Opening Date: Wednesday April 12, 2017  
Closing Date: Tuesday May 16, 2017 at 11:59pm

N.B. The 2017 Dean’s Awards for Outstanding Teaching apply for teaching excellence during Semester 1 and/or Semester 2 units in 2016.

Purpose
The purpose of these awards is to recognise, reward and promote excellence in learning and teaching at the Faculty of Engineering and Information Technologies. They are awarded annually and include: a Faculty award ($8,000) and five School awards ($1,500 each); one for each School in the Faculty.

The recipients are required to disseminate their best practices and promote learning and teaching in the Faculty. This may involve participation in seminars, workshops and teaching forums. The winner of the Faculty award is expected to apply for the Vice Chancellor’s teaching awards the following year.

Eligibility
All full time and part time members of academic staff are eligible to apply as either individuals or as a group.

The following eligibility rules apply for previous award winners:

1) Previous winners of the School award are not eligible to apply for the same award within 3 years of receiving it but are eligible to apply for the Faculty award.

2) Previous winners of the Faculty award are not eligible to apply for both awards within 3 years of receiving it.

3) There are two exceptions to 1) and 2) above: If the previous award was individual, team applications are eligible. If the previous award was as part of a team, individual applications are eligible.

Criteria
Applicants will be assessed on the basis of evidence that supports their claims against the criteria used for the Australian Awards for University Teaching offered by the Office of Learning and Teaching and the Vice-Chancellor’s Awards for Outstanding Teaching offered by the University of Sydney:

1. Approaches to teaching that influence, motivate and inspire students to learn. This may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholar 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. 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; providing support for those involved in the development of curricula and resources; contributing professional expertise to enhance curriculum or resources.

3. **Approaches to assessment and feedback that foster independent learning.** This 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; to enhance assessment and/or feedback.

4. **Respect and support for the development of students as individuals.** This 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.** This 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.

**Application Procedure**

Applications should be submitted to Ms Penny Gorman, by 11:59pm on Tuesday May 16 2017. Your application must not exceed 12 pages in total. You must include:

- Completed and signed Application Form (not in page count)
- Statement addressing each of the five selection criteria with embedded evidence (maximum 5 pages)
- Two referee’s reports in support of the application (maximum 1 page each; therefore 2 maximum)
- Additional supporting evidence (*this is optional, maximum 5 pages)

An electronic version should be emailed to penny.gorman@sydney.edu.au.

**Extra Support**

The previous winners from 2014, 2015 and 2016 are available for viewing in the Student Administration area in PNR Level 3. You are able to view these applications and take notes, but are not allowed to remove them from the office.

If you would like to view the previous winners, please visit the Student Administration Area in PNR between office hours 10:00am – 4:00pm. A space will be set up for you to sit and view their applications.

**Useful Links**

- Advice from ITL:
  - a) [Getting Started](#)
  - b) [Evidence about Teaching](#)
  - c) [Features of Successful Applications](#)
  - d) [Structuring the Argument](#)
- [Office for Learning and Teaching Awards](#)
- [Vice-Chancellor’s awards for outstanding teaching](#)