TEACHING EXCELLENCE AWARD POLICY

Policy Category	Academic		
Document Owner	Dean		
Responsible Officer	Dean		
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References and Legislation	Tertiary Education Quality and Standards (TEQSA) Act 2011 (Cth); Higher Education Standards Framework (Threshold Standards) 2015.		
Version	**Change description**	**Approved**	**Effective Date**
1.0	New Policy	Academic Board 14.08.2020	21.08.2020
2.0	Creation of award categories. Revised criteria linked to Scholarship criteria	Academic Board	12.02.2022
2.1	Minor changes to the job titles	CEO 11 July 2023	11 July 2023

1. Purpose

The APIC Teaching Excellence Award Policy reflects the commitment of the Asia Pacific International College (APIC) to enhance the student experience by recognising and rewarding teaching excellence among staff.

2. Scope

The APIC Teaching Excellence Awards are available to all APIC academic staff (individuals and teams, permanent or sessional) except a recipient(s) of an Award in the previous Award Round.

3. Definitions

Item	Definition
Award Round	One cycle of a call for and assessment of applications for teaching awards.
Continuing staff	A staff member who is employed on an ongoing basis with no specified end date.
Fixed-term staff	A staff member who is employed for a specified period whose employment contract specifies both start and end dates for employment.
Fractional staff	A staff member who is regularly employed on a part-time basis at a full-time equivalent (FTE) proportion less than 1.0. May be continuing or fixed term.

4. Teaching Excellence Award Focus and Expectations

4.1 APIC Teaching Excellence Award priority areas are aligned with the key objectives identified in the Learning and Teaching and Scholarship and Research Plans.

4.2 Awards may be made to staff who have made significant contributions over time to the delivery of high-quality learning experiences, implementation of initiatives and innovation, and commitment to improving the student experience and learning outcomes.

5. Award Categories

5.1 Awards made be made in one or more of the following categories:

Excellence in Teaching Award	Criteria	Form of Award
Innovations in Student Learning	Minimum of 2 criteria	Certificate plus Financial reward
Enhancing Student Engagement & Learning	Minimum of 3 criteria including Criteria 4	Certificate plus Financial reward
Teacher of the Year	Minimum of 4 criteria including at least Criteria 5 or 6	Certificate plus Financial reward

5.2 The Awards are a set of awards, representing focus and breadth of teaching excellence in the profession of teaching in higher education. The Awards are:

   5.2.1 **Innovations in Student Learning**

   This Award recognises major contributions/initiatives made by individuals and/or teams to the quality of student learning.

   5.2.2 **Enhancing Student Engagement and Learning**

   This award recognises enhancements to student engagement through innovative and contributions to student learning outcomes and the quality of the student experience. They are available to individuals and/or teams.

   5.2.3 **Academic of the Year**

   The award recognises the College's most outstanding teachers who have demonstrated excellence in teaching, leadership, delivery of quality teaching and dedication to improving the student experience and learning outcomes.

5.3 The quantum of the financial component for the each of the awards will be determined by the Chief Executive Officer for each Award Round.

6. Award Rounds

6.1 An Award Round may be opened at any time on the recommendation of the Dean with the approval of the CEO. Typically award rounds would be made towards the end of a calendar year.

6.2 Publication of the key dates for applications and assessment will be made through documentation posted on the Staff Lounge and by other means as deemed appropriate.

6.3 There is no requirement that an Award Round should be initiated in any year.

6.4 There is no requirement that as the result of an Award Round that there will be an award in any or all award categories

7. Assessment Criteria

7.1 Teaching Excellence Awards recognise staff who implement exceptional approaches to learning and teaching. In assessing applications, the Awards Committee will consider outstanding examples against the criteria listed in the table below.

7.2 Applications for the award must describe the nominee's contribution, supported by evidence, in one or more criteria in accordance with the requirements set out in s5 Award Categories.

Assessment Criteria	Description
Teaching	
1. **Approaches to teaching and/or learning support that influence, motivate or inspire students to learn.**	Application of teaching initiatives which may include: • applying authentic experiential learning; • enhancing independent learning; • improving student engagement and motivation; • effective assessment and feedback; • effective use of appropriate digital literacies and tools; • innovative use of online learning spaces; • collaboration to foster safe, responsible, ethical digital practices to support good digital citizenship.
2. **Evaluation practices that bring about improvements in learning and teaching**	A demonstrated set of reflections and enhancement of evaluation techniques which may include • Using advanced skills in evaluation and reflective practice; • creating effective evaluation design; • adapting evaluation methods to new contexts; • implementing good practices identified through evaluation.
3. **Leadership and scholarship that has influenced and enhanced learning and teaching or the student experience**	Leadership in enhancing student outcomes which may include • engaging in professional activities related to learning and teaching (CPD); • developing and applying innovations in service and support for students; • assisting others in enhancing the student experience.
4. **Targeting teaching & learning activities on increasing student engagement**	Application of teaching initiatives targeted specifically at student enhancing engagement which may include: • applying authentic experiential learning; • applying techniques and tools that 'require' engagement; • utilising interactive activities that engage students; • adopt student suggestions for engaging activities;
Integration	
5. **Linking discipline and cross-discipline knowledge to enhance meaning and relevance for students**	Development of curricula components which integrate research with the learning and environment, and interpreting new discoveries, practices and issues to the benefit of student learning

	which may include
	• Synthesising research and publications into curricula
	• Embedding research skills and culture in curricula
	• contributing professional expertise and creativity to curricula or resource development
	• improving learning objectives and expectations in the light of the knowledge of the field
	• Integrating feedback and reflection
Application	
6. **Providing a meaningful link between learning and the business world that students will enter**	Linking teaching and learning with professional and community groups which may include • Broadening and deepening engagement with the scholarship of learning & teaching • Integrating professional development • maintaining membership of professional associations • reflective engagement with feedback

8. Assessment and Selection Process

8.1 Applications are assessed on the evidence provided in response to the assessment criteria and that their contribution has:
- influenced student learning, student engagement or the overall student experience for a sustained period;
- gained recognised and/or been adopted by other staff, the institution, and/or the broader community;
- shown creativity, imagination or innovation;
- drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs, and/or practice.

8.2 An application needs to be supported by evidence such as formal and informal evaluation, student data, institutional student surveys, references, research, and selected teaching materials.

9. Obligations of Award Recipients

9.1 Recipients of Award under this policy will continue their application of teaching excellence through:
- Presentation of their application to academic staff in an academic learning & Teaching forum/seminar
- Become or continue to be a mentor to other academic staff;
- assist the Awards Committee in the following Award Round; and
- other learning & teaching activities required by the Dean.

10. Application Process

10.1   The dates for an Award Round will allow potential applicants at least two month notice to prepare their applications.

11. Application Requirements

11.1   Eligible staff who wish to apply for a Teaching Excellence Award must complete the application form, available via the Staff Lounge which includes:
- The category of award sought;
- A statement addressing the selected criteria (no more than 300 words per criteria);
- A statement of no more than 200 words summarising the breadth of engagement with the profession of higher education learning & teaching.

11.2   The application form must be submitted by the published date.

11.3   Late applications may be accepted by the Dean. Late applications must clearly explain why the application was submitted late and the cause was beyond the control of the applicant.

12. Awards Committee

12.1   The Awards Committee comprises the following:
- the Dean and Director of Learning and Teaching;
- the Director of Academic Enhancement;
- a senior academic from another Institute of Higher Education.

12.2   The Awards Committee will make recommendations to the CEO for approval.

13. Presentation of Award

13.1   An Award recipient shall be invited to accept their award at an APIC Graduation Ceremony.