviews, written student comments, SPORS, list of publications by postgraduate students, awards gained by postgraduate students (up to 10 pages).
   iii) Supporting material is limited to one:
        - Website (URL)
        - CD Rom or DVD
        - Video or audio tape
        - 10 pages of printed material

Nominees are encouraged to provide digital material via a single URL.

For

**Excellence in Student Support Award (e.g. Administration, Demonstration, Preparation, IT Support, etc.)**

A. Name(s), School, Position, Unit and/or Degree/Course (if applicable), Award on cover sheet provided

And

B. Supporting Documentation
   i) A written statement including an overview, and addressing one or more of the criteria as appropriate (up to 2 pages). The number of criteria nominated does not affect the Selection Committee’s assessment of a nomination.
   ii) Material that is directly relevant to the nomination supporting claims against the selection criteria e.g. SPOT, peer reviews, written student comments. Any additional materials should be selected to validate, but not repeat the claims made in the written statement (up to 10 pages).
   iii) Supporting material is limited to one:
        - Website (URL)
        - CD Rom or DVD
        - Video or audio tape
        - 10 pages of printed material

Nominees are encouraged to provide digital material via a single URL.
Revisions to Faculty of Life and Physical Science Teaching Awards

Categories
- A new category of ‘Student-teacher’ to be included. This will be for postgraduate students who are involved in teaching undergraduate students. Each school will be asked to establish their own award in this area with the winners of the school awards being considered for the Faculty award.
- Category 7 from Programs that Enhance Student Learning be removed as this has led to confusion with the Student Support Award.

Criteria for Teaching Awards
- ‘Early Career’ to be defined as staff that started teaching at the tertiary level in the previous three years (this will not include teaching completed whilst the individual was a student).
- The current employment level of the Academic staff member will also be taken into consideration in relation to the Early Career Coursework Teaching award. How??

Website
- The Teaching Awards website -
  http://www.science.uwa.edu.au/studentnet/teaching_awards
  To be tidied up to remove any conflicting information, particularly in relation to limits on length of application.
- Ensure that documentation on the website stresses that only the Head of School can nominate for the category ‘Programs that Enhance Student Learning’.
- Documentation on the website needs to be changed to ensure that applicants are aware that the Faculty awards are the first stage of submissions for the Carrick Awards.

Application
The following changes are proposed to the application process:

- Separate applications are to be submitted for each category of award.
- Drop down menus for ‘categories of award’ to be used for both the nomination and the submission (cover sheet for application).
- Forms to be submitted through the Head of School before transmission to the Faculty Office
- An application template be developed to ensure that applicants address the selection criteria, emphasis the distinctiveness of the application and provide evidence of their excellence in teaching.

Other
- Letters of commendation will be sent to those staff members who the Selection Committee agrees should be acknowledged as having made advances in their teaching in the previous 12 months.
Hello Anne,

The awards and process look good to me.

> You are also encouraged to give feedback on how we can improve the
> process for the Faculty Teaching Awards for next year. To assist you,
> we have prepared a summary changes that were suggested at our meeting
> held on 5 February 2008.

FROM THE SUMMARY:
' A new category of 'Student-teacher' to be included. This will be for postgraduate students who are involved in teaching undergraduate students. Each school will be asked to establish their own award in this area with the winners of the school awards being considered for the Faculty award.'

MY COMMENTS:
Is there a way to revise the process for the category of student teacher? As it is, any sci comm postgrads who demonstrate will not be in the running as they are in the Faculty office and not in a school.  
(Same for Forensics although I'm not sure they do any undergrad demonstrating.)  We don't have many but it is a shame if those who are deserving are left outside the process.

Could there be a 'misc' stream for people who are occasionally nominated directly to the faculty? That way 'misc' students could be nominated in the instances when they've made an exceptional contribution.

Cheers, Nancy

Dr Nancy Longnecker  
Coordinator, Science Communication Program  
Faculty of Life and Physical Sciences, M011 The University of Western Australia  
35 Stirling Hwy  
Crawley, WA 6009  
AUSTRALIA  
61 (8) 6488 3926  
www.science.uwa.edu.au  
email: Nancy.Longnecker@uwa.edu.au  

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