

# Award for Teaching Excellence

## Eligibility Criteria

1. All academic staff in The College of Asia & The Pacific, full-time or fractional; continuing or contract, can be nominated. Staff should have been employed in CAP for at least 2 years, as evidence of a sustained contribution is required. Also the nominee must be a member of academic staff of CAP during the period of the Award Committee's deliberations and decision.
2. Both individual and team nominations are encouraged. Teams may be of any size, however nominations may name no more than five members.
3. Previously unsuccessful Teaching Award nominees are eligible for renomination.
4. Previous Award winners are ineligible for renomination within 3 years except if they are a member of a team and the not the lead applicant. Any team nomination including a previous winner should be for teaching or programs that do not substantially replicate the original award or program. Awards for the Teaching Excellence and Citations for Outstanding Contributions to Student Learning are distinct award types. Nomination for, or receipt of, a Citation for Outstanding Contributions to Student Learning does not affect eligibility for nomination for an Award for Teaching Excellence. However, recipients of a Vice-Chancellor's Award for Teaching Excellence are not eligible to apply for a Citation for Outstanding Contributions to Student Learning.
5. Self-nominations will be accepted.

## 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.